



## Magnolia Public Schools

### Regular Board Meeting

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**Date and Time**

Thursday January 20, 2022 at 6:00 PM PST

**Location**

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDZBPZz09>

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

**One tap mobile:** +16699009128,,97856064990# US (San Jose)

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

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection. Magnolia Public Schools values public comment during Board meetings. Pursuant to AB 361 members of the public may address the Board during the Public Comment period on the day of the board meeting without the need to complete a public speaker form. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email [board@magnoliapublicschools.org](mailto:board@magnoliapublicschools.org) or call 213-628-3634 Ext. 100.

**Board Members:**

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order			1 m
<b>B.</b> Record Attendance and Guests			1 m
<b>C.</b> Approval of Agenda	Vote		1 m
<b>D.</b> Public Comments			5 m
<b>E.</b> Announcements from CEO & Superintendent and Board Members			5 m
<b>F.</b> Approval of Minutes from MPS Regular Board Meeting - November 18, 2021	Approve Minutes		1 m
<b>G.</b> Approval of Minutes from MPS Regular Board Meeting - December 2, 2021	Approve Minutes		1 m
<b>H.</b> Approval of Minutes from MPS Regular Board Meeting - December 9, 2021	Approve Minutes		1 m
<b>I.</b> Approval of Minutes from MPS Regular Board Meeting - December 16, 2021	Approve Minutes		1 m
<b>J.</b> Approval of Minutes from MPS Special Board Meeting - December 21, 2021	Approve Minutes		1 m
<b>K.</b> Approval of Minutes from MPS Special Board Meeting - January 13, 2022	Approve Minutes		1 m
<b>II. Consent Items</b>			<b>6:19 PM</b>
<b>A.</b> Approval of School Accountability Report Cards (SARC) for all MPS	Vote	D.Yilmaz	3 m
<b>B.</b> Approval of Revised Certification of Signatures Form for Charter School Funds Distribution Authorization	Vote	A.Rubalcava	3 m
<b>III. Action Items</b>			<b>6:25 PM</b>
<b>A.</b> Board Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953	Vote	A.Rubalcava	5 m
<b>B.</b> Approval of 2021-2022 Employee Handbook	Vote	D.Hajmeirza	7 m
<b>C.</b> Approval of Laboratory Equipment and Science/STEAM Supplies RFP	Vote	E.Acar	7 m
<b>D.</b> Approval of Written Finding Per Executive Order N-3-22	Vote	D.Hajmeirza	5 m
<b>E.</b> Approval of 2020-21 Annual Audit Report	Vote	S.Budhraj	10 m
<b>F.</b> Approval of Prop 39 Over-Allocation Cost Payment From Reserve Funds	Vote	S.Budhraj	10 m
<b>G.</b> Approval of Procurement of Antigen Rapid Test Kits for MSA School Sites and Home Office	Vote	S.Budhraj	5 m



	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>H.</b> Approval of Adoption of State Disability Insurance (SDI) Account for MSA-1	Vote	S.Budhraja	5 m
<b>IV. Closing Items</b>			<b>7:19 PM</b>
<b>A.</b> Adjourn Meeting			1 m

## Cover Sheet

### Approval of Minutes from MPS Regular Board Meeting - November 18, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b> November 18, 2021	F. Approval of Minutes from MPS Regular Board Meeting -
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on November 18, 2021

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday November 18, 2021 at 6:00 PM

**Location**

<https://zoom.us/j/98477141171?pwd=U3ppNTEwSUI1cUxZbFR4WWdGc1pzdz09>

**Meeting ID:** 984 7714 1171

**Passcode:** 545875

**One tap mobile:** +16699009128,,98477141171# US (San Jose)

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**Board Members:**

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Directors Present**

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

**Directors Absent**

*None*

**Directors who arrived after the meeting opened**

D. Gonzalez, M. Muhammedov, S. Dikbas

**Directors who left before the meeting adjourned**

D. Gonzalez

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## I. Opening Items

### A. Call the Meeting to Order

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Nov 18, 2021 at 6:06 PM.

### B. Record Attendance and Guests

Refer to attendance information stated above.

### C. Approval of Agenda

D. Gonzalez left at 6:11 PM.

M. Muhammedov arrived at 6:11 PM.

U. Yapanel made a motion to approve the amended agenda.

S. Covarrubias seconded the motion.

After Closed Session, the Board will discuss and review Action Item III B first as the first action item.

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

#### Roll Call

D. Gonzalez Absent

S. Dikbas Absent

U. Yapanel Aye

S. Covarrubias Aye

M. Muhammedov Aye

### D. Public Comments

No public comments were made at this time.

### E. Announcements from CEO & Superintendent and Board Members

A. Rubalcava, CEO & Superintendent, thanked the schools for their hard work and wished them an amazing Thanksgiving break. M. Muhammedov joined the Principals and Home Office Thanksgiving potluck as a representative of the Board earlier in the day. Board Members thanked everyone for their continued hard work and wished all a happy Thanksgiving.

### F. Approval of Minutes from MPS Regular Board Meeting - October 28, 2021

S. Dikbas arrived at 6:16 PM.

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 10-28-21.

M. Muhammedov seconded the motion.

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

#### Roll Call

M. Muhammedov Aye

S. Dikbas Aye

S. Covarrubias Aye

U. Yapanel Aye

D. Gonzalez Absent

### G. Approval of Minutes from MPS Regular Board Meeting - November 4, 2021

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 11-04-21.

M. Muhammedov seconded the motion.

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

**Roll Call**

S. Dikbas	Aye
S. Covarrubias	Aye
M. Muhammedov	Aye
D. Gonzalez	Absent
U. Yapanel	Aye

**II. Closed Session**

**A. Public Announcement of Closed Session**

Announcement was made to clarify a typo made in Closed Session item II C. The correct address is 18242 & 18244 Sherman Way.

S.Covarrubias announced that the Board would be going into Closed Session to discuss public employment and conference with real property negotiators for Magnolia Science Academy-1 and would report out any actions taken.

D. Gonzalez arrived at 6:19 PM.

**B. Public Employment (§ 54957)**

This item was discussed in Closed Session.

**C. Conference with Real Property Negotiators (§54956.8) Property: Magnolia Science Academy-1 (18140 & 18160 Sherman Way)**

This item was discussed in Closed Session.

**D. Report Out of Closed Session**

S.Covarrubias announced in Open Session at 6:52pm that the Board directed staff to follow-up on several items.

**III. Action Items**

**A. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum**

D.Hajmeirza, Director of Human Resources, presented the updated Health and Safety Policy and IIPP Addendum which reflects recent guidelines from Los Angeles County. These changes include extracurricular activities in which music classes that involve playing instruments in a group setting where a face mask must be removed to play must be held outdoors or observe certain precautions such as; using modified face coverings that allow for direct contact with the instrument mouthpiece whenever they are playing, to be replaced by a standard face covering when not actively playing; and individuals may practice instruments indoors if they are alone in a studio or practice room with the doors closed.

S. Dikbas made a motion to approve the updated MPS Health & Safety Policy alongside the Injury and Illness Prevention Program (“IIPP”) COVID-19 addendum.

U. Yapanel seconded the motion.

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

**Roll Call**

S. Dikbas	Aye
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**Roll Call**

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

**B. Approval of Form of Purchase and Sale Agreement for the Acquisition of the Property Located at 18242 and 18244 Sherman Way, Reseda, CA 91335**

This item was presented first as stated in the approval of agenda. P.Ontiveros, General Counsel & Director of Facilities, presented the item to the Board. The property mentioned consists of a parcel of land with a building on it and a separate parcel with a surface parking lot on it. A letter of intent was already signed with the owners for the transaction. He highlighted what the contract consists of and the contract will memorialize the transaction and open escrow in which MPS staff will move forward in doing due diligence on the property. MPS is seeking financing for this transaction and is working with financial advisor John Buck and MPS existing bond holder.

M. Muhammedov made a motion to approve the form of Purchase and Sale Agreement, attached as Exhibit A (the “PSA”), for the acquisition of the real property located and 18242-1844 Sherman Way (the “Property”) immediately adjacent to the Magnolia Science Academy—1 campus in Reseda, (2) grant the MPS CEO and Superintendent the authority to negotiate and approve such changes to the PSA as he shall deem necessary and appropriate and in the best interest of MPS, and to sign and deliver the same in order to open escrow for the acquisition of the Property, and (3) grant the MPS CEO and Superintendent the authority to assign the PSA to a wholly owned subsidiary of Magnolia Properties Management, Inc. for the purposes of financing and closing the transaction.

D. Gonzalez seconded the motion.

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

**Roll Call**

S. Covarrubias Aye  
 M. Muhammedov Aye  
 D. Gonzalez Aye  
 S. Dikbas Aye  
 U. Yapanel Aye

**C. Approval of MPS Preferred Vendors’ List**

M.Sahin, Project Manager at MPS presented the preferred vendor list and explained that the list would allow private sites to work with vendors without getting 3 quotes below the \$50,000 threshold. This list was compiled by asking principals to identify vendors who provided quality services to their campuses. The Facilities Department would strongly recommend to the school sites to get a second opinion for any projects that they might have instead of going with only one company. Staff will run an RFP for any project that is over \$50,000, the preferred vendor list is only for projects below \$50,000.

D. Gonzalez made a motion to approve the list of vendors attached as Exhibit A, to be added to the Preferred Vendors list previously approved by the MPS Board to provide various services to MSA 1, MSA7, MSA Santa Ana and MSA San Diego sites. The co-located sites (MSA2,3,4,6,8) are not listed here because they receive their facility services from LAUSD.

S. Covarrubias seconded the motion.

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

**Roll Call**

M. Muhammedov Aye

**Roll Call**

D. Gonzalez     Aye  
U. Yapanel     Aye  
S. Covarrubias   Aye  
S. Dikbas       Aye

**D. Approval of Facilities & Maintenance Services Agreement for Magnolia Science Academy-San Diego**

M.Sahin, Project Manager at MPS presented that Side-to-Side Cleaning Services has been working with Magnolia Science Academy-San Diego for the last 3 years using them for their janitorial and facility services. An RFP was issued for this service as other MPS sites started utilizing their services in which the total amount of payments to the company was projected to be over \$50,000. Board Members questions were addressed by staff.

S. Dikbas made a motion to grant approval to CEO and Superintendent of MPS, Mr. Alfredo Rubalcava, to sign the agreement with Side-to-Side Cleaning Services.

D. Gonzalez seconded the motion.

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

**Roll Call**

U. Yapanel     Aye  
D. Gonzalez     Aye  
S. Covarrubias   Aye  
M. Muhammedov   Aye  
S. Dikbas       Aye

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:12 PM.

Respectfully Submitted,  
S. Covarrubias

## Cover Sheet

### Approval of Minutes from MPS Regular Board Meeting - December 2, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b> December 2, 2021	G. Approval of Minutes from MPS Regular Board Meeting -
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on December 2, 2021



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## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday December 2, 2021 at 5:15 PM

**Location**

<https://zoom.us/j/94697046558?pwd=bG5HU2dNT1JUR0dYYnVIWmNKbUswUT09>

**Meeting ID:** 946 9704 6558     **Passcode:** 120198

**One tap mobile:** +16699009128,,94697046558# US (San Jose)

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**Board Members:**

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Directors Present**

M. Muhammedov (remote), S. Covarrubias (remote), S. Dikbas (remote), U. Yapanel (remote)

**Directors Absent**

D. Gonzalez

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**I. Opening Items****A. Call the Meeting to Order**

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Dec 2, 2021 at 5:18 PM.

**B.**

### **Record Attendance and Guests**

Refer to attendance information stated above.

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

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

U. Yapanel seconded the motion.

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

#### **Roll Call**

S. Dikbas	Aye
U. Yapanel	Aye
D. Gonzalez	Absent
M. Muhammedov	Aye
S. Covarrubias	Aye

### **D. Public Comments**

No public comments were made at this time.

### **E. Announcements from CEO & Superintendent and Board Members**

A.Rubalcava, CEO & Superintendent, welcomed S.Budhraj as the new Chief Financial Officer at Magnolia Public Schools. S.Budhraj, shared some words of excitement and gratitude. The Board welcomed S.Budhraj to MPS.

## **II. Action Items**

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

The Board discussed and reconsidered the circumstances of the State of Emergency related to COVID-19 in which meeting in person can directly impact the ability of the Board and public to meet safely. As such, local officials are still continuing to recommend measures to promote social distancing.

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

U. Yapanel seconded the motion.

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

#### **Roll Call**

D. Gonzalez	Absent
S. Covarrubias	Aye
S. Dikbas	Aye
M. Muhammedov	Aye
U. Yapanel	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 5:30 PM.

Respectfully Submitted,

S. Covarrubias

## Cover Sheet

### Approval of Minutes from MPS Regular Board Meeting - December 9, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b> December 9, 2021	H. Approval of Minutes from MPS Regular Board Meeting -
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on December 9, 2021

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday December 9, 2021 at 7:00 PM

**Location**

<https://zoom.us/j/92438186981?pwd=TG16akJJWTJVQzF0cW90eG1sdFdfZz09>

**Meeting ID:** 924 3818 6981      **Passcode:** 418185

**One tap mobile:** +16699009128,,92438186981# US (San Jose)

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**Board Members:**

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Directors Present**

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

**Directors Absent**

*None*

**Directors who arrived after the meeting opened**

S. Dikbas

**Directors who left before the meeting adjourned**

U. Yapanel

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**I. Opening Items**

A.

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

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Dec 9, 2021 at 7:04 PM.

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

Refer to attendance information stated above.

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

S. Covarrubias made a motion to approve the agenda as presented.  
M. Muhammedov seconded the motion.  
The board **VOTED** to approve the motion.

#### **Roll Call**

S. Covarrubias	Aye
D. Gonzalez	Aye
U. Yapanel	Aye
S. Dikbas	Absent
M. Muhammedov	Aye

### **D. Public Comments**

B.Lopez, Chief External Officer, publicly acknowledged the donation made by S.Dikbas, Board Member, to Magnolia Science Academy-San Diego in which his donation was matched. G.Serce, Principal at MSA-San Diego, thanked S.Dikbas for his donation and thanked the San Diego community in aiding in the efforts to reach their donation goal to upgrade their water fountain stations.

### **E. Announcements from CEO & Superintendent and Board Members**

A.Rubalcava, CEO & Superintendent, wished everyone an early happy holidays. He turned it over to B.Lopez, Chief External Officer, in which she informed the Board that MPS was awarded the MTSS Phase 3 Funding and Grant. She thanked school Principals, department leads and I.Soto, Senior Director of Development & Communications, for their work on this front.

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

### **A. Public Hearing for Educator Effectiveness Block Grant Plans for All MPS**

D.Yilmaz, Chief Accountability Officer, and O.Polat, Director of State & Federal Programs, presented the educator effectiveness block grant plans for all Magnolia Public Schools. The state of California is providing these funds to LEAs to provide professional learning and to promote educator equity, quality and effectiveness. MPS schools will be receiving about \$835,000. The Board will approve the plans at the next Board Meeting once feedback is received. MPS will be reporting by every September 30th an annual expenditure report detailing how these funds are being used. The funds would have to be used by 5 years, ending in September 30, 2026. This is one-time funding. O.Polat, explained the 10 areas of use of this grant. The Principals and Deans of Academics met to discuss the use of these funds. A few Principals went over their plans in detail. All schools plans are available to the public. S.Covarrubias, requested to have the Board be informed of feedback from the teachers once the funds are being put into use.  
S. Dikbas arrived at 7:13 PM.

### **B.**

### **MPS Annual Authorizer Oversight Reports**

D.Yilmaz, Chief Accountability Officer, informed the Board that schools were visited by their authorizers last year. The scores received from LAUSD were presented in April of 2021 where a discussion was held given LAUSD's feedback on how MPS can improve. Most recent reports were from San Diego Unified School District and Los Angeles County of Education. Areas of improvement and implementation that were highlighted on the oversight reports was discussed in which staff has already implemented some of those areas and others are still being worked on by staff as systems of improvement. G.Serce, Principal at MSA-San Diego, and S.Budhraj, Chief Financial Officer, shared that with continued efforts they will strive to review policies and practices and identify ways to strengthen internal controls and help build better processes moving forward. Staff went over each piece of the oversight reports.

### **III. Closed Session**

#### **A. Public Announcement of Closed Session**

M.Muhammedov announced that the Board would be going into Closed Session to discuss public employment, conference with real property negotiators for Magnolia Science Academy-1 & 5 and anticipated initiation of litigation for one case and would report out any actions taken.

#### **B. Public Employment (§ 54957)**

This item was discussed in Closed Session.

#### **C. Conference with Real Property Negotiators (§54956.8) Properties: Magnolia Science Academy-1 & 5 (7111 Winnetka Ave & 18242 Sherman Way)**

This item was discussed in Closed Session.

#### **D. Anticipated Initiation of Litigation §54956.9(c): (1 case)**

This item was discussed in Closed Session.

#### **E. Report Out of Closed Session**

M.Muhammedov announced in Open Session at 9:18pm that the Board directed staff to take necessary action regarding public employment and conference with real property negotiations for Magnolia Science Academy-1 & 5 and to report to the Board. The Board has also authorized staff to investigate litigation in connection to one of its facilities and authorized A.Rubalcava, CEO & Superintendent, to follow-up on the matter.

### **IV. Action Items**

#### **A. Approval of MSA-1 Purchase of Lunch Tables**

B.Plonka, Principal at Magnolia Science Academy-1, stated that due to the amount of growth and to better provide a safe environment for their students in connection to social distancing during the pandemic they are in need of lunch tables. Their current tables are deteriorating due to old age. They are assessing which can be salvaged or which can be provided to other school campuses. They are utilizing their ESSER III funds under capital improvement projects. Board Members questions were addressed.

S. Covarrubias made a motion to grant approval to the CEO and Superintendent of MPS, Alfredo Rubalcava, to sign the agreement with Hertz Furniture to purchase 40 – 8’ Rectangular Portable Tables for the lunch area.

D. Gonzalez seconded the motion.

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

**Roll Call**

M. Muhammedov Aye

S. Dikbas Aye

U. Yapanel Aye

S. Covarrubias Aye

D. Gonzalez Aye

**B. Approval of MPS Recruitment & Retention Plan**

This was previously presented to the MPS Development & Stakeholder Committee which was approved for their recommended approval to the full Board.

D.Hajmeirza, Human Resources Director, added that the MPS Recruitment & Retention Plan will serve as a blueprint for recruiting, hiring and retaining qualified staff members. This will be implemented in an ongoing basis as the Human Resources Department develops processes to meet all the steps as mentioned in the plan. This was presented to the Home Office leadership team and Principals for feedback.

U. Yapanel made a motion to approve the Magnolia Public Schools’ (“MPS”) Recruitment and Retention Plan.

S. Covarrubias seconded the motion.

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

**Roll Call**

D. Gonzalez Aye

M. Muhammedov Aye

S. Covarrubias Aye

U. Yapanel Aye

S. Dikbas Aye

**C. Approval of the 2021-22 First Interim Budget Report for all MPS**

This was previously presented to the MPS Finance Committee which was approved for their recommended approval to the full Board. S.Budhraj, Chief Financial Officer, went over the first interim budget report. Projections are for the 2021-22 school year based on the July 1st budget and any information between July 1st through October 31st reflecting actuals data. He walked through the financials of all MPS school sites and MERF. The overall projected ending fund balance collectively is a sustainable healthy ending fund balance. Over the course of now to sometime next year, the Finance team will find some ways to curve the deficit to reduce it from its current size. They will work with school site principals and share information in regards to their budget and develop strategies to allocate resources for their students and help develop concrete plans closing out the fiscal year and moving into the next fiscal year.

U. Yapanel left at 9:42 PM.

S. Dikbas made a motion to approve the 2021-22 First Interim Reports as the most recent revised budget for the 2021-22 fiscal year.

M. Muhammedov seconded the motion.

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

**Roll Call**

S. Dikbas Aye

S. Covarrubias Aye

M. Muhammedov Aye



**Roll Call**

U. Yapanel            Absent  
D. Gonzalez           Aye

**D. Approval of Form of Purchase and Sale Agreement for the Acquisition of the Property Located at 7111 Winnetka Ave for MSA-5**

This was previously presented to the MPS Audit/Facilities Committee which was approved for their recommended approval to the full Board. M.Muhammedov, Board Member & Chair of the Audit/Facilities Committee, discussed the main points brought to the Committee which stipulated the process that will be done once the agreement is signed. P.Ontiveros, General Counsel & Director of Facilities, elaborated on those points and mentioned that previously a letter of intent for this transaction was signed with the Boards approval which spelled out the terms and conditions. Currently still in the negotiation phase. Once a resolution is reached MPS will be in a position to signed and make the good faith deposit and proceed with due diligence.

D. Gonzalez made a motion to approve the form of Purchase and Sale Agreement, attached as Exhibit A (the "PSA"), for the acquisition of the real property located at 7111 Winnetka Ave, Winnetka (the "Property") approximately 2.5 miles away from the Magnolia Science Academy—1 campus in Reseda, (2) grant the MPS CEO and Superintendent the authority to negotiate and approve such changes to the PSA as he shall deem necessary and appropriate and in the best interest of MPS, and to sign and deliver the same in order to open escrow for the acquisition of the Property, and (3) grant the MPS CEO and Superintendent the authority to assign the PSA to a wholly owned subsidiary of Magnolia Properties Management, Inc. for the purposes of financing and closing the transaction or to a wholly owned subsidiary of Pacific Charter School Development, Inc., a California non-profit public benefit corporation focused on developing facilities charter schools ("PCSD").

M. Muhammedov seconded the motion.

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

**Roll Call**

D. Gonzalez            Aye  
S. Dikbas                Aye  
M. Muhammedov        Aye  
S. Covarrubias        Aye  
U. Yapanel               Absent

**V. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:51 PM.

Respectfully Submitted,  
M. Muhammedov

## Cover Sheet

### Approval of Minutes from MPS Regular Board Meeting - December 16, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b> December 16, 2021	I. Approval of Minutes from MPS Regular Board Meeting -
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on December 16, 2021

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday December 16, 2021 at 6:00 PM

**Location**

<https://zoom.us/j/98572496052?pwd=Tkd6SWRyZEJkZEExaYVRZT3AzWWJjZz09>

**Meeting ID:** 985 7249 6052      **Passcode:** 947580

**One tap mobile:** +16699009128,,98572496052# US (San Jose)

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**Board Members:**

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Directors Present**

M. Muhammedov (remote), S. Covarrubias (remote), U. Yapanel (remote)

**Directors Absent**

D. Gonzalez, S. Dikbas

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**I. Opening Items****A. Call the Meeting to Order**

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Dec 16, 2021 at 6:09 PM.

**B. Record Attendance and Guests**

Refer to attendance information stated above.

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

M. Muhammedov made a motion to approve the agenda as presented.  
S. Covarrubias seconded the motion.  
The board **VOTED** to approve the motion.

#### **Roll Call**

U. Yapanel	Aye
D. Gonzalez	Absent
S. Covarrubias	Aye
M. Muhammedov	Aye
S. Dikbas	Absent

### **D. Public Comments**

No public comments were made at this time.

### **E. Announcements from CEO & Superintendent and Board Members**

A.Rubalcava, CEO & Superintendent, stated that schools are working to end strong before the winter holiday break.

## **II. Closed Session**

### **A. Public Announcement of Closed Session**

M.Muhammedov announced that the Board would be going into Closed Session to discuss public employment and anticipated initiation of litigation for one case and would report out any actions taken.

### **B. Public Employment (§ 54957)**

This item was discussed in Closed Session.

### **C. Anticipated Initiation of Litigation §54956.9(c): (1 case)**

This item was discussed in Closed Session.

### **D. Report Out of Closed Session**

M.Muhammedov announced in Open Session at 6:24pm that the Board and staff discussed these items and Board directed staff to follow-up.

## **III. Action Items**

### **A. Approval of Educator Effectiveness Block Grant Plans for All MPS**

D.Yilmaz, Chief Accountability Officer, presented that MPS would be awarded \$835,000 from the educator effectiveness block grant. Each school sites plan was presented during the public hearing held in December 9th. Grant is mostly used for the coaching of new teachers or inexperienced teachers and for supporting teachers for their credentialing and professional development. These plans are going to be posted on the MPS website and schools have 5 years to spend these funds. Academic team would be working on a platform for maintaining coaching documents.

M. Muhammedov made a motion to approve Educator Effectiveness Block Grant Plans for All MPS.

U. Yapanel seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

S. Dikbas	Absent
S. Covarrubias	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
D. Gonzalez	Absent

**B. Approval of Fiscal Benchmarks for Magnolia Science Academy-4, 6, 7 & 8**

S. Budhreja, Chief Financial Officer, presented the fiscal benchmarks that were brought forth in 2018. LAUSD recommended to strengthen some internal controls within the organization. Per their recommendation MPS has made improvements on their fiscal management and operations. He addressed each fiscal benchmark and the corrective actions taken place in meeting those marks.

U. Yapanel made a motion to approve the proposed actions and next steps to be taken by MPS as recommended by LAUSD Oversight staff.

M. Muhammedov seconded the motion.

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

**Roll Call**

S. Covarrubias	Aye
U. Yapanel	Aye
D. Gonzalez	Absent
S. Dikbas	Absent
M. Muhammedov	Aye

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:35 PM.

Respectfully Submitted,  
M. Muhammedov

## Cover Sheet

### Approval of Minutes from MPS Special Board Meeting - December 21, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b> December 21, 2021	J. Approval of Minutes from MPS Special Board Meeting -
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board Meeting on December 21, 2021

APPROVED



## Magnolia Public Schools

### Minutes

#### Special Board Meeting

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**Date and Time**

Tuesday December 21, 2021 at 6:00 PM

**Location**

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

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

**One tap mobile:** +16699009128,,97856064990# US (San Jose)

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**Board Members:**

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Directors Present**

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

**Directors Absent**

M. Muhammedov, S. Covarrubias

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**I. Opening Items****A. Call the Meeting to Order**

U. Yapanel called a meeting of the board of directors of Magnolia Public Schools to order on Tuesday Dec 21, 2021 at 6:21 PM.

**B. Record Attendance and Guests**

Refer to attendance information stated above.

### C. Approval of Agenda

U. Yapanel made a motion to approve the agenda as presented.

D. Gonzalez seconded the motion.

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

#### Roll Call

U. Yapanel	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
S. Covarrubias	Absent
M. Muhammedov	Absent

### D. Public Comments

No public comments were made at this time.

### E. Announcements from CEO & Superintendent and Board Members

A. Rubalcava, CEO & Superintendent, wished everyone a safe holiday season. Board Members shared the same sentiment.

## II. Action Items

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

MPS Board of Directors discussed and reconsidered the circumstances of the State of Emergency related to COVID-19 in which meeting in person can directly impact the ability of the Board and public to meet safely. As such, local officials are still continuing to recommend measures to promote social distancing.

U. Yapanel made a motion to adopt the findings relating to the ability of the Board to conduct meetings due to teleconference during the State of Emergency, in reference to AB 361/Government Code Section 54953.

D. Gonzalez seconded the motion.

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

#### Roll Call

S. Covarrubias	Absent
S. Dikbas	Aye
M. Muhammedov	Absent
D. Gonzalez	Aye
U. Yapanel	Aye

### B. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum

D. Hajmeirza, Human Resources Director, presented the most updated local county guidelines. These updates include extracurricular activities, COVID-19 vaccination policy for employees pursuant to LAUSD's December 16th communication, and COVID-19 vaccination policy for students. Board Members questions were addressed by staff.

D. Gonzalez made a motion to approve the updated MPS Health & Safety Policy alongside the IIPP COVID-19 addendum.

S. Dikbas seconded the motion.

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



**Roll Call**

U. Yapanel	Aye
M. Muhammedov	Absent
S. Dikbas	Aye
D. Gonzalez	Aye
S. Covarrubias	Absent

**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 6:30 PM.

Respectfully Submitted,  
U. Yapanel

## Cover Sheet

### Approval of Minutes from MPS Special Board Meeting - January 13, 2022

<b>Section:</b>	I. Opening Items
<b>Item:</b> January 13, 2022	K. Approval of Minutes from MPS Special Board Meeting -
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board Meeting on January 13, 2022

APPROVED



## Magnolia Public Schools

### Minutes

#### Special Board Meeting

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**Date and Time**

Thursday January 13, 2022 at 6:30 PM

**Location**

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDZBPZz09>

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

**One tap mobile:** +16699009128,,97856064990# US (San Jose)

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**Board Members:**

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Directors Present**

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

**Directors Absent**

*None*

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**I. Opening Items****A. Call the Meeting to Order**

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Jan 13, 2022 at 6:33 PM.

**B.**

### **Record Attendance and Guests**

Refer to attendance information stated above.

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

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

M. Muhammedov seconded the motion.

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

#### **Roll Call**

D. Gonzalez Aye

S. Covarrubias Aye

M. Muhammedov Aye

U. Yapanel Aye

S. Dikbas Aye

### **D. Public Comments**

No public comments were made at this time.

### **E. Announcements from CEO & Superintendent and Board Members**

A.Rubalcava, CEO & Superintendent, and MPS Principals shared how the process was in schools re-opening after the holiday break. R.Monoshev, IT Director, shared the news of MPS being a recipient of the Emergency Connectivity Fund.

## **II. Closed Session**

### **A. Public Announcement of Closed Session**

S.Covarrubias announced that the Board would be going into Closed Session to discuss anticipated initiation of litigation for one case and would report out any actions taken.

### **B. Anticipated Initiation of Litigation §54956.9(c): (1 case)**

This item was discussed in Closed Session.

### **C. Report Out of Closed Session**

S.Covarrubias announced in Open Session at 7:46pm that the Board directed staff to follow-up with legal counsel.

## **III. Action Items**

### **A. Approval of Form of Amendment to Co-Location Use Agreement for Magnolia Science Academy-2**

P.Ontiveros, General Counsel & Director of Facilities, presented the amendment to the co-location use agreement for Magnolia Science Academy-2. Under the Use Agreement, the term of MSA-2's occupancy of the Property is co-terminus with the term of its approved charter petition. With AB 130, it legislatively extended the term of MSA-2's charter petition for two years, from June 30, 2022, to June 30, 2024. Legal counsels for LAUSD and MPS discussed their different interpretations of AB 130 and at the end LAUSD presented an amendment to extend its occupancy of the Property until June 30, 2023 under certain terms and conditions

such as prop 39 over-allocation reimbursements by MSA-3 and MSA-4. Board Members questions were addressed by staff.

S. Covarrubias made a motion to approve the form of Amendment to Co-Location Use Agreement, attached as Exhibit A (the "Amendment"), for the extension of Magnolia Science Academy—2's occupancy of a portion of the Los Angeles Unified School District ("LAUSD") land commonly known as the Birmingham campus (the "Property"), and (2) grant the MPS CEO and Superintendent the authority to negotiate and approve such changes to the Amendment as he shall deem necessary and appropriate and in the best interest of MPS and MSA-2, and to sign the Amendment and deliver it to LAUSD.

M. Muhammedov seconded the motion.

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

**Roll Call**

M. Muhammedov	Aye
S. Covarrubias	Aye
U. Yapanel	Aye
S. Dikbas	Aye
D. Gonzalez	Aye

**B. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum**

D.Hajmeirza, Director of Human Resources, presented the updated Health and Safety Policy and IIPP Addendum which reflects recent guidelines from CDC, CDPH and other county public health officials. These updates include COVID-19 testing guidelines and exposure management procedures in quarantining and isolating.

S. Covarrubias made a motion to approve the updated MPS Health & Safety Policy alongside the IIPP COVID-19 addendum.

U. Yapanel seconded the motion.

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

**Roll Call**

S. Covarrubias	Aye
S. Dikbas	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye
U. Yapanel	Aye

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:56 PM.

Respectfully Submitted,  
S. Covarrubias

## Cover Sheet

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

<b>Section:</b>	II. Consent Items
<b>Item:</b> all MPS	A. Approval of School Accountability Report Cards (SARC) for all MPS
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	School Accountability Report Cards (SARC) for all MPS.pdf



Board Agenda Item #	II A: Consent Item
Date:	January 20, 2022
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of School Accountability Report Cards (SARC) for all MPS

### Proposed Board Recommendation

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

### Background

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

The SARC presented for board approval is for the year of 2020-21 and covers information about the school, including but not limited to, Conditions of Learning, Pupil Outcomes, Engagement, expenditures per pupil, professional development and other information about the school. There is a template provided by the CDE and the majority of the data in SARC is provided by the CDE and pre-populated in the report while the school is asked to provide a narrative in the following areas: school description and mission statement, school facility conditions and planned improvements, career technical education programs, opportunities for parental involvement, school safety plan, types of services funded, and professional development.

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

Budget Implications

N/A

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

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

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- School Accountability Report Cards (SARC) (one for each MSA)
  - MSA-1.....Pg. 3
  - MSA-2.....Pg. 27
  - MSA-3.....Pg. 54
  - MSA-4.....Pg. 77
  - MSA-5.....Pg. 104
  - MSA-6.....Pg. 128
  - MSA-7.....Pg. 154
  - MSA-8.....Pg. 178
  - MSA-Santa Ana.....Pg. 216
  - MSA-San Diego.....Pg. 254



**Magnolia Science Academy**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	18238 Sherman Way Reseda, CA , 91335-4550	<b>Principal:</b>	Mr. Brad Plonka, Principal
<b>Phone:</b>	(818) 609-0507	<b>Grade Span:</b>	6-12

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### Mr. Brad Plonka, Principal

Principal, Magnolia Science Academy

#### About Our School

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#### Contact

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Magnolia Science Academy  
18238 Sherman Way  
Reseda, CA 91335-4550

Phone: (818) 609-0507  
Email: [bplonka@magnoliapublicschools.org](mailto:bplonka@magnoliapublicschools.org)

## Contact Information (School Year 2020–2021)

### District Contact Information (School Year 2020–2021)

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Duardo, Debra
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoed.edu">duardo_debra@lacoed.edu</a>
<b>Website</b>	<a href="http://www.lacoed.edu">www.lacoed.edu</a>

### School Contact Information (School Year 2020–2021)

<b>School Name</b>	Magnolia Science Academy
<b>Street</b>	18238 Sherman Way
<b>City, State, Zip</b>	Reseda, CA , 91335-4550
<b>Phone Number</b>	(818) 609-0507
<b>Principal</b>	Mr. Brad Plonka, Principal
<b>Email Address</b>	<a href="mailto:bplonka@magnoliapublicschools.org">bplonka@magnoliapublicschools.org</a>
<b>Website</b>	<a href="https://msal.magnoliapublicschools.org">https://msal.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19101996119945

Last updated: 1/7/22

**School Description and Mission Statement (School Year 2020–2021)**

**Our Mission:**

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

**Our Vision:**

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

**MSA-1's 2021-22 Goals:**

**1. BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT**

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including full credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

**2. EXCELLENCE**

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college and career-ready.

**3. BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT INNOVATION**

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways, and demonstrate high-quality learning outcomes.

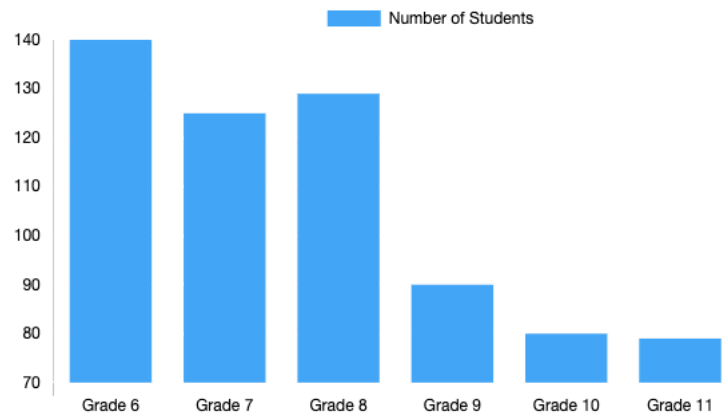
**4. CONNECTION**

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. Teacher assignments and credentials Instructional materials and technology Clean and safe facilities that support learning Healthy and nutritious meals Well-orchestrated Home Office support services

Last updated: 12/21/21

**Student Enrollment by Grade Level (School Year 2020–2021)**

Grade Level	Number of Students
Grade 6	140
Grade 7	125
Grade 8	129
Grade 9	90
Grade 10	80
Grade 11	79
Grade 12	74
Total Enrollment	717



Last updated: 12/21/21

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Student Group
Black or African American	1.00%
American Indian or Alaska Native	0.00%
Asian	3.00%
Filipino	2.00%
Hispanic or Latino	91.00%
Native Hawaiian or Pacific Islander	0.00%
White	4.00%
Two or More Races	1.00%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	91.00%
English Learners	22.00%
Students with Disabilities	15.00%
Foster Youth	0.00%
Homeless	2.00%

## A. Conditions of Learning

### State Priority: Basic

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

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)**

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0%
Mathematics		Yes	0%
Science		Yes	0%
History-Social Science		Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/7/22

**School Facility Conditions and Planned Improvements**

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

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

Last updated: 1/7/22

**School Facility Good Repair Status**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

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

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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Last updated: 1/7/22

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID–19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

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

*Last updated: 1/10/22*



**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	469	74	15.78	84.22	45.95
Male	241	39	16.18	83.82	46.15
Female	228	35	15.35	84.65	45.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	17	3	17.65	82.35	--
Filipino	--	--	--	--	--
Hispanic or Latino	428	68	15.89	84.11	42.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	2	15.38	84.62	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantages	422	68	16.11	83.89	44.12
English Learners	115	15	13.04	86.96	0.00
Students with Disabilities	72	12	16.67	83.33	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	469	74	15.78	84.22	25.68
Male	241	39	16.18	83.82	25.64
Female	228	35	15.35	84.65	25.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	17	3	17.65	82.35	--
Filipino	--	--	--	--	--
Hispanic or Latino	428	68	15.89	84.11	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	2	15.38	84.62	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	422	68	16.11	83.89	22.06
English Learners	115	15	13.04	86.96	0.00
Students with Disabilities	72	12	16.67	83.33	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	31.21	N/A	28.72

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/10/22

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	202	N/T	N/T	N/T	N/T
Male	99	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Black or African American	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	--	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	180	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	N/T	N/T	N/T	N/T
Two or More Races	--	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	182	N/T	N/T	N/T	N/T
English Learners	34	N/T	N/T	N/T	N/T
Students with Disabilities	30	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

null
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Last updated: 1/10/22

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

Last updated: 1/10/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	84.85%

Last updated: 1/10/22

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2020—2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/10/22

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

MSA-1 is a school of choice that significantly benefits from parent involvement in our students' learning process. Our school provides a login for parents to track their child's progress at school. Each staff member has an email address and phone number, and parents can easily access their contact information via the website. The teachers and administration at MSA-1 are very responsive to emails and phone messages left by parents. Additionally, teachers do home visits which enhance communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Before the start of the school year, MSA-1 holds an orientation for both new and returning students. Each teacher has the opportunity to meet their homeroom students and families to convey the school and classroom expectations. Parents can also voice any concerns they have prior to the school year starting and have any of their questions answered.

Our Parent Task Force (PTF) meets every month. We also have Coffee with the Admin team to allow parents to meet the whole admin team once a month. Throughout the entire year, parents have the opportunity to contact and meet any teacher during an assigned time to discuss a student's progress. This is particularly necessary because parents know that a teacher can be reached. Open Houses are held during the school year and are available to the neighbors and community that the school is located. Field trips are organized over the year and are taken within the community and overnight in locations that support academic growth.

Every six weeks, parents are mailed home a hard copy of their child's progress report or sent digitally. Teachers can make personal comments on each student that explain the student's progress beyond the letter grade. This description is helpful to the parents because the analysis is directly written for their child. We also offer our parents learning opportunities such as Parent activities on Saturdays and during the weekdays.

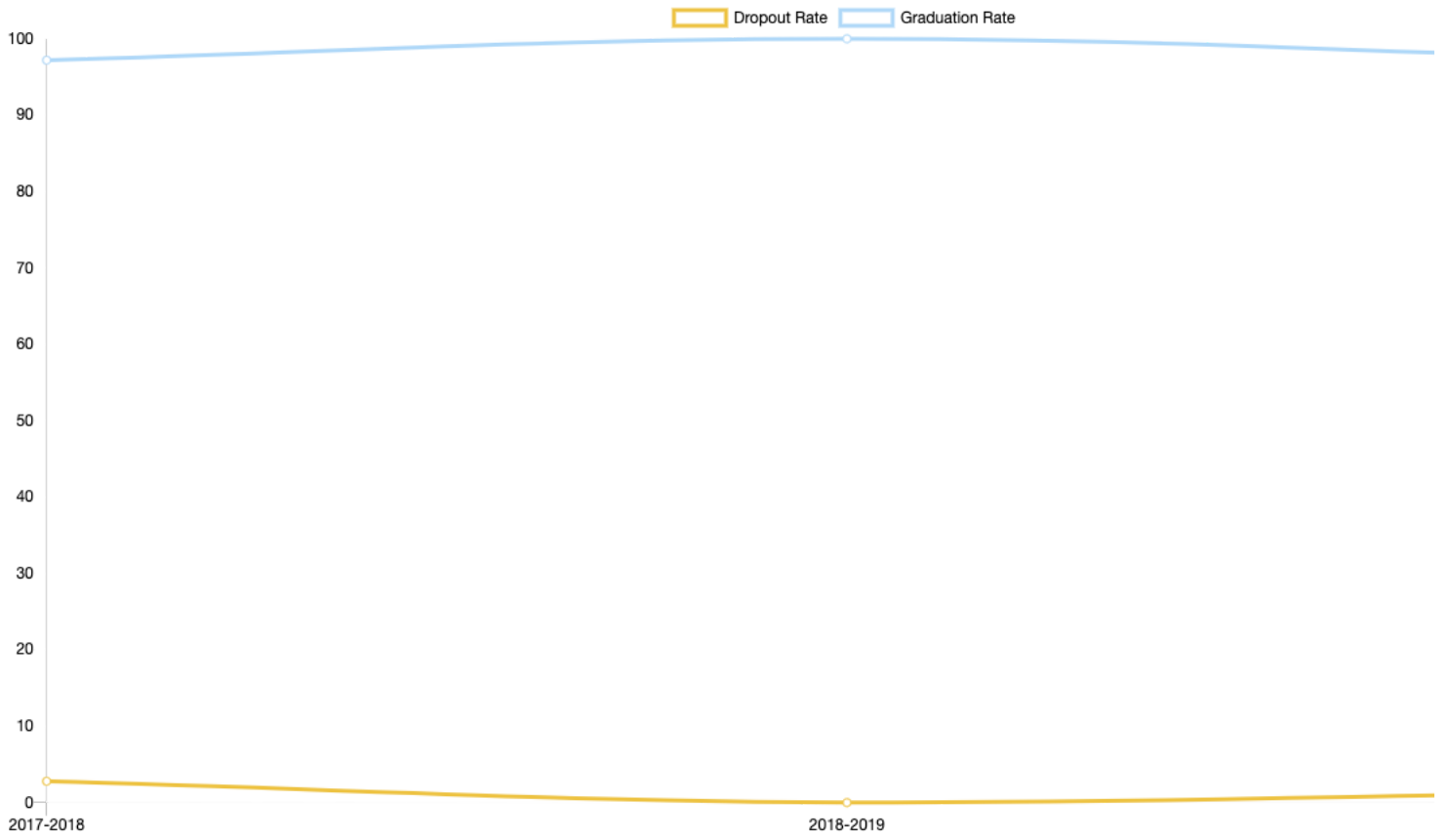
### State Priority: Pupil Engagement

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

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	2.80%	0.00%	1.40%	28.60%	23.80%	14.30%	9.00%	8.90%	9.40%
Graduation Rate	97.20%	100.00%	97.30%	57.10%	60.00%	72.70%	84.50%	84.20%	83.60%



**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	2.26%	0.90%	11.54%	7.95%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.07%	0.01%	0.08%	0.05%

**Suspensions and Expulsions for School Year 2019—2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	1.87%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

*Last updated: 1/10/22*



**School Safety Plan (School Year 2021-2022)**

MSA-1 conducts fire, earthquake, and other mandated drills, including lockdown drills. Our campus is a safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and following our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with a sound structure. Teachers meet with their SSR/Advisory (homeroom) students to go over the student handbook that explains their standards and expectations, including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also offers adequate supervision during transitions and breaks.

*Last updated: 1/10/22*

**D. Other SARC information**

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

**Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	27.00		3	3
Other**				0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	26.00	1	30	3
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

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

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)**

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	9	16	1
Math	23.00	10	14	2
Science	26.00	3	16	
Social Science	25.00	3	15	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	7	19	2
Math	23.00	12	16	1
Science	27.00	2	15	3
Social Science	26.00	4	13	3

*Last updated: 1/10/22*

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

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	499

*Last updated: 1/1/00*

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

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	2.70

*Last updated: 1/1/00*

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14724.80	\$3114.89	\$11609.92	\$64271.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

*Last updated: 1/10/22*

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

**Types of Services Funded (Fiscal Year 2020–2021)**

MSA-1’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners, and foster youth are used to increase or improve services for these students. Additionally, MSA-1 uses federal funds to supplement state and local funds to provide a coherent educational program. The actions and services described in our LCAP include the following:

**Goal 1: Basic Services for a High-Quality Learning Environment:** Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

**Goal 2: Excellence:** Broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS - Academic enrichment, intervention, and student support, designated and integrated ELD programs, and support for students with disabilities.

**Goal 3: Innovation:** College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support a well-rounded education.

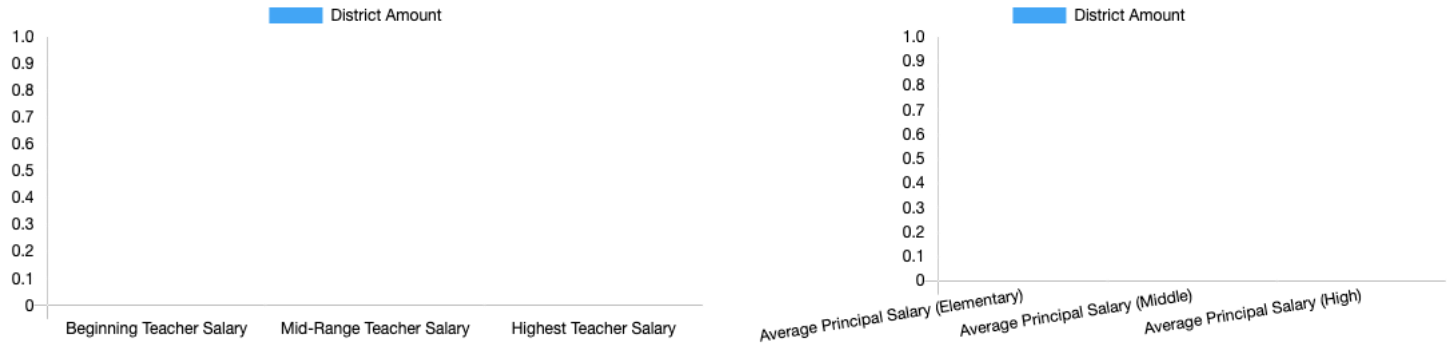
**Goal 4: Connection:** Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 1/10/22*

**Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)**

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

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



*Last updated:*

**Advanced Placement (AP) Courses (School Year 2020–2021)**

**Percent of Students in AP Courses** 41.80%

Subject	Number of AP Courses Offered*
Computer Science	1
English	3
Fine and Performing Arts	1
Foreign Language	3
Mathematics	3
Science	1
Social Science	3
Total AP Courses Offered*	15.00%

*Last updated: 1/10/22*

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

**Math MSA1** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	467	440	94.2%	5.8%	23.1%
Female	227	211	93.0%	7.0%	21.8%
Male	240	229	95.4%	4.6%	24.5%
American Indian or Alaskan Native	--	--	--	--	--
Asian	22	22	100.0%	0.0%	54.5%
Black or African American			#DIV/0!	#DIV/0!	33.3%
Filipino	--	--	--	--	--
Hispanic or Latino	426	399	93.7%	6.3%	20.1%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White	13	13	100.0%	0.0%	69.3%
English Learners	114	98	86.0%	14.0%	3.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	409	383	93.6%	6.4%	19.9%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	64	88.9%	11.1%	3.1%

**Reading MSA1** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	467	438	93.8%	6.2%	39.5%
Female	227	213	93.8%	6.2%	46.0%
Male	240	225	93.8%	6.3%	33.3%
American Indian or Alaskan Native	--	--	--	--	--
Asian	22	22	100.0%	0.0%	68.2%
Black or African American			#DIV/0!	#DIV/0!	66.6%
Filipino	--	--	--	--	--
Hispanic or Latino	426	397	93.2%	6.8%	37.0%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White	13	13	100.0%	0.0%	69.3%
English Learners	114	98	86.0%	14.0%	3.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	409	382	93.4%	6.6%	36.4%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	68	94.4%	5.6%	7.3%



**Magnolia Science Academy 2**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	17125 Victory Blvd. Van Nuys, CA , 91406-5455	<b>Principal:</b>	David Garner, Principal
<b>Phone:</b>	(818) 758-0300	<b>Grade Span:</b>	6-12

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### David Garner, Principal

Principal, Magnolia Science Academy 2

### About Our School

Dear Parents, Guardians, and Stakeholders,

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

Respectfully,

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

### Contact

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

Phone: [\(818\) 758-0300](tel:(818)758-0300)  
Email: [dgarner@magnoliapublicschools.org](mailto:dgarner@magnoliapublicschools.org)

## Contact Information (School Year 2020—2021)

### District Contact Information (School Year 2020—2021)

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Duardo, Debra
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoed.edu">duardo_debra@lacoed.edu</a>
<b>Website</b>	<a href="http://www.lacoed.edu">www.lacoed.edu</a>

### School Contact Information (School Year 2020—2021)

<b>School Name</b>	Magnolia Science Academy 2
<b>Street</b>	17125 Victory Blvd.
<b>City, State, Zip</b>	Van Nuys, CA , 91406-5455
<b>Phone Number</b>	(818) 758-0300
<b>Principal</b>	David Garner, Principal
<b>Email Address</b>	<a href="mailto:dgarner@magnoliapublicschools.org">dgarner@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msa2.magnoliapublicschools.org">http://msa2.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19101990115212

Last updated: 12/30/21

**School Description and Mission Statement (School Year 2020—2021)**

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2007, MSA-2’s mission is to provide “a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.” MSA-2 currently has 502 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

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 Enrollment is on a first come first serve basis when a public lottery is not required.  
 This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2020–21 school year. School finances and school completion data are reported for the 2020-21 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2020–21 school year.  
 For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

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

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

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

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

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

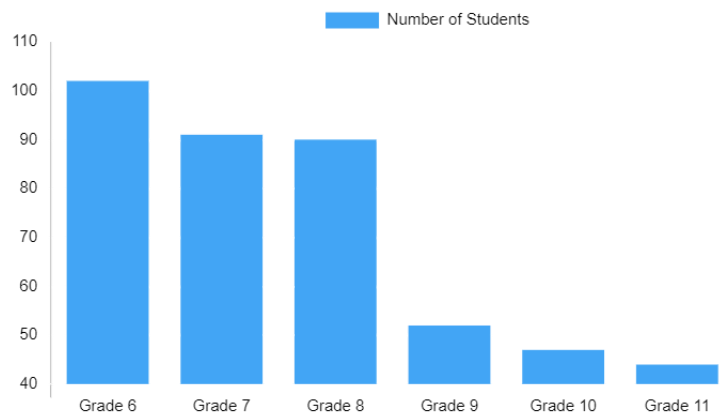
**CONNECTION**  
 School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship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

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

Last updated: 12/30/21

**Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 6	102
Grade 7	91
Grade 8	90
Grade 9	52
Grade 10	47
Grade 11	44
Grade 12	40
Total Enrollment	466



Last updated: 12/30/21

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Student Group
Black or African American	2.00%
American Indian or Alaska Native	0.00%
Asian	5.00%
Filipino	2.00%
Hispanic or Latino	86.00%
Native Hawaiian or Pacific Islander	0.00%
White	5.00%
Two or More Races	0.00%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	87.00%
English Learners	13.00%
Students with Disabilities	15.00%
Foster Youth	0.00%
Homeless	2.00%

## A. Conditions of Learning

### State Priority: Basic

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

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)**

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill	Yes	0%
Mathematics	McGraw Hill	Yes	0%
Science	McGraw Hill	Yes	0%
History-Social Science	McGraw Hill	Yes	0%
Foreign Language	Wayside Publishing	Yes	0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/30/21

**School Facility Conditions and Planned Improvements**

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

Last updated: 12/30/21

**School Facility Good Repair Status**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

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

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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*Last updated: 12/30/21*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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

*Last updated: 1/1/01*



**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	327	41	12.54	87.46	46.34
Male	178	18	10.11	89.89	44.44
Female	149	23	15.44	84.56	47.83
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	13	2	15.38	84.62	--
Filipino	--	--	--	--	--
Hispanic or Latino	286	34	11.89	88.11	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	14	1	7.14	92.86	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	285	39	13.68	86.32	46.15
English Learners	47	2	4.26	95.74	--
Students with Disabilities	49	6	12.24	87.76	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	327	41	12.54	87.46	24.39
Male	178	18	10.11	89.89	22.22
Female	149	23	15.44	84.56	26.09
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	13	2	15.38	84.62	--
Filipino	--	--	--	--	--
Hispanic or Latino	286	34	11.89	88.11	26.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	14	1	7.14	92.86	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	285	39	13.68	86.32	25.64
English Learners	47	2	4.26	95.74	--
Students with Disabilities	49	6	12.24	87.76	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

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

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)	N/A	NT	N/A	31.21	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated:*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	NT	NT	NT	NT
Male	74	NT	NT	NT	NT
Female	57	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	108	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	106	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Students with Disabilities	19	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

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*Last updated:*

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

*Last updated: 12/9/21*

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	92.11%

*Last updated: 12/13/21*

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2020—2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

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

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

Every six weeks parents are mailed home a hard copy of their child's progress report. We also offer our parents learning opportunities such as Parent College on Saturdays. Parents are also able to voice any concerns and questions. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. MSA-2 also holds an orientation for both new and returning students, Parent Teacher Conferences, and Back to School Night. Each teacher has the opportunity to interview their students and families to convey the school and classroom expectations.

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

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-2 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-2 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers utilize Google Classroom for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations, and are provided a Chromebook from the school during Distance Learning. Classes are held at the school as well as remotely via Zoom during distance learning on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- Grade Level Coordinators have been established where school staff call all parents of participating students to solicit feedback and ideas for building ties between parents and

the school, how to best communicate with parents and how to work with parents as equal partners.

- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement. The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

In order to promote learning and provide a more positive learning experience for our students, MSA2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, SARC etc.).

Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our PAC for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the LCAP, SPSA and SARC. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, reviews, and improves Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school School Plan for Student Achievement (SPSA)

personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

MSA-2 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council

(SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data

(CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose. The following are the dates of such meetings:

Parent Involvement 2020-2021 Academic Year

July:

- 7/1 Baseline Covid Testing for In-Person Summer School & Sports
- 7/6 English as a Second Language Summer Course for Parents
- 7/8 English as a Second Language Summer Course for Parents
- 7/13 Incoming 9th Graders Meetings with Admin
- 7/13 English as a Second Language Summer Course for Parents
- 7/14 Incoming 9th Graders Meetings with Admin
- 7/15 Incoming 9th Graders Meetings with Admin
- 7/15 English as a Second Language Summer Course for Parents
- 7/19 Incoming 9th Graders Meetings with Admin
- 7/20 Incoming 9th Graders Meetings with Admin
- 7/20 English as a Second Language Summer Course for Parents
- 7/22 Incoming 9th Graders Meetings with Admin
- 7/22 English as a Second Language Summer Course for Parents
- 7/27 English as a Second Language Summer Course for Parents
- 7/29 English as a Second Language Summer Course for Parents

August:

- 8/3 English as a Second Language Summer Course for Parents
- 8/4 Baseline Covid Testing for New MSA2 Students
- 8/5 English as a Second Language Summer Course for Parents
- 8/6 Orientation (English & Spanish), Uniform Sale & Baseline Covid Testing for Returning MSA2 Students
- 8/10 Orientation - Independent Study (English & Spanish)
- 8/10 English as a Second Language Summer Course for Parents
- 8/11 Weekly Covid Testing for New MSA2 Students
- 8/12 English as a Second Language Summer Course for Parents
- 8/13 Weekly Covid Testing for Returning MSA2 Students
- 8/18 Weekly Covid Testing for New MSA2 Students
- 8/20 Weekly Covid Testing for Returning MSA2 Students
- 8/20 Coffee with the Principal - Beginning of Year Support for Families
- 8/25 Weekly Covid Testing for New MSA2 Students
- 8/27 Weekly Covid Testing for Returning MSA2 Students
- 8/27 Coffee with the Principal - Transitional Support for Families

September:

- 9/1 Weekly Covid Testing for New MSA2 Students
- 9/3 Weekly Covid Testing for Returning MSA2 Students
- 9/3 Coffee with the Principal - Transitional Support for Families
- 9/8 Weekly Covid Testing for New MSA2 Students
- 9/8 Virtual Back to School Night
- 9/10 Weekly Covid Testing for Returning MSA2 Students
- 9/10 Coffee with the Principal - Transitional Support for Families
- 9/11 English as a Second Language Fall Course for Parents
- 9/15 Weekly Covid Testing for New MSA2 Students
- 9/17 Weekly Covid Testing for Returning MSA2 Students
- 9/17 Coffee with the Principal - Transitional Support for Families
- 9/18 English as a Second Language Fall Course for Parents



9/22 Weekly Covid Testing for New MSA2 Students

9/24 Weekly Covid Testing for Returning MSA2 Students

9/24 Coffee with the Principal - Transitional Support for Families

9/25 English as a Second Language Fall Course for Parents

9/25 Community Resource Fair & Free Covid Vaccine Clinic

9/29 Weekly Covid Testing for New MSA2 Students

9/30 College Night Virtual Presentation

October:

10/1 Weekly Covid Testing for Returning MSA2 Students

10/1 Coffee with the Principal - School Site Council Meeting / ELAC Meeting / Title 1 Meeting

10/2 English as a Second Language Fall Course for Parents

10/6 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

10/8 Weekly Covid Testing for Returning MSA2 Students

10/8 Coffee with the Principal - Transitional Support for Families

10/9 English as a Second Language Fall Course for Parents

10/9 Free Covid Vaccination Pop-Up Clinic Event at MSA2

10/12 Parent Teacher Conferences

10/12 College Counselor Parent Conferences

10/13 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

10/13 Parent Teacher Conferences

10/13 12th Grade Class Fundraiser at Chipotle

10/14 College Counselor Parent Conferences

10/14 Parent Teacher Conferences

10/15 Weekly Covid Testing for Returning MSA2 Students

10/15 Coffee with the Principal - Transitional Support for Families

10/16 English as a Second Language Fall Course for Parents

10/20 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

10/21 Magnolia-wide College and Career Evening Presentation Series - MPS High School Graduation Requirements

10/22 Weekly Covid Testing for Returning MSA2 Students

10/22 Together Fighting COVID-19: Free Virtual Workshop with Dignity Health Northridge Hospital

10/22 Coffee with the Principal - COVID 19 Workshop & ESSER Fund

10/23 English as a Second Language Fall Course for Parents

10/26 College and Career Readiness: University of California (UC) Application Workshop

10/27 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

10/29 Weekly Covid Testing for Returning MSA2 Students

10/29 Coffee with the Principal - Transitional Support for Families

10/29 Halloween Costume Event and Festival of Fun

10/30 English as a Second Language Fall Course for Parents

10/30 Free Covid Vaccination Pop-Up Clinic Event at MSA2

November:

11/3 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

11/4 Day of the Dead & Mariposas Monarcas Community Event

11/4 Magnolia-wide College and Career Evening Presentation Series - University of California A-G Requirement

11/5 Weekly Covid Testing for Returning MSA2 Students

11/5 Coffee with the Principal - Transitional Support for Families

11/6 English as a Second Language Fall Course for Parents

11/10 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

11/12 Weekly Covid Testing for Returning MSA2 Students

11/12 Coffee with the Principal - Transitional Support for Families

11/13 English as a Second Language Fall Course for Parents

11/16 Magnolia-wide College and Career Evening Presentation Series - Dual Enrollment

11/17 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

11/17 Question, Persuade, Refer (QPR) Training: A Community Suicide Prevention Training with Dignity Health Northridge Hospital Medical Center (English Training)

11/18 Magnolia-wide College and Career Evening Presentation Series - Basics of Financial Aid for College

11/19 Weekly Covid Testing for Returning MSA2 Students

11/19 Coffee with the Principal - Transitional Support for Families

11/23 Question, Persuade, Refer (QPR) Training: A Community Suicide Prevention Training with Dignity Health Northridge Hospital Medical Center (Spanish Training)

December:

12/1 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

12/3 Weekly Covid Testing for Returning MSA2 Students

12/3 Coffee with the Principal - Transitional Support for Families

12/4 English as a Second Language Fall Course for Parents

12/8 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

12/8 11th Grade College and Career Readiness Meetings

12/9 Dual Enrollment Spring Semester Update Meeting

12/9 11th Grade College and Career Readiness Meetings

12/10 Weekly Covid Testing for Returning MSA2 Students

12/10 Coffee with the Principal - ELAC Meeting / Title I Meeting

12/11 English as a Second Language Fall Course for Parents

12/13 11th Grade College and Career Readiness Meetings

12/14 11th Grade College and Career Readiness Meetings

- 12/15 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students
- 12/17 Weekly Covid Testing for Returning MSA2 Students
- 12/17 Middle School Winter Dance and Highschool Homecoming Dance
- 12/18 Free COVID-19 Vaccine Clinic and Winter Wonderland Resource Fair with Pacoima Beautiful

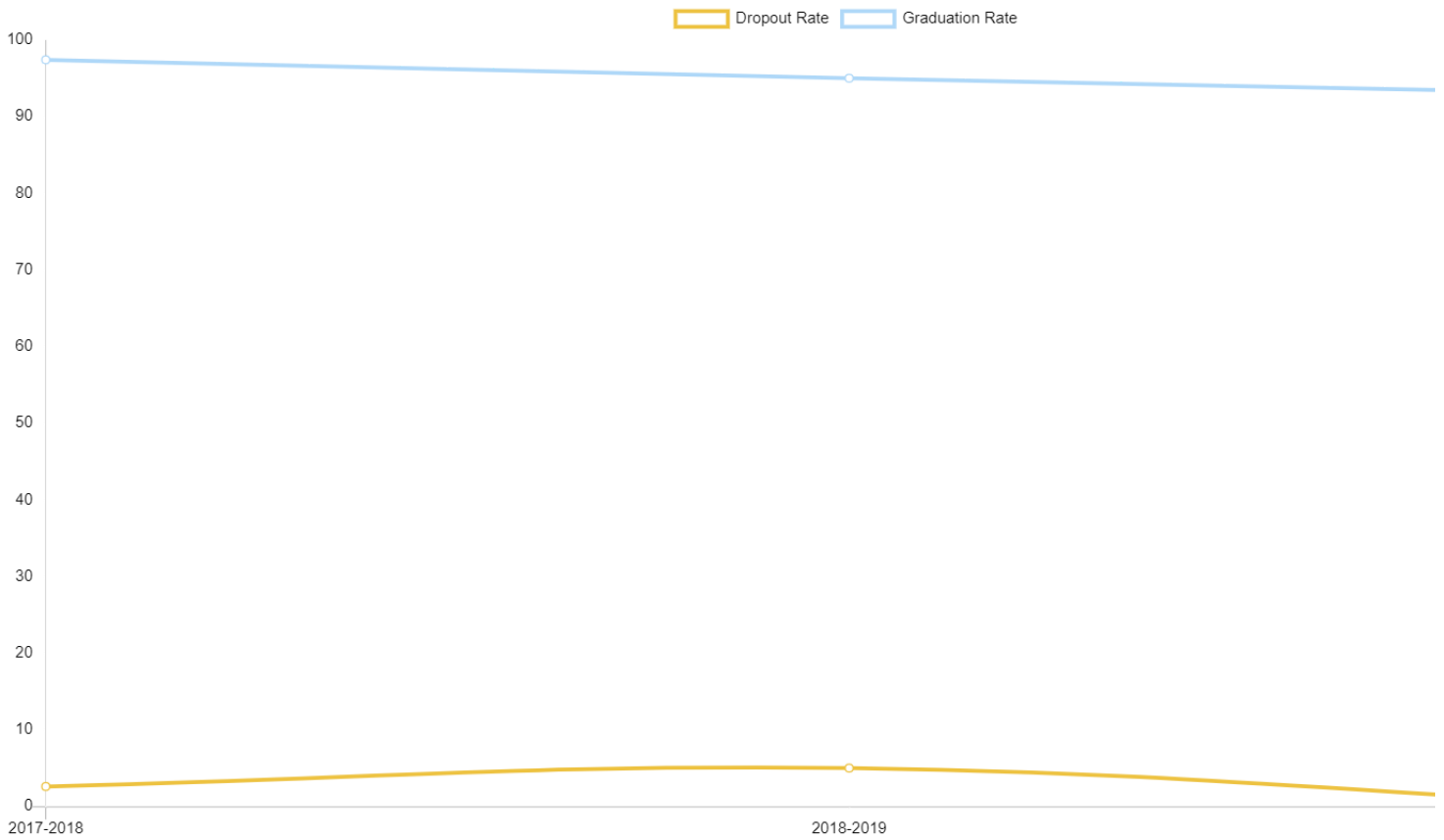
**State Priority: Pupil Engagement**

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

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	2.60%	5.00%	0.00%	28.60%	23.80%	14.30%	9.00%	8.90%	9.40%
Graduation Rate	97.40%	95.00%	92.90%	57.10%	60.00%	72.70%	84.50%	84.20%	83.60%



**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.00%	0.22%	11.54%	7.95%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.07%	0.01%	0.08%	0.05%

**Suspensions and Expulsions for School Year 2019—2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	1.87%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

*Last updated: 12/14/21*

**School Safety Plan (School Year 2021-2022)**

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

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

Protect the safety and welfare of students

Provide a safe and coordinated response to emergencies

Protect the school's facilities and property

In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible

Provide for coordination between the school and local emergency services when necessary.

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

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

On January 14 2022, MSA2's School Site Council voted to approve the School Safety Plan.

*Last updated: 1/14/22*

**D. Other SARC information**

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

**Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	31.00		18	7
Other**				0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	34.00	1	15	9
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	39.00	2	1	13
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)**

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	9	10	1
Math	23.00	11	6	2
Science	25.00	4	7	1
Social Science	27.00	2	8	1

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00	5	12	3
Math	27.00	12	7	
Science	29.00	1	9	1
Social Science	27.00	4	9	1

Last updated: 12/9/21

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

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 12/9/21

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

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	3.50

Last updated: 12/9/21

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12708.52	\$1765.17	\$10943.35	\$65026.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	-40.00%	-19.00%
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	-19.00%	-26.00%

Last updated: 1/14/22

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



**Types of Services Funded (Fiscal Year 2020–2021)**

MSA-2’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-2 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

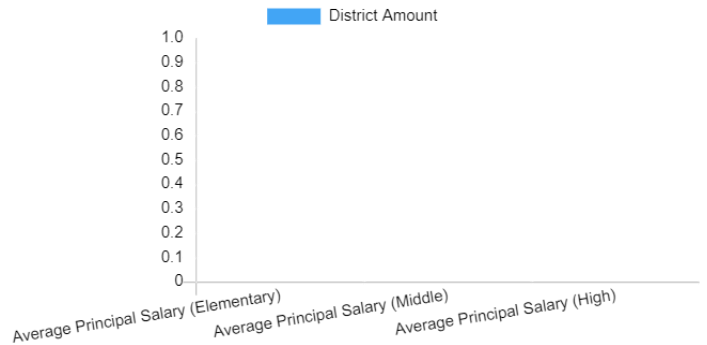
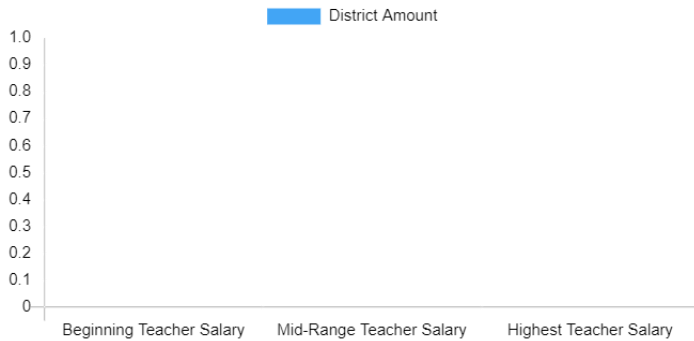
- Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and wellorchestrated Home Office support services.
- Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.
- Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support wellrounded education.
- Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 12/30/21*

**Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)**

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

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



*Last updated:*

**Advanced Placement (AP) Courses (School Year 2020—2021)**

**Percent of Students in AP Courses** 34.80%

Subject	Number of AP Courses Offered*
Computer Science	2
English	0
Fine and Performing Arts	1
Foreign Language	2
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	5.00%

*Last updated: 12/10/21*

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	67	67	71

**Math MSA2** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	327	317	96.9%	3.1%	32.5%
Female	149	146	98.0%	2.0%	37.6%
Male	178	171	96.1%	3.9%	28.1%
American Indian or Alaskan Native	--	--	--	--	--
Asian	19	18	94.7%	5.3%	61.1%
Black or African American			#DIV/0!	#DIV/0!	16.7%
Filipino	--	--	--	--	--
Hispanic or Latino	286	278	97.2%	2.8%	30.6%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White	14	14	100.0%	0.0%	42.8%
English Learners	47	47	100.0%	0.0%	14.9%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	280	272	97.1%	2.9%	32.0%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	47	95.9%	4.1%	17.0%

**Reading MSA2** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	327	314	96.0%	4.0%	49.7%
Female	149	146	98.0%	2.0%	55.4%
Male	178	168	94.4%	5.6%	44.6%
American Indian or Alaskan Native	--	--	--	--	--
Asian	19	19	100.0%	0.0%	84.3%
Black or African American			#DIV/0!	#DIV/0!	75.0%
Filipino	--	--	--	--	--
Hispanic or Latino	286	276	96.5%	3.5%	46.0%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White	14	14	100.0%	0.0%	71.4%
English Learners	47	45	95.7%	4.3%	11.1%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	280	270	96.4%	3.6%	49.6%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	45	91.8%	8.2%	20.0%

**Magnolia Science Academy 3**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School**  
**Year**  
**California Department of Education**

**Address:** 1254 East Helmick St.      **Principal:** Zekeriya Ocel, Principal  
 Carson, CA , 90746-  
 3164

**Phone:** (310) 637-3806      **Grade** 6-12  
**Span:**

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

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

#### DataQuest

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

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**ABOUT THIS SCHOOL**

**Zekeriya Ocel, Principal**

Principal, Magnolia Science Academy 3

**About Our School**

**Contact**

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

Phone: [\(310\) 637-3806](tel:(310)637-3806)  
Email: [zocel@magnoliapublicschools.org](mailto:zocel@magnoliapublicschools.org)

**Contact Information (School Year 2020—2021)**

**District Contact Information (School Year 2020—2021)**

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Duardo, Debra
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoed.edu">duardo_debra@lacoed.edu</a>
<b>Website</b>	<a href="http://www.lacoed.edu">www.lacoed.edu</a>

**School Contact Information (School Year 2020—2021)**

<b>School Name</b>	Magnolia Science Academy 3
<b>Street</b>	1254 East Helmick St.
<b>City, State, Zip</b>	Carson, CA , 90746-3164
<b>Phone Number</b>	(310) 637-3806
<b>Principal</b>	Zekeriya Ocel, Principal
<b>Email Address</b>	<a href="mailto:zocel@magnoliapublicschools.org">zocel@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msa3.magnoliapublicschools.org">http://msa3.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19101990115030

*Last updated:*

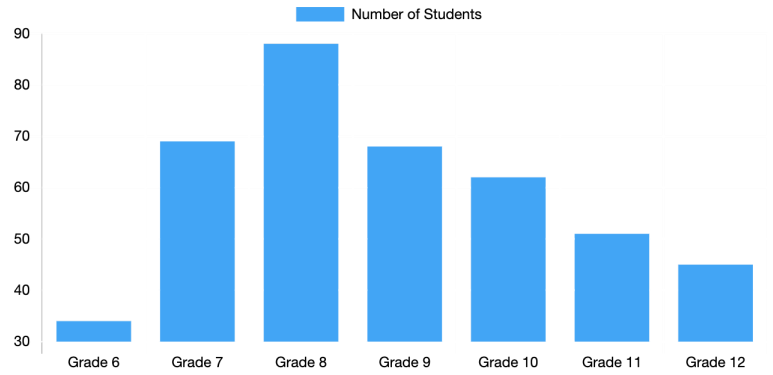
**School Description and Mission Statement (School Year 2020–2021)**

null

*Last updated:*

**Student Enrollment by Grade Level (School Year 2020–2021)**

Grade Level	Number of Students
Grade 6	34
Grade 7	69
Grade 8	88
Grade 9	68
Grade 10	62
Grade 11	51
Grade 12	45
Total Enrollment	417



*Last updated:*

**Student Enrollment by Student Group (School Year 2020–2021)**

<b>Student Group</b>	<b>Student Group</b>	<b>Student Group (Other)</b>	<b>Student Group</b>
Black or African American	39.10%	Socioeconomically Disadvantaged	72.70%
American Indian or Alaska Native	0.00%	English Learners	6.50%
Asian	0.70%	Students with Disabilities	11.00%
Filipino	0.20%	Foster Youth	0.20%
Hispanic or Latino	56.60%	Homeless	1.00%
Native Hawaiian or Pacific Islander	0.20%		
White	1.20%		
Two or More Races	1.90%		

**State Priority: Basic**

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

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



**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)**

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 1/1/01*

**School Facility Conditions and Planned Improvements**

<p>null</p>
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*Last updated:*

**School Facility Good Repair Status**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Available

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

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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

*Last updated: 1/1/01*

## CAROFP Test Results in ELA by Student Group

## Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	44	18.03	81.97	69.77
Male	129	20	15.50	84.50	73.68
Female	115	24	20.87	79.13	66.67
Black or African American	98	7	7.14	92.86	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	136	33	24.26	75.74	75.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	175	32	18.29	81.71	71.88
English Learners	13	2	15.38	84.62	--
Students with Disabilities	24	3	12.50	87.50	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/10/21

## CAASPP Test Results in Mathematics by Student Group

## Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	45	18.44	81.56	34.09
Male	129	20	15.50	84.50	45.00
Female	115	25	21.74	78.26	25.00
Black or African American	98	8	8.16	91.84	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	136	33	24.26	75.74	40.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	175	32	18.29	81.71	35.48
English Learners	13	2	15.38	84.62	--
Students with Disabilities	24	4	16.67	83.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/10/21

## CAST Test Results in Science for All Students

## Grades Five, Eight and High School

## Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2019- 2020	2020- 2021	2019- 2020	2020- 2021	2019- 2020	2020- 2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	31.21	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated:*

## CAASPP Test Results in Science by Student Group

## Grades Five, Eight and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	NT	NT	NT	NT
Male	72	NT	NT	NT	NT
Female	61	NT	NT	NT	NT
Black or African American	59	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	66	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
White	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	91	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Students with Disabilities	12	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/10/21

<p> Career Technical Education (CTE) Programs (School Year 2020–2021)</p>
---

*Last updated:*

**Career Technical Education (CTE) Participation (School Year 2020–2021)**

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

*Last updated: 12/9/21*

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	96.23%

*Last updated: 12/13/21*

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2020–2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/11/22*





**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2021-2022)**

undefined

**State Priority: Pupil Engagement**

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

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	4.20%	3.60%	2.20%	28.60%	23.80%	14.30%	9.00%	8.90%	9.40%
Graduation Rate	95.80%	96.40%	95.70%	57.10%	60.00%	72.70%	84.50%	84.20%	83.60%



**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2018- 2019	School 2019- 2020	District 2018- 2019	District 2019- 2020	State 2018- 2019	State 2019- 2020
Suspensions	1.33%	0.97%	11.54%	7.95%	3.47%	2.45%
Expulsions	0.19%	0.00%	0.07%	0.01%	0.08%	0.05%

**Suspensions and Expulsions for School Year 2019—2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	1.87%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

*Last updated: 12/14/21*

null

*Last updated:*

**D. Other SARC information**

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

**Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	21.00	5	16	
Other**				0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	23.00	3	16	1
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	17.00	13		1
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	26.00	4	11	3
Math	26.00	2	12	2
Science	27.00	3	11	2
Social Science	29.00		10	3

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	5	10	2
Math	24.00	8	9	1
Science	29.00	1	8	1
Social Science	26.00	4	10	2

*Last updated: 12/9/21*

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

Title	Ratio
Pupils to Academic Counselor*	.0

*Last updated: 12/9/21*

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

**Student Support Services Staff (School Year 2020—2021)**

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

*Last updated: 12/9/21*

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

*Last updated: 1/1/01*

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

Types of Services Funded (Fiscal Year 2020-2021)

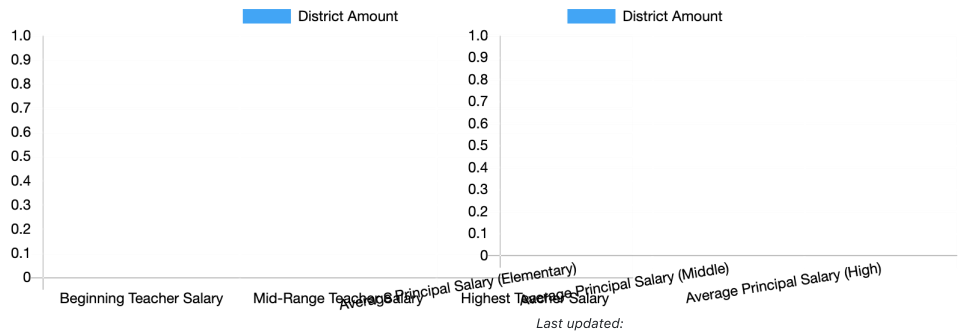
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Last updated:

**Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)**

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

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



Last updated:



Advanced Placement (AP) Courses (School Year 2020-2021)

Percent of Students in AP Courses 54.40%

Subject	Number of AP Courses Offered*
Computer Science	2
English	1
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	0
Social Science	2
Total AP Courses Offered*	10.00%

Last updated: 12/10/21

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement			

**Math MSA3** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	244	227	93.0%	7.0%	18.0%
Female	117	108	92.3%	7.7%	19.5%
Male	127	119	93.7%	6.3%	16.8%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	100.0%
Black or African American	97	89	91.8%	8.2%	9.0%
Filipino	--	--	--	--	--
Hispanic or Latino	137	127	92.7%	7.3%	23.6%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White			#DIV/0!	#DIV/0!	40.0%
English Learners			#DIV/0!	#DIV/0!	0.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	167	154	92.2%	7.8%	18.8%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.8%	4.2%	0.0%

**Reading MSA3** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	244	226	92.6%	7.4%	32.8%
Female	117	105	89.7%	10.3%	39.1%
Male	127	121	95.3%	4.7%	27.3%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	100.0%
Black or African American	97	89	91.8%	8.2%	17.9%
Filipino	--	--	--	--	--
Hispanic or Latino	137	127	92.7%	7.3%	41.7%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	20.0%
White			#DIV/0!	#DIV/0!	75.0%
English Learners	14	11	78.6%	21.4%	0.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	167	155	92.8%	7.2%	30.9%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.8%	4.2%	26.1%

## 2020—2021 School Accountability Report Card Reported Using Data from the 2020—2021 School Year

**California Department of Education**

**Address:** 11330 West Graham Pl.,      **Principal:** Musa Avsar, Principal  
B-9  
Los Angeles, CA ,  
90064

**Phone:** (310) 473-2464      **Grade** 6-12  
**Span:**

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### About This School

#### Musa Avsar, Principal

Principal, Magnolia Science Academy 4

#### About Our School

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

#### Contact

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

Phone: (310) 473-2464

Email: [mavsar@magnoliapublicschools.org](mailto:mavsar@magnoliapublicschools.org)

### Contact Information (School Year 2020—2021)

#### District Contact Information (School Year 2020—2021)

<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Reilly, Megan
<b>Email Address</b>	<a href="mailto:megan.reilly@lausd.net">megan.reilly@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

#### School Contact Information (School Year 2020—2021)

<b>School Name</b>	Magnolia Science Academy 4
<b>Street</b>	11330 West Graham Pl., B-9
<b>City, State, Zip</b>	Los Angeles, CA , 90064
<b>Phone Number</b>	(310) 473-2464
<b>Principal</b>	Musa Avsar, Principal
<b>Email Address</b>	<a href="mailto:mavsar@magnoliapublicschools.org">mavsar@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msa4.magnoliapublicschools.org">http://msa4.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330117622

Last updated: 1/6/22

**School Description and Mission Statement (School Year 2020—2021)****DESCRIPTION OF SCHOOL**

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

**VISION**

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

**MISSION**

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

**CORE VALUES**

MPS has identified Excellence, Innovation, and Connection as its core anchor values, which are reinforced through the Life Skills curriculum, Schoolwide Learner Outcomes (SLOs), and all school activities. The MPS home office academic department will lead the effort to ensure alignment of the following core values to better align with the newly developed Portrait of the Graduate competencies:

***Excellence***

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

**Innovation**

demonstrate it as a public display of excellence. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans will support students' matriculation and college and career readiness. This will include student participation in the planning of their educational experience, enrichment and acceleration programs, STEAM program choice options, individualized and blended learning programs, differentiated educational experience, and adaptive assessments.

**Connection**

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

**PORTRAIT OF A GRADUATE**

Our overarching objective at MPS is to create a vibrant and mutually beneficial partnership between school and community that supports our students' academic and personal success. With the focused conversation about knowledge, skills, mindsets, and literacies essential for 21st-century student success, and through a design process that intentionally engaged our MPS community, MPS has developed the Portrait of a Graduate. Our goal with the Portrait of a Graduate is a collective vision for MPS that articulates our organization and community's aspirations for our students.

**Portrait of a Graduate Competencies**

The following are SIX COMPETENCIES and descriptions in our community's Portrait of a Graduate.

**SIX COMPETENCIES**

- Literacy with a Learner's Mindset
- Critical Thinking
- Creativity
- Effective Communication
- Adaptability
- Global Citizenship

**COMPETENCY #1 - LITERACY WITH A LEARNER'S MINDSET**

Literacy with a learner's mindset for Magnolia students is to demonstrate a depth of knowledge and literacy in multiple subject areas with a learner's mindset to make informed decisions.

Students will overcome challenges by developing a positive attitude and belief about learning, embracing curiosity to experience new ideas, and sustaining the desire to learn, unlearn, and relearn.

**COMPETENCY #2 - CRITICAL THINKING**

Students will utilize their critical thinking skills to problem solve by identifying, evaluating, and prioritizing solutions to difficult or complex situations, and implementing and reflecting critically on a solution.

**COMPETENCY #3 - CREATIVITY**

Creativity for Magnolia students is to demonstrate originality, imagination, and new ways of thinking critically and independently. Students will transcend traditional ideas, rules, patterns, and relationships to create and convey new or meaningful ideas, methods, or interpretations.

**COMPETENCY #4 - EFFECTIVE COMMUNICATION**

Effective Communication for Magnolia students is to articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts, for a range of purposes and audiences. Students will also demonstrate empathy through awareness, sensitivity, concern, and respect for others' feelings, opinions, experiences, and culture.

**COMPETENCY #5 - AD** [Powered by BoardOnTrack](#)

Adaptability for Magnolia students is to demonstrate flexibility when

acclimating to various and changing priorities, demonstrating agility in thoughts and actions. They will understand, negotiate, and balance diverse views and beliefs to reach workable solutions, responding productively to feedback, praise, setbacks, and criticism.

**COMPETENCY #6 - GLOBAL CITIZENSHIP**

Global Citizenship for Magnolia students is to contribute to making the world a better place.

Students will understand the world and its complexities, value and embrace diverse cultures

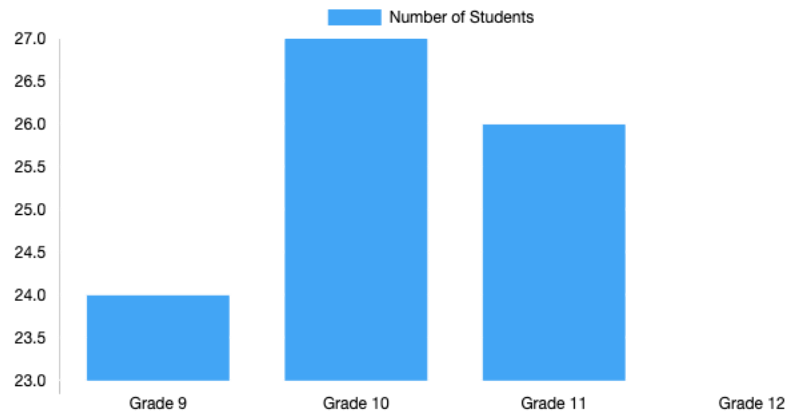
and unique perspectives through mutual respect and open dialog, cultivate compassion, and

take action in building more peaceful and inclusive environments.

*Last updated: 1/6/22*

**Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 9	24
Grade 10	27
Grade 11	26
Grade 12	23
Total Enrollment	100



*Last updated: 1/6/22*

<b>Student Group</b>	<b>Student Group</b>
Black or African American	11.00%
American Indian or Alaska Native	0.00%
Asian	2.00%
Filipino	0.00%
Hispanic or Latino	85.00%
Native Hawaiian or Pacific Islander	0.00%
White	2.00%
Two or More Races	0.00%

<b>Student Group (Other)</b>	<b>Student Group</b>
Socioeconomically Disadvantaged	89.00%
English Learners	12.00%
Students with Disabilities	28.00%
Foster Youth	0.00%
Homeless	1.00%



## **A. Conditions of Learning**

### **State Priority: Basic**

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

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)**

Year and month in which the data were collected: January 2022

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

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

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

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

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

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts/ELD: McGraw Hill StudySync (6-12); ELD ProgramEdge (9-12); Enrichment/Intervention: McGraw Hill, McGraw Hill, MyON, Study Sync, and IXL.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: McGraw Hill, and IXL.	Yes	0%
Science	McGraw Hill, Integrated Science (6-8); McGraw Hill, Biology, Environmental Science, and Chemistry. (9-12)	Yes	0%
History-Social Science	Discovering our Past, A History of the World, Student Learning Center 2014 (Mc Graw Hill Education)  Discovering Our Past, A History of the United States, Student Learning Center 2016 (Mc Graw Hill Education)  United States History & Geography: Growth and Conflict (Mc Graw Hill Education)  World History and Geography: Modern Times, Student Learning Center 2014 (Mc Graw Hill Education)  United States Government: Our Democracy, Student Learning Center 2016 (Mc Graw Hill Education)  Principles of Economics (Mc Graw Hill)	Yes	0%
Foreign Language	Asi se dice Level 1 with Cerego, Student Edition, 2016; (Mc Graw Hill Education)  Asi se dice Level 2 with Cerego, Student Edition, 2016; (Mc Graw Hill Education)  Realidades Level 1 and Level 2	Yes	0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/6/22

### School Facility Conditions and Planned Improvements

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

Last updated: 1/6/22

**School Facility Good Repair Status**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

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

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
----------------	------

*Last updated: 1/6/22*

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%
Mathematics (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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

*Last updated: 1/1/01*

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	26	100.00	0.00	48.00
Male	18	18	100.00	0.00	35.29
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	47.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	47.83
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	26	100.00	0.00	11.54
Male	18	18	100.00	0.00	5.56
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	13.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	12.50
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019- 2020</b>	<b>School 2020- 2021</b>	<b>District 2019- 2020</b>	<b>District 2020- 2021</b>	<b>State 2019- 2020</b>	<b>State 2020- 2021</b>
Science (grades 5, 8, and high school)	N/A	NT	N/A	25.29	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated:*



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	NT	NT	NT	NT
Male	15	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
English Learners	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

null

*Last updated:*

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

*Last updated: 12/9/21*

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

*Last updated: 12/13/21*

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2020—2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/10/22*

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2021-2022)**

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

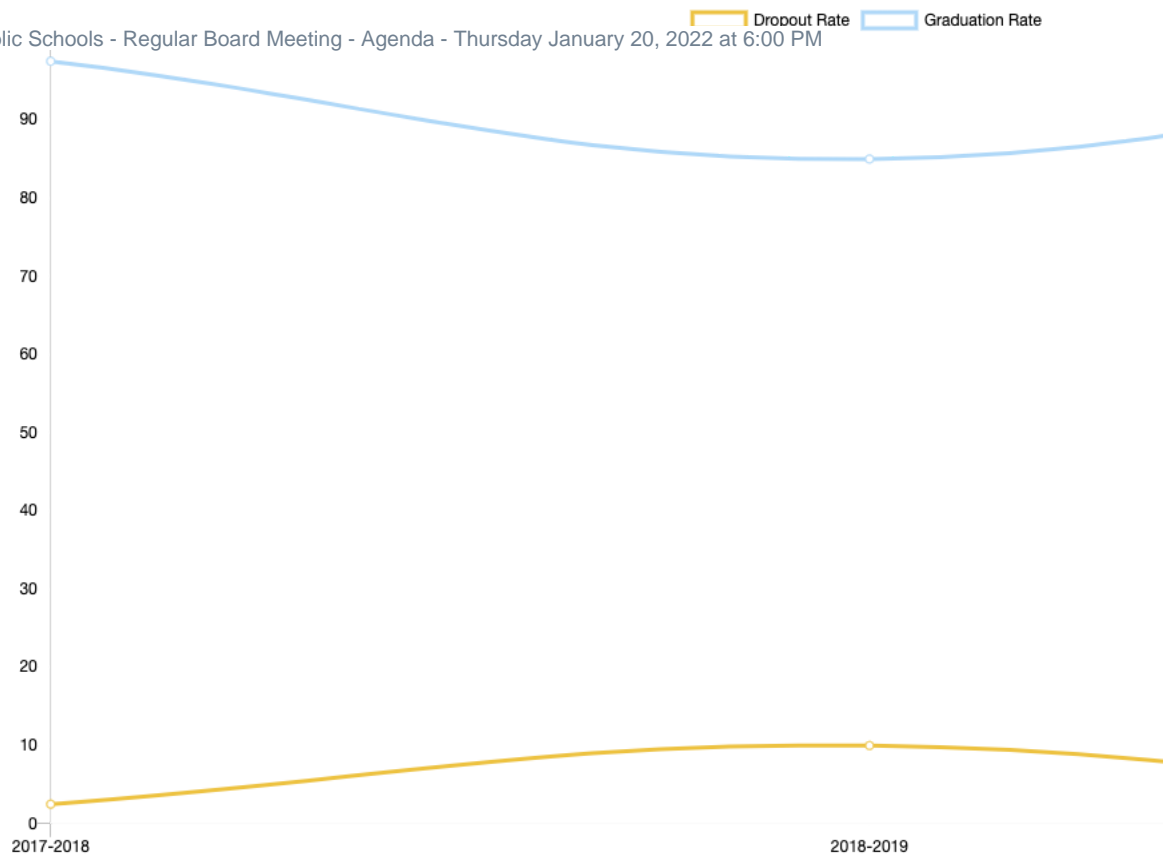
**State Priority: Pupil Engagement**

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

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	2.50%	10.00%	0.00%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	97.50%	85.00%	100.00%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

**(data collected between July through June, each full school year respectively)**

Rate	School 2018- 2019	School 2019- 2020	District 2018- 2019	District 2019- 2020	State 2018- 2019	State 2019- 2020
Suspensions	7.49%	2.90%	0.65%	0.44%	3.47%	2.45%
Expulsions	0.53%	0.00%	0.02%	0.02%	0.08%	0.05%

**Suspensions and Expulsions for School Year 2019—2020 Only**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

*Last updated: 12/14/21*

**School Safety Plan (School Year 2021-2022)**

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

*Last updated: 1/6/22*

**D. Other SARC information**

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

**Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019**

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

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020**

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

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	10.00	16	2	
Math	14.00	12	1	
Science	18.00	6	1	
Social Science	16.00	10	1	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	12.00	11	2	
Math	12.00	8	2	
Science	17.00	4	2	
Social Science	15.00	7	1	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	15.00	8	1	
Math	15.00	8		
Science	16.00	4	1	
Social Science	18.00	3	2	

*Last updated: 12/9/21*

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

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 12/9/21

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

**Student Support Services Staff (School Year 2020—2021)**

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

Last updated: 12/9/21

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/1/01

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

**Types of Services Funded (Fiscal Year 2020-2021)**

MSA-4's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-4 uses federal funds to supplement state and local funds to provide a coherent educational program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.

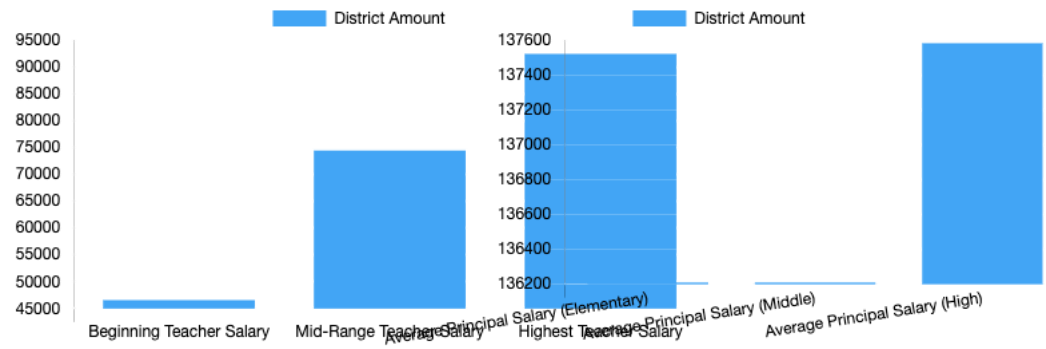
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 1/6/22*

**Teacher and Administrative Salaries (Fiscal Year 2019-2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



*Last updated:*

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered*	4.00%

*Last updated: 12/10/21*

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	52	52	52

**Math MSA4** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	26	26	100.0%	0.0%	11.5%
Female			#DIV/0!	#DIV/0!	25.0%
Male	18	18	100.0%	0.0%	5.6%
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American			#DIV/0!	#DIV/0!	0.0%
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.0%	0.0%	13.6%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White			#DIV/0!	#DIV/0!	0.0%
English Learners			#DIV/0!	#DIV/0!	0.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	0.0%	12.5%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities			#DIV/0!	#DIV/0!	0.0%

**Reading MSA4** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	26	26	100.0%	0.0%	53.8%
Female			#DIV/0!	#DIV/0!	75.0%
Male	18	18	100.0%	0.0%	44.4%
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American			#DIV/0!	#DIV/0!	66.7%
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.0%	0.0%	54.5%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White			#DIV/0!	#DIV/0!	0.0%
English Learners			#DIV/0!	#DIV/0!	0.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	0.0%	54.2%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities			#DIV/0!	#DIV/0!	25.0%

**Magnolia Science Academy 5**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	18238 Sherman Way Reseda, CA , 91335-6121	<b>Principal:</b>	Mr. Ali Kaplan, Principal
<b>Phone:</b>	(818) 705-5676	<b>Grade Span:</b>	6-12

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### Mr. Ali Kaplan, Principal

Principal, Magnolia Science Academy 5

### About Our School

Welcome to a new school year at the new campus! This school year will no doubt be unique, memorable, and, at times, challenging as we are "hopefully" heading out from the pandemic at our temporary home. Magnolia Science Academy-5 (MSA-5), is a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). Originally founded in 2008, MSA-5's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA-5 offers a comprehensive learning experience designed to serve the needs of students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-college links. In order to maintain the stability of its student population, MSA-5 will relocate to 18238 Sherman Way in Reseda, the location of MSA-1, another Los Angeles County Board authorized charter school. MSA-5 is selected "Best Middle Schools" by US News in 2022.

### Contact

Magnolia Science Academy 5  
18238 Sherman Way  
Reseda, CA 91335-6121

Phone: (818) 705-5676

Email: [msa5@magnoliapublicschools.org](mailto:msa5@magnoliapublicschools.org)

## Contact Information (School Year 2020—2021)

### District Contact Information (School Year 2020—2021)

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Duardo, Debra
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoed.edu">duardo_debra@lacoed.edu</a>
<b>Website</b>	<a href="http://www.lacoed.edu">www.lacoed.edu</a>

### School Contact Information (School Year 2020—2021)

<b>School Name</b>	Magnolia Science Academy 5
<b>Street</b>	18238 Sherman Way
<b>City, State, Zip</b>	Reseda, CA , 91335-6121
<b>Phone Number</b>	(818) 705-5676
<b>Principal</b>	Mr. Ali Kaplan, Principal
<b>Email Address</b>	<a href="mailto:msa5@magnoliapublicschools.org">msa5@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msa5.magnoliapublicschools.org/">http://msa5.magnoliapublicschools.org/</a>
<b>County-District-School (CDS) Code</b>	19101990137679

Last updated: 12/21/21

**School Description and Mission Statement (School Year 2020–2021)**

**Our Mission:**

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

**Our Vision:**

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

**MSA-5's 2021-22 Goals:**

**1. BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT**

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including full credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

**2. EXCELLENCE**

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college and career-ready.

**3. BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT INNOVATION**

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways, and demonstrate high-quality learning outcomes.

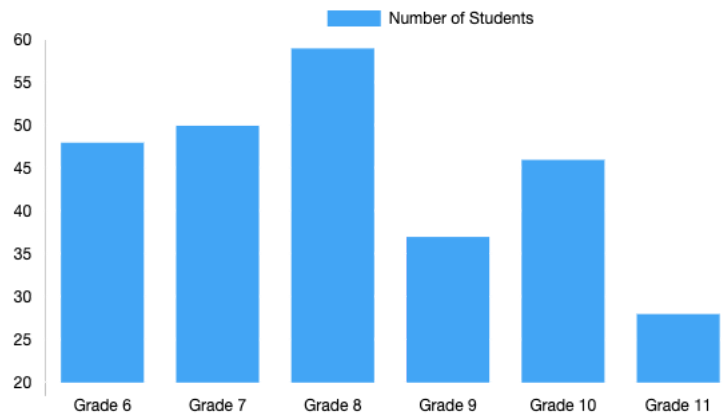
**4. CONNECTION**

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. Teacher assignments and credentials Instructional materials and technology Clean and safe facilities that support learning Healthy and nutritious meals Well-orchestrated Home Office support services

Last updated: 12/21/21

**Student Enrollment by Grade Level (School Year 2020–2021)**

Grade Level	Number of Students
Grade 6	48
Grade 7	50
Grade 8	59
Grade 9	37
Grade 10	46
Grade 11	28
Grade 12	22
Total Enrollment	290



Last updated: 12/21/21



**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Student Group
Black or African American	1.00%
American Indian or Alaska Native	0.00%
Asian	2.00%
Filipino	2.00%
Hispanic or Latino	91.00%
Native Hawaiian or Pacific Islander	0.00%
White	4.00%
Two or More Races	0.00%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	91.00%
English Learners	28.00%
Students with Disabilities	20.00%
Foster Youth	1.00%
Homeless	1.00%

## A. Conditions of Learning

### State Priority: Basic

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

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)**

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync California Edition	Yes	0%
Mathematics	McGraw Hill Integrated Math 1, 2, and 3 Glencoe Math	Yes	0%
Science	McGraw Hill California Inspire Science Series Glencoe Biology	Yes	0%
History-Social Science	McGraw Hill IMPACT: California Series McGraw Hill United States Government Our Democracy McGraw Hill World History and Geography Modern Times Bentley, Traditions and Encounters	Yes	0%
Foreign Language	McGraw Hill Así se dice Series Vista Learning Temas	Yes	0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/21/21

**School Facility Conditions and Planned Improvements**

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

Last updated: 12/21/21

**School Facility Good Repair Status**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

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

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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Last updated: 12/21/21

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%
Mathematics (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%

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

Note: The 2019–2020 data are not available. Due to the COVID–19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

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

Last updated: 1/1/01

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	16	8.70	91.30	30.77
Male	101	11	10.89	89.11	33.33
Female	83	5	6.02	93.98	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	15	9.04	90.96	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantages	103	13	12.62	87.38	36.36
English Learners	52	1	1.92	98.08	--
Students with Disabilities	37	3	8.11	91.89	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	13	7.07	92.93	7.69
Male	101	8	7.92	92.08	--
Female	83	5	6.02	93.98	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	11	6.63	93.37	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantages	103	10	9.71	90.29	--
English Learners	52	1	1.92	98.08	--
Students with Disabilities	37	4	10.81	89.19	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	31.21	N/A	28.72

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated:*



**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	NT	NT	NT	NT
Male	37	NT	NT	NT	NT
Female	45	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	74	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantages	44	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Students with Disabilities	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

null
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*Last updated:*

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

*Last updated: 12/9/21*

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 12/13/21*

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2020—2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/11/22*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

Magnolia Science Academy-5 values community engagement. School-wide events, large-scale changes, and budget-related topics are discussed and reviewed at the in-person and virtual meetings. In addition, MSA-5 has hired a PACE coordinator in order to establish effective communication between the school, parents, and students. MSA-5 sends periodic newsletters and messages utilizing ParentSquare for announcements, upcoming meetings, and events. The PACE coordinator and school administration hold bi-weekly coffee with principal meetings in addition to School Site Committee meetings and weekly staff and admin meetings. The agenda, minutes are shared with the participants of those meetings and translation has been provided by the PACE coordinator. In addition, we received feedback from MSA5 staff during our regular staff meeting, and we received feedback from parents, students, and community members during the School Site Council meeting. Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services. Also, we have had meetings held for English speaking and Spanish only speaking parents so that the information related to school issues were provided to those parents in their language

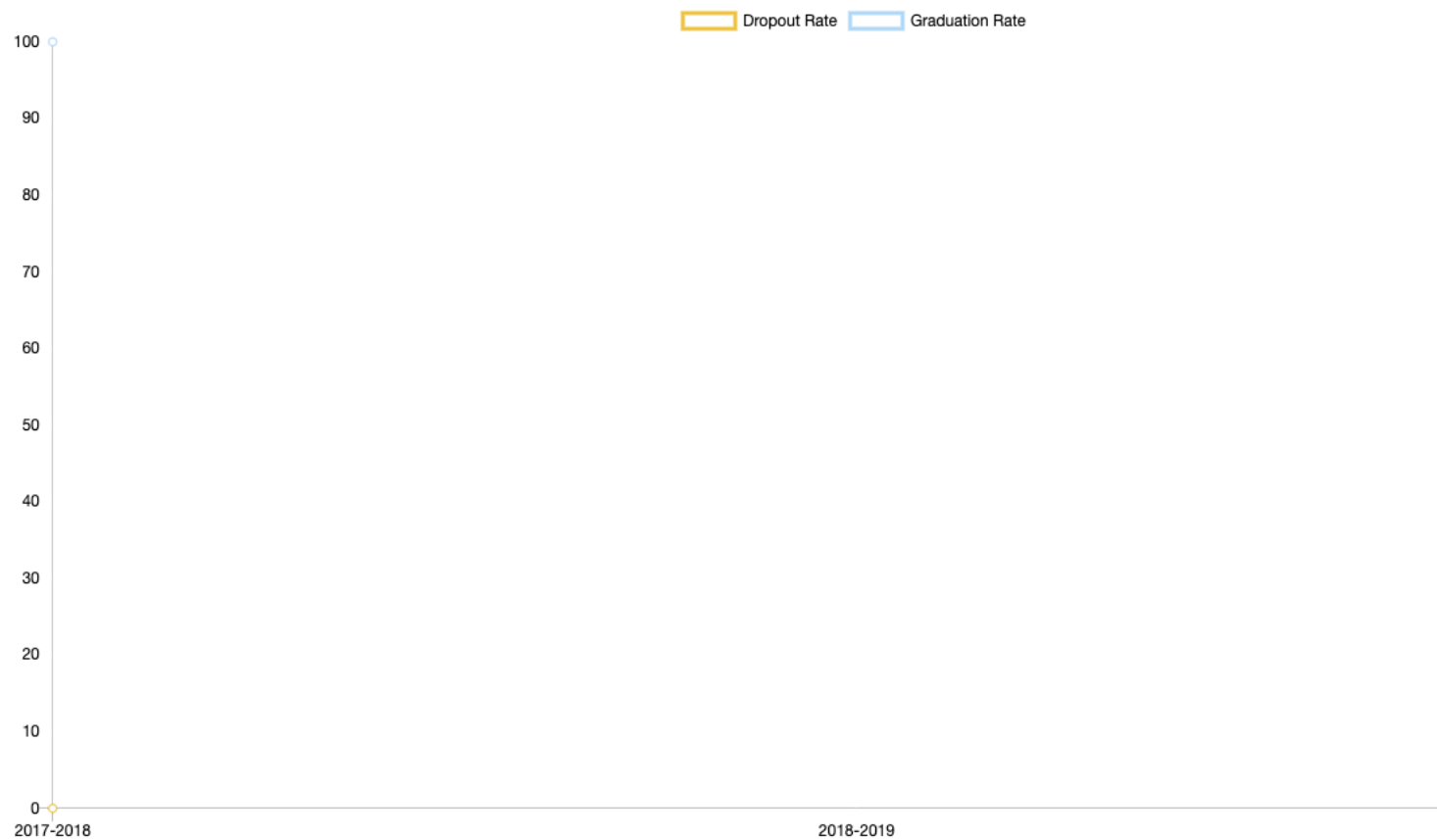
### State Priority: Pupil Engagement

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

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	0.00%	28.60%	23.80%	14.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	100.00%	57.10%	60.00%	72.70%	84.50%	84.20%	83.60%



**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.16%	0.35%	11.54%	7.95%	3.47%	2.45%
Expulsions	0.39%	0.00%	0.07%	0.01%	0.08%	0.05%

**Suspensions and Expulsions for School Year 2019—2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	1.87%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

*Last updated: 12/14/21*

**School Safety Plan (School Year 2021-2022)**

The school safety plan is collaboratively developed in July and August 2021 with the co-locating school site to ensure students and staff of both schools are safe and the procedures and policies don't conflict. Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff. As required by California Education Code (CEC), Section 35294

A meeting for public input was held on 10/22/2021 at MSA-5

Reviewed by Law Enforcement on 10/22/2021

Plan Adopted by School Site Council on 10/22/2021

Here are the key elements of the safety plan:

1. Assessment of the Current Status of School Crime Page 6
  2. Programs and Strategies that Provide School Safety and Action Plan for Safe Orderly Environment
- Child Abuse Reporting Procedures Page 7
  - Disaster Response Procedures Page 11
  - Suspension and Expulsion Policies Page 22
  - Procedures for Notifying Teachers about Dangerous Pupils Page 33
  - Sexual Harassment Policy Page 36
  - School-wide Dress Code prohibiting gang-related apparel Page 46
  - Procedures for Safe Ingress and Egress from school Page 49
  - Procedures to Ensure a Safe and Orderly Environment
  - The social climate-people and programs (Component 1) Page 50
  - The physical environment-place (Component 2) Page 52
  - Rules and Procedures on School Discipline Page 60
  - Hate Crime Policies and Procedures Page 68
  - Bullying and Cyber-Bullying Page 68
  - Safety Goals Page 69
  - School Map Page 71
  - School Evacuation Map Page 72
  - Emergency Drill Status Report Page 73
  - Emergency Data Sheet Page 74
  - Emergency Drill Calendar Page 75
  - Insurance Claim Forms Page 77
  - HOST Page 79

Last updated: 12/21/21

**D. Other SARC information**

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

**Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	27.00	4	12	1
Other**				0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	20.00	11	10	1
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	22.00	7	9	3
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)**

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	4	9	
Math	24.00	2	9	
Science	29.00	1	7	
Social Science	24.00	2	8	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	7	7	1
Math	20.00	7	6	
Science	25.00	2	5	
Social Science	25.00	2	6	1

*Last updated: 12/9/21*

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



**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 12/9/21

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

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	1.70

Last updated: 12/9/21

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/1/01

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

**Types of Services Funded (Fiscal Year 2020–2021)**

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

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

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

**ELOG**  
 Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

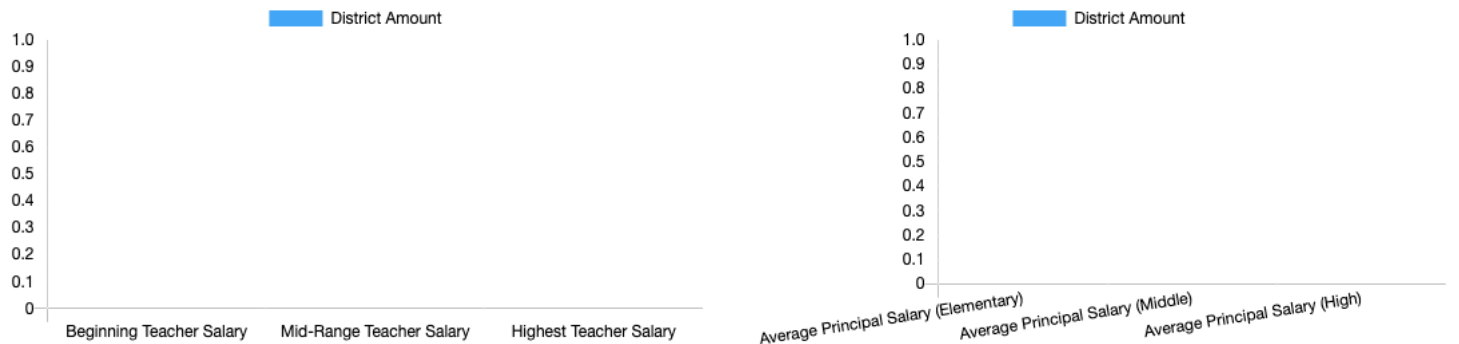
**ESSER Funds**  
 Elementary and Secondary School Emergency Relief (ESSER) funds can support activities such as  
 Addressing Learning Loss, Long-term Closure Activities  
 Education Technology  
 Mental Health Services  
 Summer Learning  
 Other Every Student Succeeds Act (ESSA) Activities  
 Providing Principals/Leaders with Resources (ESSER II only)  
 Addressing Unique Needs of Special Populations  
 ESSER Funds can also support improvements or modifications that help prevent transmission of the COVID-19 virus:  
 Improving Preparedness and Response  
 Training to Minimize Virus Transmission  
 Supplies to Sanitize and Clean  
 Facility Repairs/Improvement to Minimize Virus Transmission  
 Improve Air Quality  
 Coordination of Preparedness and Response

Last updated: 12/21/21

**Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)**

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

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





**Advanced Placement (AP) Courses (School Year 2020–2021)**

**Percent of Students in AP Courses** 34.60%

Subject	Number of AP Courses Offered*
Computer Science	1
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	3.00%

*Last updated: 12/10/21*

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	35	36	43

**Math MSA5** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	183	169	92.3%	7.7%	17.8%
Female	82	77	93.9%	6.1%	20.8%
Male	101	92	91.1%	8.9%	15.2%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	33.3%
Black or African American			#DIV/0!	#DIV/0!	100.0%
Filipino	--	--	--	--	--
Hispanic or Latino	166	153	92.2%	7.8%	15.1%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White			#DIV/0!	#DIV/0!	44.4%
English Learners	51	47	92.2%	7.8%	10.7%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	151	139	92.1%	7.9%	18.0%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	25	86.2%	13.8%	4.0%

**Reading MSA5** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	183	166	90.7%	9.3%	34.9%
Female	82	77	93.9%	6.1%	45.5%
Male	101	89	88.1%	11.9%	25.9%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	66.7%
Black or African American			#DIV/0!	#DIV/0!	0.0%
Filipino	--	--	--	--	--
Hispanic or Latino	166	149	89.8%	10.2%	34.9%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White			#DIV/0!	#DIV/0!	22.2%
English Learners	51	46	90.2%	9.8%	2.2%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	151	136	90.1%	9.9%	30.9%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	24	82.8%	17.2%	20.8%

# Magnolia Science Academy 6

## 2020—2021 School Accountability Report Card

### Reported Using Data from the 2020—2021 School Year

#### California Department of Education

<b>Address:</b>	1512 Arlington Ave. Los Angeles, CA , 90019-4552	<b>Principal:</b>	James Choe, Principal
<b>Phone:</b>	(310) 842-8555	<b>Grade Span:</b>	6-8

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

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

## DataQuest

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

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### James Choe, Principal

Principal, Magnolia Science Academy 6

### About Our School

WELCOME!

My name is James Choe and I am the principal at Magnolia Science Academy 6 (MSA-6). I have been in the education field for 13 years. I began my career by teaching Physical Education to our students for 5 years. During the 3rd year, I was asked to become the Dean of Students. I had a dual role for many years as a Physical Education teacher and as an administrator. I naturally started to learn the role of academics and assumed the role of Dean of Academics. This role had many responsibilities, which included the monitoring of programs and the analysis of data. In 2018, I obtained a math credential to become more involved in the math department. For the past several years, we have shown respectable numbers from our English and Math departments. For the 2021-2022 school year, I will be taking a new adventure as the Principal of Magnolia Science Academy 6.

My education background includes a Kinesiology degree from CSUDH, a teaching credential from CSULB, an M.A. in Educational Technology from Azusa Pacific University, and Masters in Education along with an Administrative credential from CSULB.

This year will be a momentous year for all of us new and old. After 12 years, we are moving from our original site in Palms, to our new site at Pio Pico middle school. Our 13th year will kick off with an extended school year, where we come back from Distance Learning and return to our new normal. This move to our new site and away from Distance Learning/Hybrid to traditional school has given us a chance to reinvent ourselves. I am looking forward to seeing what our staff members can do with our new vision. I am excited to collaborate with our current and new parents to continuously support our community, and hopeful to see how much our students will improve in their academics. I believe that our parents' involvement will be the key to our students' and school's success. I look forward to building strong relationships with our families and our students as the year begins and progresses.

James H. Choe  
Principal  
Magnolia Science Academy 6

### Contact

Magnolia Science Academy 6  
1512 Arlington Ave.  
Los Angeles, CA 90019-4552

Phone: (310) 842-8555

Email: [jchoe@magnoliapublicschools.org](mailto:jchoe@magnoliapublicschools.org)

## Contact Information (School Year 2020—2021)

### District Contact Information (School Year 2020—2021)

<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Reilly, Megan
<b>Email Address</b>	<a href="mailto:megan.reilly@lausd.net">megan.reilly@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

### School Contact Information (School Year 2020—2021)

<b>School Name</b>	Magnolia Science Academy 6
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<b>Street</b>	1512 Arlington Ave.
<b>City, State, Zip</b>	Los Angeles, CA , 90019-4552
<b>Phone Number</b>	(310) 842-8555
<b>Principal</b>	James Choe, Principal
<b>Email Address</b>	<a href="mailto:jchoe@magnoliapublicschools.org">jchoe@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://www.msa6.magnoliapublicschools.org">http://www.msa6.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330117648

Last updated: 1/7/22



### School Description and Mission Statement (School Year 2020—2021)

**VISION:**

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

**MISSION:**

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Magnolia Science Academy-6 (MSA-6) is operated by Magnolia Educational & Research Foundation (“MERF”), Magnolia Public Schools (“MPS”) a non-profit public Charter School management organization dedicated to establishing and managing high-quality public Charter Schools in California. The vision of MPS is to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS’ educational approach is based on the conviction that STEAM education is essential to improving our modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements.

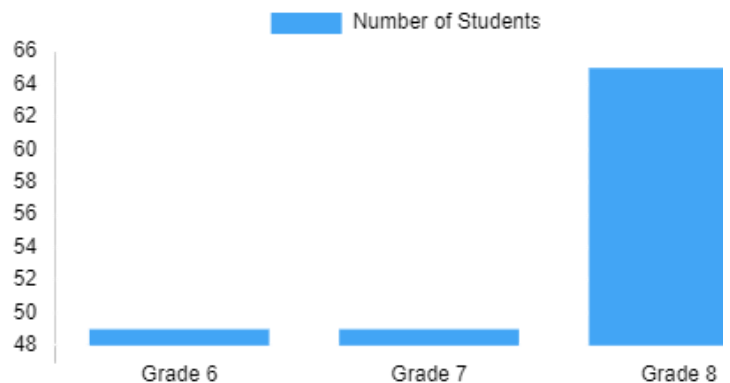
MSA-6 is a high-performing, classroom-based public Charter School which in the West Los Angeles and Palms community, serving students in grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (“STEAM”) since 2009. MSA-6’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our diverse student population through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by tutoring, and after-school programs.

For the past 11 years, MSA-6 has had a STEM focus. MPS Leadership and its Board of Directors are now committed to expanding on this success and began to make the shift towards a strong STEAM focused organization during the 2015-16 school year, adding arts discipline. The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential.

*Last updated: 1/7/22*

### Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	49
Grade 7	49
Grade 8	65
Total Enrollment	163



*Last updated: 1/7/22*

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Student Group
Black or African American	8.00%
American Indian or Alaska Native	0.00%
Asian	1.20%
Filipino	0.00%
Hispanic or Latino	87.70%
Native Hawaiian or Pacific Islander	0.00%
White	1.80%
Two or More Races	1.20%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	90.80%
English Learners	23.90%
Students with Disabilities	18.40%
Foster Youth	0.60%
Homeless	1.20%

## A. Conditions of Learning

### State Priority: Basic

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<b>McGraw Hill English (Study Sync) 6th, 7th, and 8th Grade.</b>	Yes	0%
Mathematics	<b>McGraw Hill Mathematics (California Math) 6th, 7th, and 8th Grade.</b>	Yes	0%
Science	<b>McGraw Hill Science (Inspire Science) 6th, 7th, and 8th Grade</b>	Yes	0%
History-Social Science	McGraw Hill Science (Inspire Science) 6th, 7th, and 8th Grade		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/7/22

## School Facility Conditions and Planned Improvements

1. At our school we have monthly drills for fire, earthquake and lockdown. Every year we have 4 fire drills, 4 earthquake drills and 2 lockdown drills.
2. We added security cameras to have high definition surveillance cameras for students' safety.
3. School facilities are in good shape. Some classrooms are a little cold and heaters were provided for each classroom by the administration for the students. This has been brought to the attention of the site manager to have a regular heater for these classrooms.
4. Solar panels were installed to become more eco-friendly.
5. Over the summer break, a fresh coat of paint was added to the exterior walls.
6. Painting of the lunch benches were done during the summer break.
7. The attic space was reinsulated and the vents were reinforced with new grates to prevent rodents from coming into the attic.
8. School cleanliness is enforced to the students as well as to the staff. There is also a full time custodian who cleans the classrooms and the campus every day.

Last updated: 1/7/22

### School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	<b>This section is based off of Pio Pico's 2020 February FIT report.</b>  <b><a href="http://search.lausd.net/cgi-bin/fccgi.exe?w3exec=sarc20192020&amp;which=4980">http://search.lausd.net/cgi-bin/fccgi.exe?w3exec=sarc20192020&amp;which=4980</a></b>
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

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

Overall Rating	Exemplary
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*Last updated: 1/7/22*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%
Mathematics (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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

*Last updated: 1/1/01*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	161	NT	NT	NT	NT
Male	79	NT	NT	NT	NT
Female	82	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	141	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantages	138	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Students with Disabilities	31	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	161	NT	NT	NT	NT
Male	79	NT	NT	NT	NT
Female	82	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	141	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantages	138	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Students with Disabilities	31	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 12/10/21*



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

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)	N/A	NT	N/A	25.29	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated:*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	63	NT	NT	NT	NT
Male	27	NT	NT	NT	NT
Female	36	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	53	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Students with Disabilities	16	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

null

Last updated:

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

Last updated: 12/9/21

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/11/22

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2020—2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

##### 1. Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. MSA-6 believes that a cooperative parentstudent-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-6 will work with parents to make them aware of the importance of their involvement in their children's education through some combination of the following activities: Parent education groups where parents will learn the importance of their involvement in their child's education. Individualized student and parent advisory sessions: Each of our teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements. One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

##### 2. Student-Teacher Status Portal

MSA-6 uses Infinte Campus which is an online web portal currently being used at all Magnolia Public Schools (MPS). The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on. Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school. MSA-6 also uses Parent Square to send quick messages, voicemails, pictures and permission slips. These tools improves our communication with parents and close a gap between the school and the families.

##### 3. Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-6. By having representative(s) on the MPS Board and the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parental involvement include: The Parents/Guardians will attend Coffee with the principal and Parent Task Force (PTF) meetings regularly and advise the SSC. In 2021-2022 school year, we have continued our Parent College program which is a parent empowerment program designed to improve parents' capacity so they can become informed advocates for their children's education. Our parents will meet with our staff on Saturdays (5 meetings) and graduate from this program in April. Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress. Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-6. There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning. Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student. Parents will have the opportunity to attend periodic events for teambuilding, presentation of the latest school news, and recognition of parent contributions.

### State Priority: Pupil Engagement

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

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

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

<b>Indicator</b>	<b>School 2017- 2018</b>	<b>School 2018- 2019</b>	<b>School 2019- 2020</b>	<b>District 2017- 2018</b>	<b>District 2018- 2019</b>	<b>District 2019- 2020</b>	<b>State 2017- 2018</b>	<b>State 2018- 2019</b>	<b>State 2019- 2020</b>
Dropout Rate	--	--	--	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.00%	0.00%	0.65%	0.44%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.02%	0.02%	0.08%	0.05%

#### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 12/14/21

**School Safety Plan (School Year 2021-2022)**

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

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

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

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

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

A copy of the detailed safety plan is uploaded on our website.

*Last updated: 12/20/21*

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	28.00		14	
Other**				0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	14.00		18	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	29.00	4	8	5
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	2	3	
Math	20.00	2	3	
Science	25.00	1	3	
Social Science	25.00	1	3	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	2	3	
Math	24.00	1	3	
Science	37.00		2	2
Social Science	25.00	1	3	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	36.00		4	3
Math	36.00		3	3
Science	38.00		3	3
Social Science	38.00		3	3

*Last updated: 12/9/21*

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

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 12/9/21

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

**Student Support Services Staff (School Year 2020—2021)**

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

Last updated: 12/9/21

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/1/01

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

**Types of Services Funded (Fiscal Year 2020–2021)**

MSA-6’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-6 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and wellorchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support wellrounded education.

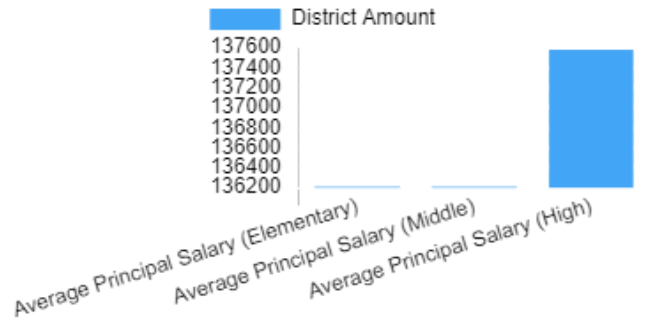
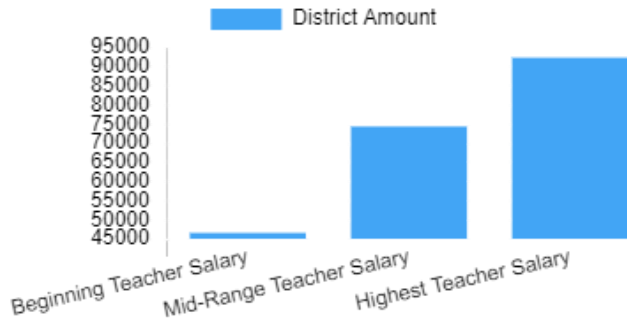
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 12/20/21*

**Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated:

**Advanced Placement (AP) Courses (School Year 2020—2021)**

**Percent of Students in AP Courses** 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

*Last updated: 12/10/21*

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	50	50	50

**Math MSA6** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	161	157	97.5%	2.5%	24.2%
Female	82	81	98.8%	1.2%	28.4%
Male	79	76	96.2%	3.8%	19.7%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	50.0%
Black or African American	13	12	92.3%	7.7%	8.3%
Filipino	--	--	--	--	--
Hispanic or Latino	141	138	97.9%	2.1%	24.6%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White			#DIV/0!	#DIV/0!	66.7%
English Learners	37	35	94.6%	5.4%	8.6%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	130	97.7%	2.3%	23.0%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	100.0%	0.0%	12.0%

**Reading MSA6** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	161	158	98.1%	1.9%	42.4%
Female	82	82	100.0%	0.0%	43.9%
Male	79	76	96.2%	3.8%	40.8%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	50.0%
Black or African American	13	12	92.3%	7.7%	50.0%
Filipino	--	--	--	--	--
Hispanic or Latino	141	139	98.6%	1.4%	41.7%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	50.0%
White			#DIV/0!	#DIV/0!	33.3%
English Learners	37	35	94.6%	5.4%	14.3%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	131	98.5%	1.5%	44.3%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	100.0%	0.0%	24.0%

**Magnolia Science Academy 7**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	18355 Roscoe Blvd. Northridge, CA , 91325-4104	<b>Principal:</b>	Meagan Wittek, Principal
<b>Phone:</b>	(818) 886-0585	<b>Grade Span:</b>	K-5

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



## About This School

### Meagan Wittek, Principal

Principal, Magnolia Science Academy 7

#### About Our School

Dear MSA 7 Community Partners:

MSA 7 is a special place. We are a small, close-knit charter school made up of families from all over the San Fernando Valley. We are neighbors and nephews, cousins and little sisters, new-to-towners and old friends. Our elementary students in grades TK to five have close connections to each other, to their teachers, and with our staff.

Our full inclusion model welcomes and supports all students. Every MSA 7 staff member knows each child – not just by name – but for who they are. Our students are seen for their individual talents, challenges, interests, and growth. Our passionate teachers and staff believe our scholars are never too young to be introduced to life's possibilities like art, music, and STEAM-focused after school clubs -- including robotics. This is also why we offer our College, Career and Trade School Week. No child is too young to think about and dream of their future.

We strive every day to be a trusted, effective and consistent safe space for learning as we prepare our students for life in the 21st century. Our students are ready with Chromebooks and our computer lab. Plus, we elevate their sense of self through social emotional learning and mental health supports, project-based and small group learning, and our focus on vital growth mindsets.

We are MSA 7 and we welcome all students, families, champions and stakeholders to our small, community school. Our doors are always open.

Warmly,  
Meagan Wittek  
MSA 7 Principal

#### Contact

Magnolia Science Academy 7  
18355 Roscoe Blvd.  
Northridge, CA 91325-4104

Phone: (818) 886-0585

Email: [mwittek@magnoliapublicschools.org](mailto:mwittek@magnoliapublicschools.org)

## Contact Information (School Year 2020—2021)

### District Contact Information (School Year 2020—2021)

<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Reilly, Megan
<b>Email Address</b>	<a href="mailto:megan.reilly@lausd.net">megan.reilly@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

### School Contact Information (School Year 2020—2021)

<b>School Name</b>	Magnolia Science Academy 7
<b>Street</b>	18355 Roscoe Blvd.
<b>City, State, Zip</b>	Northridge, CA , 91325-4104
<b>Phone Number</b>	(818) 886-0585
<b>Principal</b>	Meagan Wittek, Principal
<b>Email Address</b>	<a href="mailto:mwittek@magnoliapublicschools.org">mwittek@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msa7.magnoliapublicschools.org">http://msa7.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330117655

Last updated: 1/11/22

## School Description and Mission Statement (School Year 2020—2021)

Magnolia Science Academy-7 (MSA-7) is small public independent charter school located in the city of Northridge in the San Fernando Valley. MSA-7 is one of ten schools under the direction of Magnolia Public Schools, a non-profit Charter Management Organization (CMO) serving the Southern California region. MSA-7 is proudly celebrating its eleventh year in operation, first opening its doors in 2010.

We focus on growth mindsets at our small elementary school. We utilize small group learning, student-driven instruction, and guided math. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention. The students of MSA-7 receive an education that is aligned to Common Core State Standards (CCSS) with a focus in Science, Technology, Engineering, Art, and Math (STEAM). In addition, students receive weekly computer and physical education classes, along with an integrated arts program. Educating the whole child is a key feature of Magnolia Science Academy-7. We offer a robust program that includes social emotional learning and development, after school clubs and programs, school-wide events, intervention and enrichment services, parent workshops, home visits, and more.

At Magnolia Science Academy 7 (MSA 7), our small charter school encapsulates our community. We are a close-knit, family school -- comprising neighbors, siblings, cousins and friends. Our TK-5 students have close, caring connections to each other, to their teachers and with our staff.

### Mission Statement

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

### Vision Statement

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

### Core Values

Magnolia Public Schools (MPS) has identified Excellence, Innovation, and Connection as its core anchor values, which are reinforced through the Life Skills curriculum, Schoolwide Learner Outcomes (SLOs), and all school activities.

### Excellence

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

### Innovation

Students will have the freedom to choose how and what they learn and demonstrate it as a public display of excellence. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans will support students' matriculation and college and career readiness. This will include student participation in the planning of their educational experience, enrichment and acceleration programs, STEAM program choice options, individualized and blended learning programs, differentiated educational experience, and adaptive assessments.

### Connection

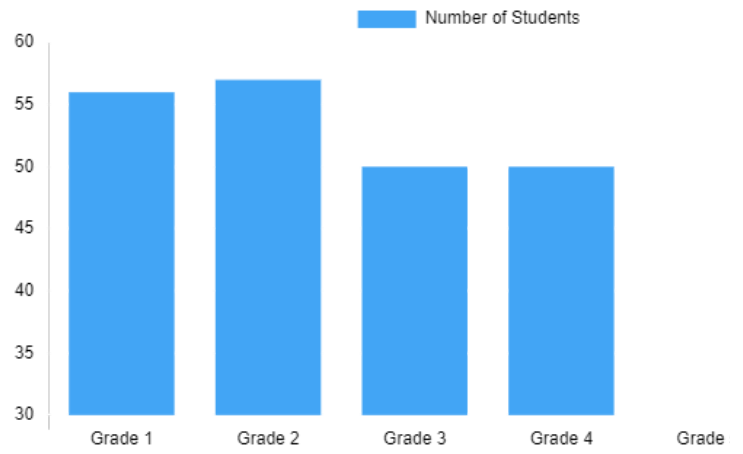
School communities are integrated partnerships with the school site staff, families, students, and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, stakeholder surveys, field trips, life skills classes, and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Last updated: 1/11/22

## Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	56
Grade 2	57
Grade 3	50
Grade 4	50
Grade 5	30
Kindergarten	51

Grade Level	Number of Students
Total Enrollment	294



Last updated: 1/11/22

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Student Group
Black or African American	5.00%
American Indian or Alaska Native	0.00%
Asian	5.00%
Filipino	5.00%
Hispanic or Latino	68.00%
Native Hawaiian or Pacific Islander	0.00%
White	16.00%
Two or More Races	1.00%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	77.00%
English Learners	28.00%
Students with Disabilities	12.00%
Foster Youth	0.00%
Homeless	4.00%

## A. Conditions of Learning

### State Priority: Basic

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

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)**

Year and month in which the data were collected: June 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw Hill	Yes	0%
Mathematics	My Math, McGraw Hill	Yes	0%
Science	Inspire Science, McGraw Hill	Yes	0%
History-Social Science	Networks, McGraw Hill	Yes	0%
Foreign Language			0%
Health	Sparks Health Education (2014) Health Connected: Puberty Talk (2018)	Yes	0%
Visual and Performing Arts	Teacher produced materials for arts integration	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/11/22

**School Facility Conditions and Planned Improvements**

MSA-7 rents a one-story building from LifeHouse Church. The building was previously used by the church for their own private school. Although the building is old, it meets standard regulations and receives annual Fire Marshal approval. Periodic inspections shall be undertaken as necessary to ensure all safety standards are met.

MSA-7 has two full-time and one part-time custodian who ensure the school is kept clean and sanitary. There is also a part-time maintenance employee who handles minor maintenance items as needed. MSA-7 outsources all larger maintenance/custodial duties and operational functions such as pest control, landscaping and gardening, plumbing, A/C repairs, etc. to vendors who are qualified to perform such functions.

During the 2020-2021 school year and Summer of 2021, several facility improvement projects were completed. A new school-wide security camera system was installed. New, more secure metal doors were installed in the main office. Several windows were replaced as needed. All classroom doors that needed to be replaced were, for a total of 9. Playground fencing was repaired. The floor tiles in 3 classrooms were replaced and/or repaired. All air filters in the HVAC system were upgraded to MERV-13 filters.

Future projects that are in the planning stages include the installation of shading and replacing all the windows in the school.

Last updated: 1/11/22

### School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playground shading installed; funding partially raised through school-wide fundraising campaign and quotes secured  Windows replaced in all classrooms; funding partially available; quotes secured

### Overall Facility Rate

Year and month of the most recent FIT report: August 2021

Overall Rating	Good
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Last updated: 1/11/22

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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

Last updated: 1/11/22



**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	N/T	N/T	N/T	N/T
Male	65	N/T	N/T	N/T	N/T
Female	63	N/T	N/T	N/T	N/T
Black or African American	--	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	--	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	89	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	--	N/T	N/T	N/T	N/T
White	18	N/T	N/T	N/T	N/T
Two or More Races	--	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	99	N/T	N/T	N/T	N/T
English Learners	34	N/T	N/T	N/T	N/T
Students with Disabilities	20	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	N/T	N/T	N/T	N/T
Male	65	N/T	N/T	N/T	N/T
Female	63	N/T	N/T	N/T	N/T
Black or African American	--	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	--	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	89	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	--	N/T	N/T	N/T	N/T
White	18	N/T	N/T	N/T	N/T
Two or More Races	--	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	99	N/T	N/T	N/T	N/T
English Learners	34	N/T	N/T	N/T	N/T
Students with Disabilities	20	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	25.29	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated: 1/11/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	N/T	N/T	N/T	N/T
Male	14	N/T	N/T	N/T	N/T
Female	16	N/T	N/T	N/T	N/T
Black or African American	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	26	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	N/T	N/T	N/T	N/T
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	24	N/T	N/T	N/T	N/T
English Learners	--	N/T	N/T	N/T	N/T
Students with Disabilities	--	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

MSA-7 is a STEAM focused elementary school which provides students with weekly computer courses, engineering and robotics clubs and opportunities to participate in the school-wide and Magnolia Public Schools annual STEAM expos. Computer courses included instruction in Microsoft Office programs, typing skills, Google Classroom, coding and Internet safety.

MSA-7's mission states that we are providing students with a college and career readiness education. All students participate in the annual College and Career Week activities, field trips to local colleges, and guest speakers who are professionals in STEAM focused careers.

Last updated: 1/11/22

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

Last updated: 1/11/22

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

UC/CSU Course Measure	Percent
2020—2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/11/22

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2020—2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

MSA-7 is a school of choice which greatly benefits from parent involvement in our students' learning process. All parents have access to their child's Student Information System (SIS) account so they have the ability to track their child's progress throughout the school year and contact staff as needed via email or phone. All contact information is provided at the start of the year and is available on the school website.

A unique feature of Magnolia Public Schools is the Home Visit program involves teachers and other staff members visiting students and families at their home. These visits enhance communication beyond what a phone call or an email may do. They are a critical component in maintaining an open line of communication between teachers and families. When the school closures occurred in March 2020 due to COVID-19, the Home Visit program came to a halt. Seeing a need for this program to continue, the MPS Board adopted a Virtual Home Visit Policy which is still in effect so families and staff have the choice between an in-person or virtual visit.

Before the start of the school year, MSA-7 holds an orientation for both new and returning students. Each teacher has the opportunity to meet their students and families to share the school and classroom expectations. Parents are also able to voice any concerns they have prior to the school year starting as well as have any of their questions answered.

Throughout the year, two sets of parent/teacher conferences are held, one in the fall and one in the spring. In addition, conferences can be scheduled at any point by teacher or parent. Back to School Night and Open House are also good opportunities for all community partners to see one another and talk. For the 2021-22 school year, all such events and activities have been held virtually until it is deemed safe to return to large in-person gatherings.

Our school has an active Parent Task Force (PTF) which meets monthly to plan school-wide events and fundraisers. Additionally, monthly Coffee with Administration meetings give parents the opportunity to meet the entire administration team and discuss any school-related items in a smaller setting. MSA-7 also holds regular English Language Advisory Council (ELAC) and School Site Council (SSC) meetings where elected community members meet to discuss and vote on important school matters. Things such as the school LCAP plan, the School Safety Plan, and the School Wellness Plan are shared with members of both committees. Again, all parent committee meetings have been held virtually this school year and led by our newly hired Parent and Community Engagement (PACE) Coordinator. In addition to these regular meetings, MSA-7 and MPS have held multiple Town Hall meetings during the past two years to discuss health & safety, Distance Learning, Hybrid Learning, the return to in-person learning, vaccination information and other important topics having to do with the current state of education and our communities. We also held two successful vaccination events for our elementary students as well as a Community Resource Fair which served as a vaccination site for the community.

Parents are encouraged to become volunteers at MSA-7 and to be active members of our school community. All educational partners including parents, staff and students are given the opportunity annually to complete a survey so the school can better learn how to meet the needs of our community members. In addition to this survey, we also administer a Social Emotional Learning (SEL) and Mental Health & Wellness survey to allow us to check in with our students and see how they are doing and to provide resources as needed.

We have developed and implemented a weekly Parent Workshop program led by our own staff members. Topics include, reading, math, and writing strategies, technology use, STEAM at home, special education support, and more. We have also partnered with The Latino Literacy Project to provide a 6-week long workshop series on the importance of literacy.

Our school usually holds about 15 school-wide events for students and families each year. It has been difficult to do so the past couple of years due to the closures. In an effort to support our student's SEL, parent engagement, and continue to build school culture, we have been able to hold a few events this year, some virtually and some small ones in person.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.00%	0.00%	0.65%	0.44%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.02%	0.02%	0.08%	0.05%

**Suspensions and Expulsions for School Year 2019—2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020—2021	District 2020—2021	State 2020—2021
Suspensions	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/11/22

**School Safety Plan (School Year 2021-2022)**

As part of the development of our School Safety Plan, different groups of educational partners meet annually to review, revise, and update the plan as needed for the following school year. The Dean of Students works on the plan first under the guidance of the MPS Director of Student Services. It is then shared with the Principal. After their review, the plan is shared with several different committees and members of the community. The timeline of meeting and approval dates is below:

A meeting for public input was held on December 9, 2020 at Magnolia Science Academy-7

Reviewed by Law Enforcement January 5, 2021

Reviewed by Fire Department November 2, 2020

Plan Adopted by School Site Council November 17, 2020

Plan approved by Magnolia Public Schools Board February 11, 2021

**Statement of Purpose**

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

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

*Last updated: 1/11/22*



## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		3	
1	24.00		2	
2	29.00		2	
3	30.00		1	
4	31.00		1	
5	28.00		2	
6				
Other**				0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00		3	
1	29.00		2	
2	27.00		2	
3	27.00		2	
4	29.00		1	
5	30.00		1	
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	26.00		1	
1	28.00		2	
2	28.00		2	
3	25.00		2	
4	25.00		2	
5	30.00		1	
6				
Other**			1	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

Last updated: 1/11/22

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

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	548.0

*Last updated: 1/1/00*

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

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	4.50

*Last updated: 1/1/00*

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12785.48	\$3405.61	\$9379.87	\$58484.00
District	N/A	N/A	--	\$78721.00
Percent Difference – School Site and District	N/A	N/A	-54.00%	-29.00%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	-34.00%	-36.00%

*Last updated: 1/11/22*

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

**Types of Services Funded (Fiscal Year 2020–2021)**

MSA-7’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-7 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and wellorchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support wellrounded education.

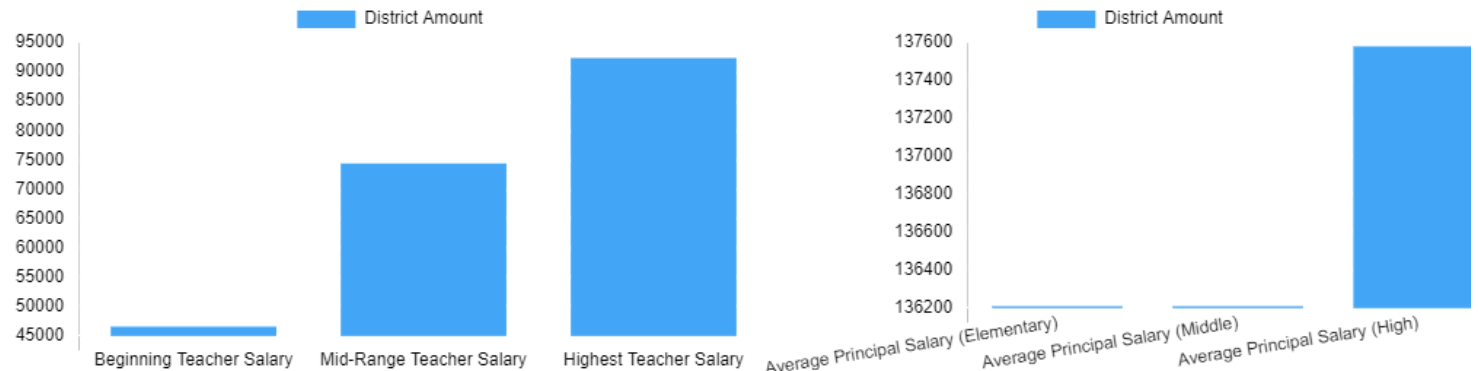
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 1/11/22*

**Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



*Last updated:*

**Advanced Placement (AP) Courses (School Year 2020—2021)**

**Percent of Students in AP Courses** 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

*Last updated: 1/11/22*

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	39	42	45

**Math MSA7** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	184	182	98.9%	1.1%	27.5%
Female	87	85	97.7%	2.3%	23.5%
Male	97	97	100.0%	0.0%	30.9%
American Indian or Alaskan Native	--	--	--	--	--
Asian	18	18	100.0%	0.0%	72.2%
Black or African American			#DIV/0!	#DIV/0!	33.3%
Filipino			#DIV/0!	#DIV/0!	0.0%
Hispanic or Latino	125	123	98.4%	1.6%	13.8%
Native Hawaiian or Pacific Islander			#DIV/0!	#DIV/0!	0.0%
Two or More Races			#DIV/0!	#DIV/0!	33.3%
White	27	27	100.0%	0.0%	59.2%
English Learners	55	54	98.2%	1.8%	7.4%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	137	137	100.0%	0.0%	18.3%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.0%	0.0%	0.0%

**Reading MSA7** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	184	179	97.3%	2.7%	34.6%
Female	87	84	96.6%	3.4%	34.5%
Male	97	95	97.9%	2.1%	34.8%
American Indian or Alaskan Native	--	--	--	--	--
Asian	18	18	100.0%	0.0%	66.6%
Black or African American			#DIV/0!	#DIV/0!	33.3%
Filipino			#DIV/0!	#DIV/0!	0.0%
Hispanic or Latino	125	120	96.0%	4.0%	24.2%
Native Hawaiian or Pacific Islander			#DIV/0!	#DIV/0!	100.0%
Two or More Races			#DIV/0!	#DIV/0!	33.3%
White	27	27	100.0%	0.0%	59.2%
English Learners	55	52	94.5%	5.5%	11.5%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	137	134	97.8%	2.2%	26.1%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	22	95.7%	4.3%	18.2%

**Magnolia Science Academy Bell**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	6411 Orchard Ave. Bell, CA , 90201-1023	<b>Principal:</b>	Laura Schlottman, Principal
<b>Phone:</b>	(323) 826-3925	<b>Grade Span:</b>	6-8

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are



meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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## About This School

### Laura Schlottman, Principal

📍 Principal, Magnolia Science Academy Bell

### About Our School

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Magnolia Science Academy Bell is an inclusive, STEAM-focused charter school, established and proudly serving the South-East Los Angeles communities, such as Bell, Cudahy, Maywood, and Huntington Park. Our school opened in 2010 as part of the LAUSD Public School Choice initiative.

We provide a model that fully includes all learners into every classroom with an academically rigorous and enriching common core state standards-based curriculum. Our instructional strategy is powered by an online platform that allows us to produce a personalized-learning environment to empower all students to become self-directed learners.

Students build the habits, mindsets, and behaviors that lead to academic and personal success by setting goals for their learning, reflecting on their progress, and developing strong relationships with caring and trusted adults who know them as individuals and can provide rich feedback.

Graduates of MSA Bell develop into scientific thinkers that contribute to the global community as socially responsible and educated members of society. This has been our vision since the inception and we continue to provide students and families with a top-notch educational program that develops young people with the skills sets that make every graduate college and career ready.

### Contact

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Magnolia Science Academy Bell  
6411 Orchard Ave.  
Bell, CA 90201-1023

Phone: [\(323\) 826-3925](tel:(323)826-3925)

Email: [lbschlottman@magnoliapublicschools.org](mailto:lbschlottman@magnoliapublicschools.org)

## Contact Information (School Year 2020—2021)

### District Contact Information (School Year 2020—2021)

<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Reilly, Megan

**Email Address** [megan.reilly@lausd.net](mailto:megan.reilly@lausd.net)

**Website** [www.lausd.net](http://www.lausd.net)

**School Contact Information (School Year 2020—2021)**

**School Name** Magnolia Science Academy Bell

**Street** 6411 Orchard Ave.

**City, State, Zip** Bell, CA , 90201-1023

**Phone Number** (323) 826-3925

**Principal** Laura Schlottman, Principal

**Email Address** [lbschlottman@magnoliapublicschools.org](mailto:lbschlottman@magnoliapublicschools.org)

**Website** <https://msa8.magnoliapublicschools.org>

**County-District-School (CDS) Code** 19647330122747

*Last updated: 1/6/22*

## School Description and Mission Statement (School Year 2020—2021)

### **Mission**

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

### **Vision**

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

### **Core Values**

Magnolia Public Schools has identified the following core values, which are reinforced through the Advisory course

curriculum, student learning outcomes (SLOs), and all school activities:

**EXCELLENCE** - Academic excellence is the desire to pursue knowledge and excellence and to contribute original and

provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We

foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse, and argumentative writing. Scholars learn where and how to

access the needed information to advance their academic pursuits and societal contributions.

**INNOVATION** - Students will have the freedom to choose how and what they learn. Individualized scheduling, early

identification of learning styles, personalities, interests, and career plans will support students' college and career

readiness. This will include student participation in their four-year plans, after-school enrichment programs, STEAM

program choice options, adaptive assessments, and blended learning strategies, differentiated instruction, and differentiated and adaptive assessments.

**CONNECTION** - School communities are integrated partnerships with the school site staff, families, students, and all

other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual

strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better

decision making through the implementation of restorative justice practices. Additionally, the community cultivates an

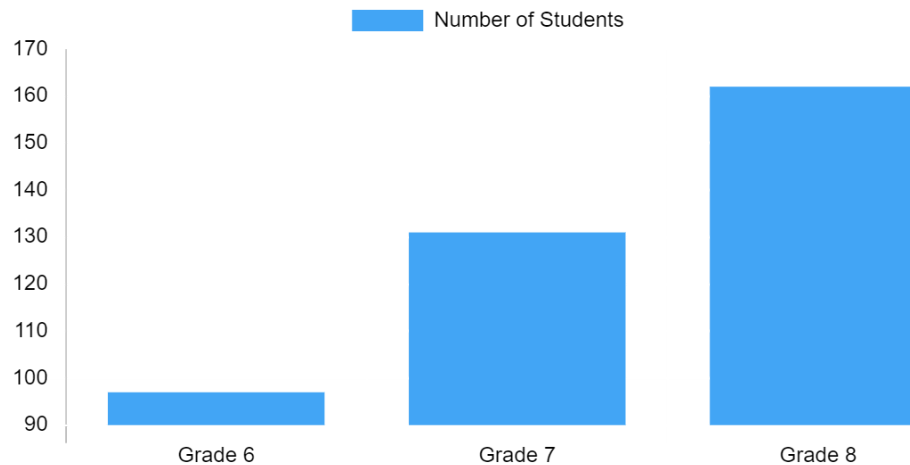
identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field

trips, life skills classes, and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Last updated: 1/6/22

### Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	97
Grade 7	131
Grade 8	162
Total Enrollment	390



Last updated: 1/13/22

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Student Group
Black or African American	0.00%
American Indian or Alaska Native	0.00%
Asian	1.40%
Filipino	0.00%
Hispanic or Latino	90.50%
Native Hawaiian or Pacific Islander	0.00%
White	8.00%
Two or More Races	0.20%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	84.50%
English Learners	12.50%
Students with Disabilities	10.20%
Foster Youth	0.00%
Homeless	0.90%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/1/01

### School Facility Conditions and Planned Improvements

<p>null</p>
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Last updated:



### School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	MSA Bell is co-located with two district schools on Orchard Academies in the Southeast Los Angeles area. The facility opened doors in the fall of 2010. Yearly inspections (Williams Inspection) are conducted to ensure the campus is in functional and appropriate conditions.
<b>Interior:</b> Interior Surfaces	Good	Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following: <ul style="list-style-type: none"> <li>• Determination of repair status for systems listed</li> <li>• Description of any needed maintenance to ensure good repair</li> <li>• The year and month in which the data were collected</li> <li>• The rate for each system inspected</li> <li>• The overall rating</li> </ul> Year and month of the most recent FIT report: June 2021
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2022

Overall Rating	Exemplary
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*Last updated: 1/13/22*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School	School	District	District	State	State
	2019- 2020	2020- 2021	2019- 2020	2020- 2021	2019- 2020	2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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



**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	439	NT	NT	NT	NT
Male	218	NT	NT	NT	NT
Female	221	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	396	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	35	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	364	NT	NT	NT	NT
English Learners	55	NT	NT	NT	NT
Students with Disabilities	42	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	439	NT	NT	NT	NT
Male	218	NT	NT	NT	NT
Female	221	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	396	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	35	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	364	NT	NT	NT	NT
English Learners	55	NT	NT	NT	NT
Students with Disabilities	42	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*



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

<b>Subject</b>	<b>School 2019- 2020</b>	<b>School 2020- 2021</b>	<b>District 2019- 2020</b>	<b>District 2020- 2021</b>	<b>State 2019- 2020</b>	<b>State 2020- 2021</b>
Science (grades 5, 8, and high school)	N/A	N/T	N/A	25.29	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated: 1/13/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	185	NT	NT	NT	NT
Male	93	NT	NT	NT	NT
Female	92	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	170	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	149	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Students with Disabilities	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

null
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*Last updated: 1/13/22*

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

*Last updated: 1/13/22*

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

*Last updated: 1/13/22*

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2020—2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

<b>Grade Level</b>	<b>Percentage of Students Meeting Four of Six Fitness Standards</b>	<b>Percentage of Students Meeting Five of Six Fitness Standards</b>	<b>Percentage of Students Meeting Six of Six Fitness Standards</b>
7	--	--	--
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

##### Parental Involvement

Parent-Student-Teacher Cooperation:

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

- Parent education groups that focus on various aspects of education and provide tools to support family involvement in their child's academic and social endeavors.
- Individualized student and parent advisory sessions: Each of our teachers/mentors will be assigned to a small group of students. They will arrange at least 2 meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing tools to help every child succeed in the learning environment.
- With the reopening of in-person school, we have transition all meetings to both in person and through zoom.

##### Student-Teacher Status Portal

MSA Bell uses Illuminate, an online cloud-based dashboard that is currently being used throughout all of Magnolia Public Schools. The student information system allows families to access information related to their child's performance at school. The use of Illuminate allows families, students, and teachers to communicate more efficiently. Through the portal, teachers have the ability for every class to post course material, homework assignments, projects, course grade statistics, and record students' grades on quizzes, tests, class participation, and homework assignments. Students and parents use confidential passwords to log on.

Since the start of remote learning, MSA Bell conducted a technology and parent portal access survey to determine the need and provide the necessary resources to families. Families were provided with physical

instructions that were mailed and phone calls provided walkthroughs to utilize the various applications of communication. Students without technology were provided with Chromebooks and mobile hot spots in order to access their learning and these various platforms at home.

### **Parent Representation**

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA Bell. By having a family representative(s) on the various committee on-site, families are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. These meetings were held over zoom in order to meet the health and safety guidelines of the state and local government agencies. Studies show that home visits can increase student performance, encourage parent involvement, reduce disciplinary problems, and increase the overall positive attitude toward school. Teachers are encouraged to make home visits to build a positive partnership and open communication among all stakeholders for the benefit of the child. MPS policy was adopted to allow for these home visits to occur virtually over platforms such as Zoom or Google Hangout. Families complete a survey each year evaluating the strengths and weaknesses they identify within the program at MSA Bell. The information is used to identify opportunities to best serve the community. This year surveys have been expanded to monitor the health and well-being of all stakeholders.

#### **The Parent Committee is as follows:**

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL PAC) (LCAP through coffee chats,
- etc.)
- Parent Task Force (PTF)

### **State Priority: Pupil Engagement**

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

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

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

<b>Indicator</b>	<b>School 2017- 2018 2018</b>	<b>School 2018- 2019 2019</b>	<b>School 2019- 2020 2020</b>	<b>District 2017- 2018 2018</b>	<b>District 2018- 2019 2019</b>	<b>District 2019- 2020 2020</b>	<b>State 2017- 2018 2018</b>	<b>State 2018- 2019 2019</b>	<b>State 2019- 2020 2020</b>
Dropout Rate	--	--	--	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



### State Priority: School Climate

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

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

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.43%	0.00%	0.65%	0.44%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.02%	0.02%	0.08%	0.05%

#### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/13/22

**School Safety Plan (School Year 2021-2022)**

MSA Bell is 1 of 3 academies colocated on an LAUSD district site in the Southeast Los Angeles area. All 3 academies collaborate together to create a comprehensive school safety plan that ensures the safety and well-being of every individual on campus.

The following documents were reviewed and approved by the School Site Council on December 10, 2021.

Orchard Academies Integrated Safe School Plan 2021-

22, <https://drive.google.com/file/d/1uWbtrR2FcSYNd7MbfBXRA2dhWpH3eTcO/view?usp=sharing>

MSA Bell School Safety Plan 2021-22,

<https://drive.google.com/file/d/1mNmJkq2uLB0Zc9admDDuMrT4u2durLVx/view?usp=sharing>

Safety meetings are conducted collaboratively throughout the year to review processes and procedures in order to make changes that address stakeholder safety

*Last updated: 1/13/22*

### D. Other SARC information

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

#### Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	31.00	1	15	17
Other**				0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

#### Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

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

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes *1-20</b>	<b>Number of Classes *21-32</b>	<b>Number of Classes 33+</b>
6	35.00	2	18	7
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes *1-20</b>	<b>Number of Classes *21-32</b>	<b>Number of Classes 33+</b>
K				
1				
2				
3				
4				
5				
6	20.00	15	15	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *1-22</b>	<b>Number of Classes *23-32</b>	<b>Number of Classes 33+</b>
English	29.00	2	8	3
Math	31.00		8	3
Science	30.00	1	7	4
Social Science	31.00		7	4

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *1-22</b>	<b>Number of Classes *23-32</b>	<b>Number of Classes 33+</b>
English	29.00	2	5	6
Math	29.00		2	9
Science	35.00		5	6
Social Science	32.00		4	7

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *1-22</b>	<b>Number of Classes *23-32</b>	<b>Number of Classes 33+</b>
English	29.00	2	5	6
Math	29.00		5	6

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *1-22</b>	<b>Number of Classes *23-32</b>	<b>Number of Classes 33+</b>
Science	32.00		5	6
Social Science	32.00		5	6

*Last updated: 1/13/22*

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

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	1

Last updated: 1/1/00

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

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.50
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	4.00

Last updated: 1/1/00

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11558.26	\$2317.03	\$9241.23	\$52769.00



<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
District	N/A	N/A	--	\$78721.00
Percent Difference – School Site and District	N/A	N/A	--	-39.00%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

*Last updated: 1/13/22*

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

**Types of Services Funded (Fiscal Year 2020–2021)**

MSA Bell's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners, and foster youth are used to increase or improve services for these students. Additionally, MSA Bell uses federal funds to supplement state and local funds to provide a coherent educational program. The actions and services described in our

**LCAP include the following:**

**Goal 1: Basic Services for a High-Quality Learning Environment:** Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and wellorchestrated Home Office support services.

**Goal 2: Excellence:** Broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS - Academic enrichment, intervention, and student support, designated and integrated ELD programs, and support for students with disabilities.

**Goal 3: Innovation:** College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support a wellrounded education.

**Goal 4: Connection:** Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships. Since the pandemic, a collection of resources for stakeholders has been created and shared to educate families of th

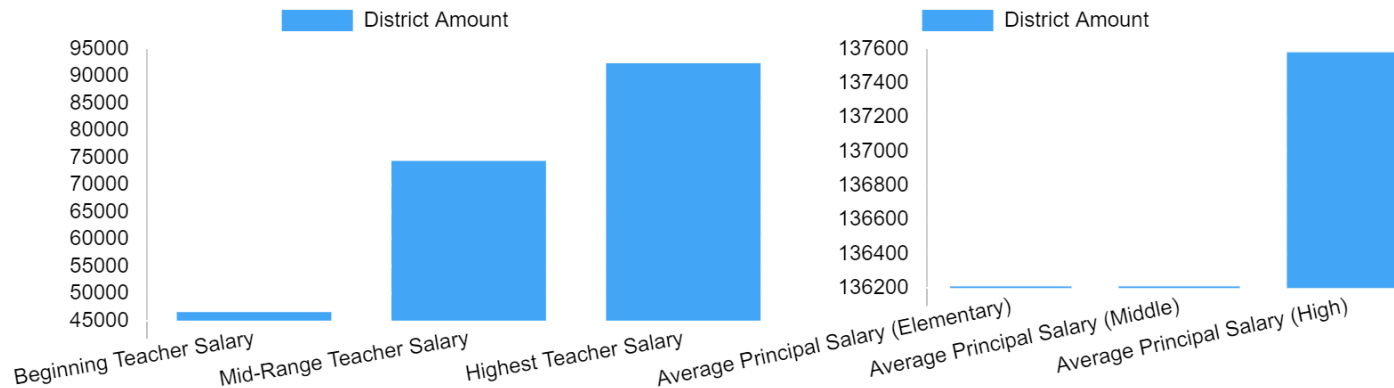
*Last updated: 1/13/22*

**Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated:

**Advanced Placement (AP) Courses (School Year 2020—2021)**

**Percent of Students in AP Courses** 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

*Last updated: 1/13/22*

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	47	47	47

**Math MSA Bell** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	439	422	96.1%	3.9%	29.8%
Female	220	211	95.9%	4.1%	30.8%
Male	219	211	96.3%	3.7%	28.9%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	60.0%
Black or African American			#DIV/0!	#DIV/0!	0.0%
Filipino	--	--	--	--	--
Hispanic or Latino	397	380	95.7%	4.3%	27.9%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	100.0%
White	35	35	100.0%	0.0%	45.7%
English Learners	56	51	91.1%	8.9%	13.7%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	350	337	96.3%	3.7%	29.3%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	43	97.7%	2.3%	14.0%

**Reading MSA Bell** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	439	424	96.6%	3.4%	45.5%
Female	220	211	95.9%	4.1%	53.6%
Male	219	213	97.3%	2.7%	37.5%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	66.7%
Black or African American			#DIV/0!	#DIV/0!	0.0%
Filipino	--	--	--	--	--
Hispanic or Latino	397	381	96.0%	4.0%	44.9%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	100.0%
White	35	35	100.0%	0.0%	48.6%
English Learners	56	52	92.9%	7.1%	13.4%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	350	340	97.1%	2.9%	44.4%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	44	100.0%	0.0%	13.6%

# Magnolia Science Academy Santa Ana

## 2020—2021 School Accountability Report Card

### Reported Using Data from the 2020—2021 School Year

#### California Department of Education

<b>Address:</b>	2840 West 1st St. Santa Ana, CA , 92703-4102	<b>Principal:</b>	Mr. Steven Keskindurk, Principal
<b>Phone:</b>	(714) 479-0115	<b>Grade Span:</b>	K-12

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

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

## DataQuest

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

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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## About This School

### Mr. Steven Keskinturk, Principal

📍 Principal, Magnolia Science Academy Santa Ana

### About Our School

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Dear Parents, Guardians, and Stakeholders,

Welcome to the SARC Report of Magnolia Science Academy-Santa Ana (MSA-SA). You can follow our school activities 24/7 from our webpage at [www.msasa.magnoliapublicschools.org](http://www.msasa.magnoliapublicschools.org).

Yours sincerely,

Mr. Steven Keskinturk

Campus Director

Magnolia Science Academy Santa Ana

2840 West 1st St.

Santa Ana, CA 92703-4102

Phone: 714-479-0115

Email: [skeskinturk@magnoliapublicschools.org](mailto:skeskinturk@magnoliapublicschools.org)

### Contact

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Magnolia Science Academy Santa Ana

2840 West 1st St.

Santa Ana, CA 92703-4102

Phone: [\(714\) 479-0115](tel:7144790115)

Email: [skeskinturk@magnoliapublicschools.org](mailto:skeskinturk@magnoliapublicschools.org)

## Contact Information (School Year 2020—2021)

### District Contact Information (School Year 2020—2021)

**District Name**

SBE - Magnolia Science Academy Santa Ana



<b>Phone Number</b>	(714) 479-0115
<b>Superintendent</b>	Keskinturk, Steven
<b>Email Address</b>	<a href="mailto:skeskinturk@magnoliapublicschools.org">skeskinturk@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://www.msasa.magnoliapublicschools.org">www.msasa.magnoliapublicschools.org</a>

### **School Contact Information (School Year 2020—2021)**

<b>School Name</b>	Magnolia Science Academy Santa Ana
<b>Street</b>	2840 West 1st St.
<b>City, State, Zip</b>	Santa Ana, CA , 92703-4102
<b>Phone Number</b>	(714) 479-0115
<b>Principal</b>	Mr. Steven Keskinturk, Principal
<b>Email Address</b>	<a href="mailto:skeskinturk@magnoliapublicschools.org">skeskinturk@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://www.msasa.magnoliapublicschools.org">http://www.msasa.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	30768930130765

*Last updated: 1/13/22*

## School Description and Mission Statement (School Year 2020—2021)

Magnolia Science Academy -Santa Ana (MSA-SA) is one of the Magnolia Public Schools founded as a public charter school in Fall 2009.

MSA-SA currently serves over 540 students, grades TK through 12. Enrollment is on a first-come, first-serve basis when a public lottery is not required.

MSA-SA is a classroom-based charter school serving grades T K–12 with a curriculum emphasizing science, technology, engineering, arts, and math. The school primarily serves students and parents of the Orange County area.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of our schools' information. Most data presented in this report are reported for the 2020–21 school year. School finances and school completion data are reported for the 2020–21 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are written for the 2020–21 school year.

Parents and community members should review the entire SARC or contact the school principal or the district office for additional information about the school.

Magnolia Science Academy Santa Ana

Address: 2840 West 1st St., Santa Ana, CA 92703-4102

Phone: (714) 479-0115

Email: [skeskinturk@magnoliapublicschools.org](mailto:skeskinturk@magnoliapublicschools.org)

### Our History

Magnolia Science Academy – Santa Ana (MSA-SA) opened its doors to serve Orange County's community in the Fall of 2009 for grades T K through 12th grade. In 2016, the school site moved to its current building. The school provides an academically rigorous standards-based curriculum.

### Our Mission

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

### Our Vision

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

### INNOVATION

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

**CONNECTION**

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

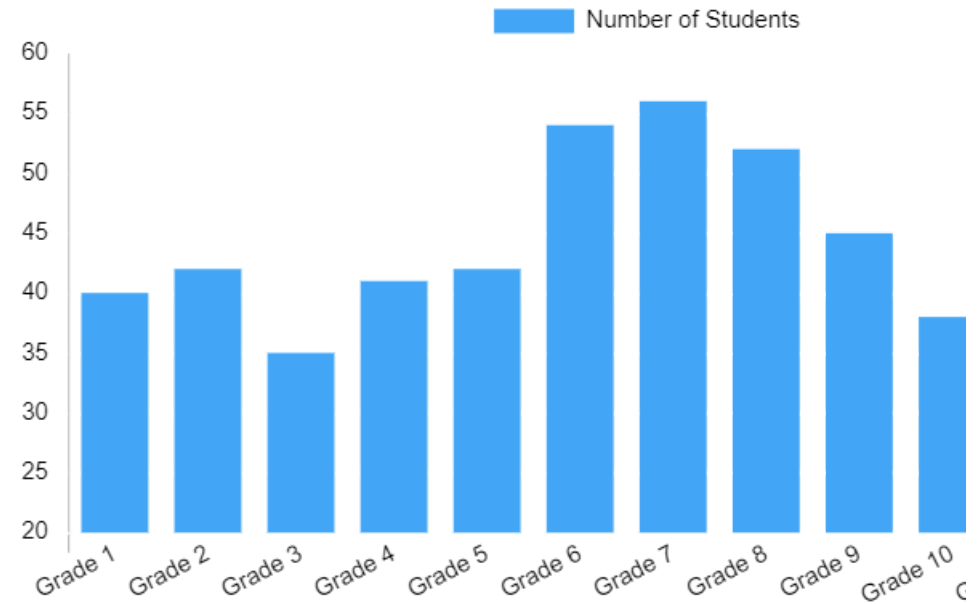
**EXCELLENCE**

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

*Last updated: 1/13/22*

**Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 1	40
Grade 2	42
Grade 3	35
Grade 4	41
Grade 5	42
Grade 6	54
Grade 7	56
Grade 8	52
Grade 9	45
Grade 10	38
Grade 11	41



<b>Grade Level</b>	<b>Number of Students</b>
Grade 12	21
Kindergarten	37
Total Enrollment	544

*Last updated: 1/13/22*

**Student Enrollment by Student Group (School Year 2020—2021)**

<b>Student Group</b>	<b>Student Group</b>
Black or African American	2.20%
American Indian or Alaska Native	0.20%
Asian	2.00%
Filipino	0.00%
Hispanic or Latino	89.70%
Native Hawaiian or Pacific Islander	0.00%
White	5.30%
Two or More Races	0.60%

<b>Student Group (Other)</b>	<b>Student Group</b>
Socioeconomically Disadvantaged	83.30%
English Learners	30.70%
Students with Disabilities	17.30%
Foster Youth	0.20%
Homeless	4.20%

## A. Conditions of Learning

### State Priority: Basic

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 1/13/22*

## School Facility Conditions and Planned Improvements

MSA-SA is located on a facility that is a school complex that has a two-floor main building and a gymnasium. Maintenance and janitorial services are handled by MSA-SA.

*Last updated: 1/13/22*

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Available

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

## Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Exemplary
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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

*Last updated: 1/1/01*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	322	NT	NT	NT	NT
Male	170	NT	NT	NT	NT
Female	152	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	297	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantages	273	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Students with Disabilities	59	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	322	NT	NT	NT	NT
Male	170	NT	NT	NT	NT
Female	152	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	297	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantages	273	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Students with Disabilities	59	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*

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

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated: 1/13/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	115	NT	NT	NT	NT
Male	60	NT	NT	NT	NT
Female	55	NT	NT	NT	NT
Black or African American	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	102	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	91	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Students with Disabilities	22	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0



<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 12/10/21*

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

null

*Last updated:***Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

*Last updated: 12/9/21***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

*Last updated: 12/13/21***State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2020—2021)**

<b>Grade Level</b>	<b>Percentage of Students Meeting Four of Six Fitness Standards</b>	<b>Percentage of Students Meeting Five of Six Fitness Standards</b>	<b>Percentage of Students Meeting Six of Six Fitness Standards</b>
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

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

Additionally, teachers do home visits, enhancing communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Every six weeks, parents are mailed home a hard copy of their child's progress report.

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

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

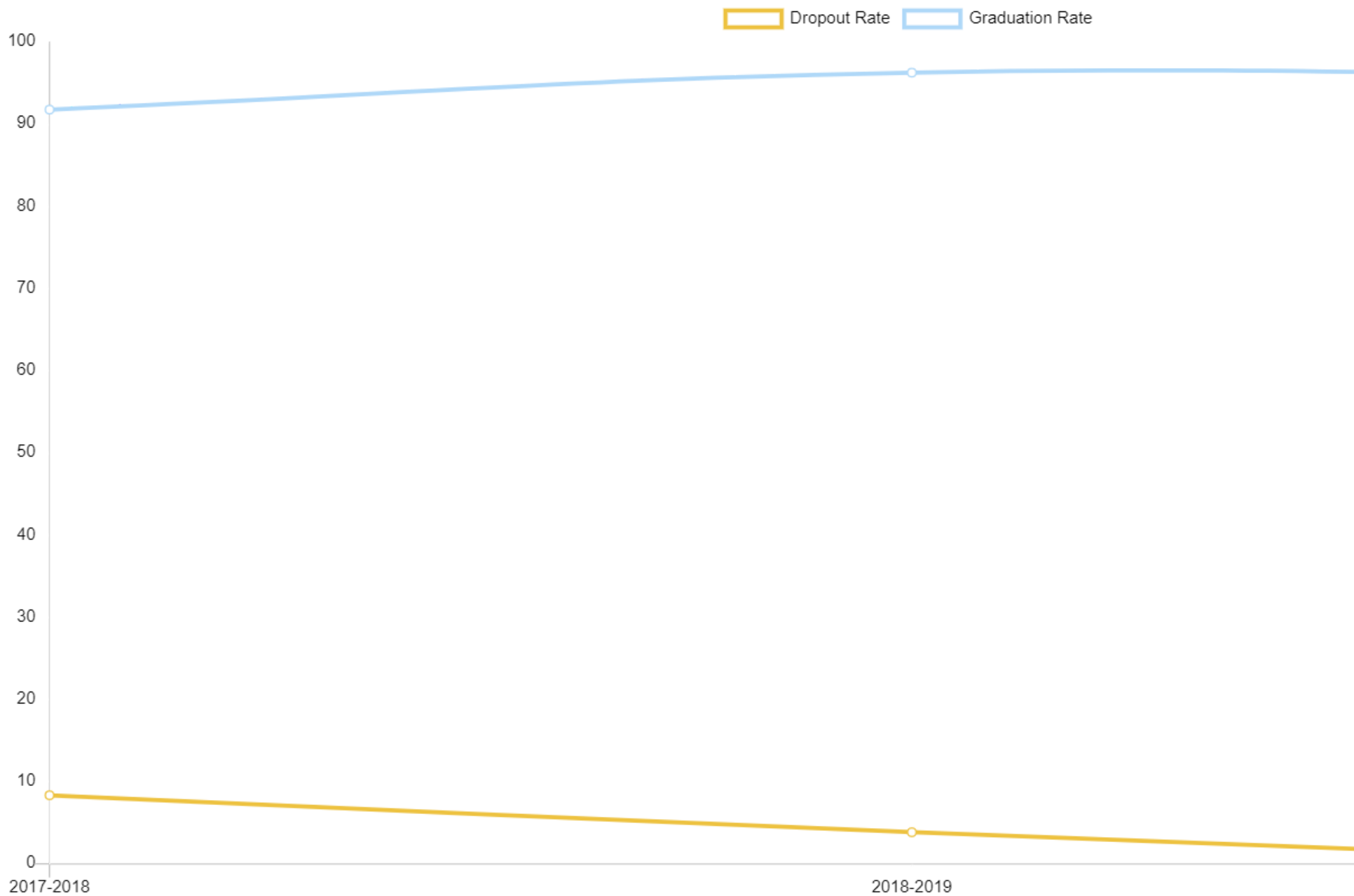
### State Priority: Pupil Engagement

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

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

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

<b>Indicator</b>	<b>School 2017-2018</b>	<b>School 2018-2019</b>	<b>School 2019-2020</b>	<b>District 2017-2018</b>	<b>District 2018-2019</b>	<b>District 2019-2020</b>	<b>State 2017-2018</b>	<b>State 2018-2019</b>	<b>State 2019-2020</b>
Dropout Rate	8.30%	3.80%	0.00%	8.30%	3.80%	0.00%	9.00%	8.90%	9.40%
Graduation Rate	91.70%	96.20%	95.70%	91.70%	96.20%	95.70%	84.50%	84.20%	83.60%



## State Priority: School Climate

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

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	2.52%	0.00%	2.52%	0.00%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

*Last updated: 1/13/22*

## School Safety Plan (School Year 2021-2022)

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

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

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

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

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

*Last updated: 1/13/22*



## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	1	2	
1	20.00	2	1	
2	28.00		2	
3	25.00		2	
4	30.00		2	
5	32.00		2	
6	23.00	3	10	
Other**				0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00		2	
1	22.00		2	
2	21.00	1	1	
3	21.00	1	1	

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes *1-20</b>	<b>Number of Classes *21-32</b>	<b>Number of Classes 33+</b>
4	22.00	1	1	
5	25.00		2	
6	27.00		2	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes *1-20</b>	<b>Number of Classes *21-32</b>	<b>Number of Classes 33+</b>
K	19.00	2		
1	20.00	1	1	
2	21.00	1	1	
3	18.00	2		
4	21.00	1	1	
5	21.00	1	1	
6	26.00		2	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *1-22</b>	<b>Number of Classes *23-32</b>	<b>Number of Classes 33+</b>
English	17.00	13	6	1
Math	20.00	7	8	
Science	22.00	4	8	
Social Science	20.00	6	5	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *1-22</b>	<b>Number of Classes *23-32</b>	<b>Number of Classes 33+</b>
English	18.00	11	4	
Math	18.00	17	1	
Science	21.00	5	4	
Social Science	17.00	9	3	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *1-22</b>	<b>Number of Classes *23-32</b>	<b>Number of Classes 33+</b>
English	20.00	8	7	
Math	20.00	9	6	
Science	23.00	3	6	

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *1-22</b>	<b>Number of Classes *23-32</b>	<b>Number of Classes 33+</b>
Social Science	22.00	5	5	

*Last updated: 1/13/22*

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

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	108

*Last updated: 1/1/00*

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

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	3.00

*Last updated: 1/1/00*

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Total Expenditures Per Pupil

\$ 11,558

Expenditures Per Pupil (Supplemental / Restricted)

\$ 1,939

Expenditures Per Pupil (Basic / Unrestricted)

\$ 9,619

Average Teacher Salary

\$53,830

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$11844.04	\$2616.26	\$9227.78	\$51148.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	-47.00%	-62.00%
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	-36.00%	-49.00%

*Last updated: 1/13/22*

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

**Types of Services Funded (Fiscal Year 2020–2021)**

MSA-SA's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners, and foster youth are used to increase or improve services for these students. Additionally, MSA-SA uses federal funds to supplement state and local funds to provide a coherent educational program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS - Academic enrichment, intervention, and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support a well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 1/13/22*

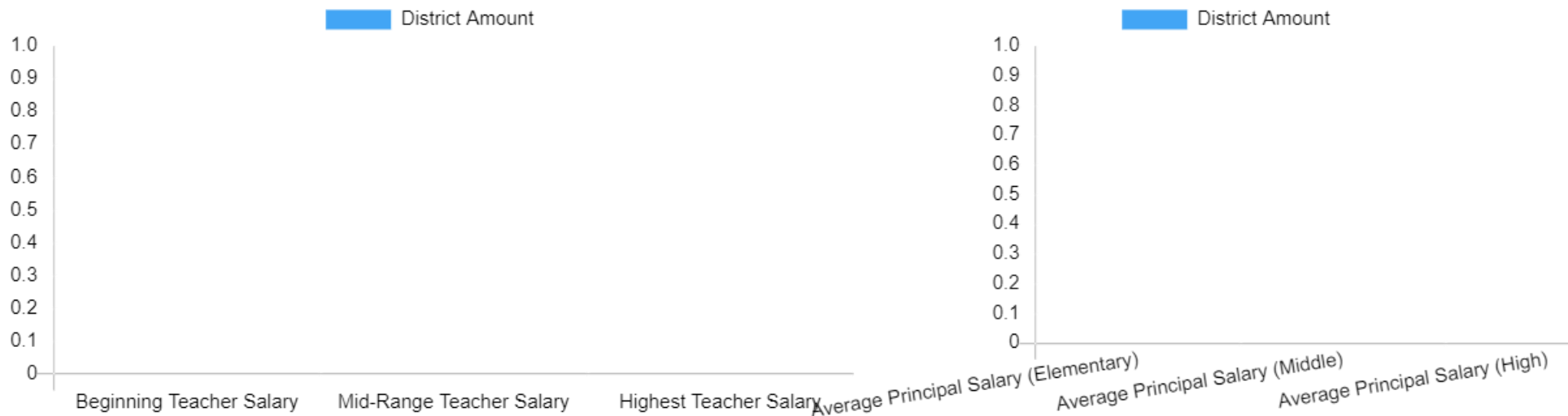
**Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)**

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



Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	--	--

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



Last updated:

**Advanced Placement (AP) Courses (School Year 2020—2021)****Percent of Students in AP Courses** 32.40%

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	1
English	2
Fine and Performing Arts	2
Foreign Language	2
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered*	11.00%

*Last updated: 1/13/22*

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

**Professional Development**

<b>Measure</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Number of school days dedicated to Staff Development and Continuous Improvement	47	47	47

**Math MSA SA** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	362	352	97.2%	2.8%	21.9%
Female	173	168	97.1%	2.9%	22.1%
Male	189	184	97.4%	2.6%	21.8%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	83.4%
Black or African American			#DIV/0!	#DIV/0!	25.0%
Filipino	--	--	--	--	--
Hispanic or Latino	336	325	96.7%	3.3%	20.3%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	33.3%
White	14	14	100.0%	0.0%	28.6%
English Learners	118	113	95.8%	4.2%	6.2%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	304	296	97.4%	2.6%	20.6%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	67	97.1%	2.9%	10.5%

**Reading MSA SA** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	362	348	96.1%	3.9%	35.6%
Female	173	167	96.5%	3.5%	38.3%
Male	189	181	95.8%	4.2%	33.2%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	83.3%
Black or African American			#DIV/0!	#DIV/0!	50.0%
Filipino	--	--	--	--	--
Hispanic or Latino	336	322	95.8%	4.2%	33.9%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	66.7%
White	14	13	92.9%	7.1%	46.2%
English Learners	118	112	94.9%	5.1%	13.4%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	304	293	96.4%	3.6%	33.4%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	65	94.2%	5.8%	26.1%

**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	6525 Estrella Ave. San Diego, CA , 92120-2707	<b>Principal:</b>	Gokhan Serce, Principal
<b>Phone:</b>	(619) 644-1300	<b>Grade Span:</b>	6-8

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### About This School

#### Gokhan Serce, Principal

Principal, Magnolia Science Academy San Diego

#### About Our School

#### Contact

Magnolia Science Academy San Diego  
6525 Estrella Ave.  
San Diego, CA 92120-2707

Phone: (619) 644-1300  
Email: [sandiego@magnoliapublicschools.org](mailto:sandiego@magnoliapublicschools.org)

### Contact Information (School Year 2020—2021)

#### District Contact Information (School Year 2020—2021)

<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	(619) 725-8000
<b>Superintendent</b>	Jackson, Lamont
<b>Email Address</b>	<a href="mailto:ljackson@sandi.net">ljackson@sandi.net</a>
<b>Website</b>	<a href="http://www.sandi.net">www.sandi.net</a>

#### School Contact Information (School Year 2020—2021)

<b>School Name</b>	Magnolia Science Academy San Diego
<b>Street</b>	6525 Estrella Ave.
<b>City, State, Zip</b>	San Diego, CA , 92120-2707
<b>Phone Number</b>	(619) 644-1300
<b>Principal</b>	Gokhan Serce, Principal
<b>Email Address</b>	<a href="mailto:sandiego@magnoliapublicschools.org">sandiego@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msasd.magnoliapublicschools.org">http://msasd.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	37683380109157

Last updated: 1/14/22

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 450 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. As of the 2017-18 School year, MSA-San Diego is serving the San Diego community at its brand new permanent campus in Allied Gardens. On Tuesday December 3rd 2019 SDUSD approved MSA-San Diego's charter unanimously. Our next renewal meeting will be in 2027.

Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and much more. We also offer free Saturday school to close the achievement gap and a free summer school with enrichment classes. Based on California School Dashboard progress in academics, MSA-San Diego is the highest performing charter middle school in San Diego County.

In 2021, the California Department of Education recognized [Magnolia Science Academy San Diego](#) as one of [2021's California Distinguished Schools](#) for its exceptional gains in implementing the academic content and performance standards for all students.

Computer integration is a unique component of MSA-San Diego's curriculum. Until the 2013–14 school year, students have had daily computer classes in which they learned computer skills and applied these skills to their academic studies under the direction of their core class teachers. Starting the 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering), Archery teams and School Band won first place awards at multiple state and local competitions. MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students through Innovation, Connection, and Excellence.

Implementing a blended learning program and having 1-1 chromebooks helped us transition to distance learning seamlessly during Covid-19 Pandemic. In the 2021-2022 school year we went back to full in-person instruction.

**VISION:**

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

**MISSION:**

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

**INNOVATION**

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

**CONNECTION**

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

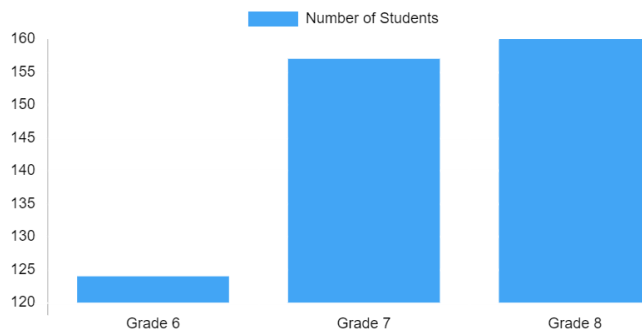
**EXCELLENCE**

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

*Last updated: 1/14/22*

**Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 6	124
Grade 7	157
Grade 8	160
Total Enrollment	441



*Last updated: 1/14/22*

Student Group	Student Group
Black or African American	6.10%
American Indian or Alaska Native	0.50%
Asian	7.70%
Filipino	2.00%
Hispanic or Latino	41.00%
Native Hawaiian or Pacific Islander	0.20%
White	33.80%
Two or More Races	8.60%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	39.50%
English Learners	8.40%
Students with Disabilities	16.10%
Foster Youth	0.20%
Homeless	2.50%

**State Priority: Basic**

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

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



Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill School Education	Yes	0%
Mathematics	California Math, Courses 1, McGraw-Hill California Math, Courses 2, McGraw-Hill California Math, Courses 3, McGraw-Hill California Math, Courses 1–3, McGraw-Hill Glencoe Math Accelerated, McGraw-Hill Integrated Math I ,McGraw-Hill	Yes	0%
Science	Science 6th - Integrated iScience, McGraw-Hill Science 7th - Integrated iScience, McGraw-Hill Science 8th - Integrated iScience, McGraw-Hill	Yes	0%
History-Social Science	Glencoe Discovering Our Past, Glencoe/McGraw-Hill	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/14/22

### School Facility Conditions and Planned Improvements

MSASD is located on a 26,000-square-foot private facility on a 3.3 acre land with office space, staff lounges, an auditorium, after-school areas, 15 classrooms, Library and a physical education field. The campus is maintained by school maintenance staff. Classrooms are spacious and include 1-1 Chromebooks, projectors, document cameras and sound system. We also have a dedicated computer lab and an art classroom. The physical education field includes basketball courts and an artificial turf field.

Last updated: 1/14/22

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Due to covid-19 all HVAC filters were replaced with Merv-13 filters.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	All restrooms are upgraded in 2021.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: August 2021

Overall Rating	Exemplary
----------------	-----------

*Last updated: 1/14/22*

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

<b>Subject</b>	<b>School 2019- 2020</b>	<b>School 2020- 2021</b>	<b>District 2019- 2020</b>	<b>District 2020- 2021</b>	<b>State 2019- 2020</b>	<b>State 2020- 2021</b>
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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

*Last updated: 1/14/22*

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
Socioeconomically Disadvantages	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019- 2020</b>	<b>School 2020- 2021</b>	<b>District 2019- 2020</b>	<b>District 2020- 2021</b>	<b>State 2019- 2020</b>	<b>State 2020- 2021</b>
Science (grades 5, 8, and high school)	N/A	NT	N/A	--	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated:*

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/10/21

null

*Last updated:*

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

*Last updated: 12/9/21*

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

*Last updated: 1/14/22*

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2020—2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/14/22*



**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2021-2022)**

Parents and other relatives are encouraged to become involved in the formal education of their children. Educational research validates that support at home is critical to a child’s academic success. There are many opportunities to be involved at their children’s school site, including governance committees, special events, fundraising events, parent organizations, and in classrooms. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home. To provide more support and connection, every year our teachers visit at least 15% of our students’ homes through our home visit program. Although we are back to full in-person instruction, due to the increases in covid cases after December 2021 , some of the school events are held virtually via Zoom.

Parent participation is an integral part of Magnolia Science Academy’s program. MSA-San Diego has a Parent Task Force, various committees, and fundraiser opportunities for parents to share their support and ideas. Parents are also invited to help teachers directly. The Parent Task Force posts its activities and updates on the school’s website. In addition, MSA-San Diego’s School Site Council represents all stakeholders, including parent and community members, who provide input on school events and actions such as graduation, LCAP, Wellness Policy, Comprehensive School Safety Plan.

Principal Serce started hosting virtual Coffee with the Principal meetings during distance learning. Principal Serce continues to hold virtual Coffee with Principal meetings for all stakeholders and also invites many guest speakers to provide parent/student workshops during these meetings.

MSA-San Diego publishes a weekly newsletter (Magnolia Times) and maintains the school’s website to communicate school-wide announcements, events, and important updates. Families are included in community events such as University Showcase, Multicultural Food Fair, Olympic Field Day, San Diego STEAM Expo, Holiday Expo, San Diego Maker Faire, San Diego Festival of Science and Engineering, talent show, and others. Some of these events are done in person and some will take place virtually depending on CDPH guidance.

The school also has an online student information system that allows parents and students to access assignments, grades, and behavior updates.

In addition, MSA-San Diego hosts two student-led conferences every year where students set goals and share their progress with their family and teachers.

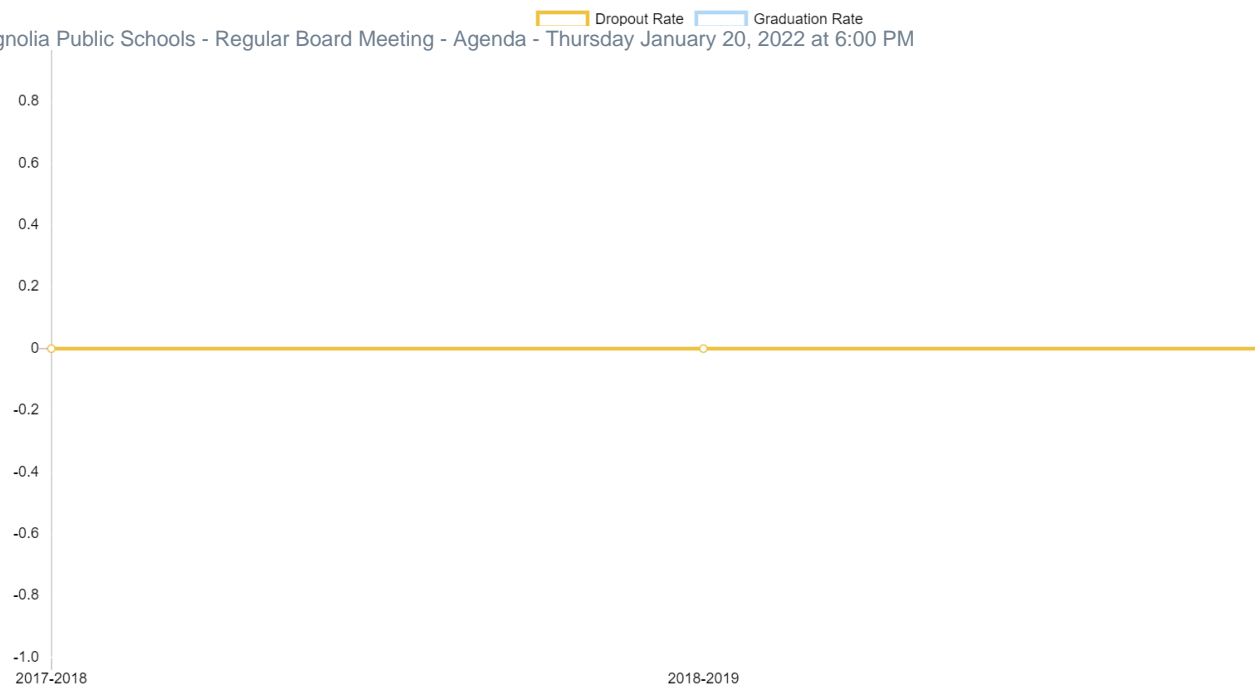
**State Priority: Pupil Engagement**

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

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

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

Indicator	School 2017- 2018	School 2018- 2019	School 2019- 2020	District 2017- 2018	District 2018- 2019	District 2019- 2020	State 2017- 2018	State 2018- 2019	State 2019- 2020
Dropout Rate	0.00%	0.00%	0.00%	4.10%	3.90%	4.20%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	84.70%	85.60%	85.90%	84.50%	84.20%	83.60%



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

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.83%	2.14%	3.65%	2.24%	3.47%	2.45%
Expulsions	0.00%	0.21%	0.08%	0.04%	0.08%	0.05%

**Suspensions and Expulsions for School Year 2019—2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.06%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

*Last updated: 1/14/22*

Campus safety is our top priority at MSA-San Diego. Principal, administrators, teachers, support staff, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, our school has a comprehensive school safety plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students, serious disciplinary problems discrimination, harassment, and bullying, mandated child abuse reporting procedures, and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, Magnolia Public Schools home office supports schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Due to Covid-19 pandemic MSA-San Diego hired a school nurse to train all onsite staff to assure a safe school environment for all stakeholders. MSA-San Diego created a Daily Operations plan based on the state and county health department guidance to provide a clear plan for a safe school environment.

At Magnolia, the safety of the students is crucial. Magnolia provides continuous supervision supported by corrective discipline, restorative practices, MTTS Program and the Wizard Way character education program. The MSA-San Diego student handbook details disciplinary actions, the sexual harassment policy, the school dress codes, and discipline policies. MSA-San Diego has designated on-site staff members responsible for student safety.

The school performs fire, earthquake, and other mandated drills on regular bases. All staff members participated in active shooter training and emergency drill training during summer inservices.

[School Safety Plan Link](#)

*Last updated: 1/14/22*

**D. Other SARC information**

**Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019**

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

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020**

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

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday January 20, 2022 at 6:00 PM

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

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	26.00		10	
Math	26.00		9	1
Science	26.00		10	
Social Science	26.00		10	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00		10	
Math	30.00		8	2
Science	30.00		10	
Social Science	30.00		10	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	32.00		10	
Math	32.00		8	2
Science	32.00		10	
Social Science	32.00		10	

*Last updated: 1/14/22*

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

Title	Ratio
Pupils to Academic Counselor*	882

Last updated: 1/1/00

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

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	3.00
Other	0.00

Last updated: 1/1/00

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10525.44	\$1990.30	\$8535.14	\$55765.00
District	N/A	N/A	--	\$86877.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/14/22

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



MSA-San Diego's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-San Diego uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

- Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.
- Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.
- Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.
- Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, and guidelines of outside funding sources.

Besides regular average daily attendance (ADA) funding, MSA-San Diego has an established fundraising tradition. MSA-San Diego supports students so that they can attend as many extracurricular opportunities as possible. Some of the extracurricular programs are: Museum of Tolerance, High Tech Fair, 6th grade camp, Washington D.C. trip, etc.

MSA-San Diego receives ASES grant that helps to keep students actively engaged on campus after school until 6 p.m.

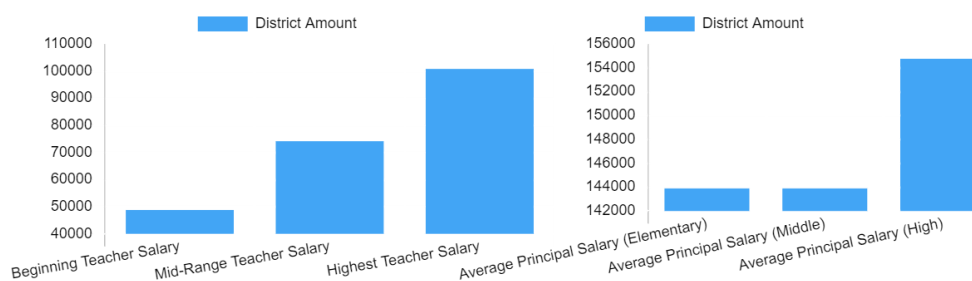
The Magnolia Public Schools Home Office oversees MSA-San Diego's finances and provides financial guidance and services to the school.

Last updated: 1/14/22

**Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48792.00	\$50897.00
Mid-Range Teacher Salary	\$74140.00	\$78461.00
Highest Teacher Salary	\$100772.00	\$104322.00
Average Principal Salary (Elementary)	\$139968.00	\$131863.00
Average Principal Salary (Middle)	\$143902.00	\$137086.00
Average Principal Salary (High)	\$154753.00	--
Superintendent Salary	\$290907.00	\$297037.00
Percent of Budget for Teacher Salaries	34.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated:

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/14/22

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

**Professional Development**

2019-20

14 Full Days and 16 partial Days

2020-21

12 Full Days and 40 partial Days

2021-2022

13 Full Days and 38 partial days

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	30	52	51

**Math MSA SD** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	430	424	98.6%	1.4%	46.0%
Female	175	172	98.3%	1.7%	48.8%
Male	255	252	98.8%	1.2%	44.1%
American Indian or Alaskan Native			#DIV/0!	#DIV/0!	100.0%
Asian	43	43	100.0%	0.0%	69.8%
Black or African American	27	26	96.3%	3.7%	26.9%
Filipino	--	--	--	--	--
Hispanic or Latino	179	175	97.8%	2.2%	37.7%
Native Hawaiian or Pacific Islander			#DIV/0!	#DIV/0!	0.0%
Two or More Races	37	37	100.0%	0.0%	48.6%
White	140	140	100.0%	0.0%	51.4%
English Learners	36	35	97.2%	2.8%	11.5%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	160	97.0%	3.0%	32.5%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	67	98.5%	1.5%	13.4%

**Reading MSA SD** Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	430	422	98.1%	1.9%	64.7%
Female	175	171	97.7%	2.3%	71.3%
Male	255	251	98.4%	1.6%	60.2%
American Indian or Alaskan Native			#DIV/0!	#DIV/0!	100.0%
Asian	43	43	100.0%	0.0%	71.4%
Black or African American	27	26	96.3%	3.7%	34.6%
Filipino	--	--	--	--	--
Hispanic or Latino	179	174	97.2%	2.8%	59.8%
Native Hawaiian or Pacific Islander			#DIV/0!	#DIV/0!	0.0%
Two or More Races	37	36	97.3%	2.7%	63.9%
White	140	140	100.0%	0.0%	71.4%
English Learners	36	34	94.4%	5.6%	20.5%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	159	96.4%	3.6%	52.9%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	67	98.5%	1.5%	32.8%

## Cover Sheet

### Approval of Revised Certification of Signatures Form for Charter School Funds Distribution Authorization

**Section:** II. Consent Items  
**Item:** B. Approval of Revised Certification of Signatures Form for  
Charter School Funds Distribution Authorization  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2021-22\_Revised\_Certification\_of\_Signatures\_Form.pdf



Board Agenda Item#	II B: Consent Item
Date:	January 20, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Steve Budhreja, CFO
RE:	Revision of 2021-22 Certification of Signatures Form

### Proposed Board Motion

I move that the board approve the revised 2021-22 Certification of Signatures Form for Charter School Funds Distribution Authorization. Signatures will be effective January 21, 2022 through June 30, 2022. Signatories will include the CEO & Superintendent, Chief Financial Officer, Chief Operations Officer and MPS Board Members.

### Background

On June 24, 2021, the Board of Directors approved the 2021-22 Certification of Signatures Form which became effective on July 1, 2021. After that time, Serdar Orazov, the former Chief Financial Officer, stepped down from his position and Harun Ciftci transitioned to become the Interim Chief Financial Officer. A revised Certification of Signatures form was approved by the Board on September 9, 2021 which became effective September 10, 2021.

This new revision to the Certification of Signatures Form will include Steve Budhreja as the Chief Financial Officer of MPS and once approved, it will become effective January 21, 2022 to June 30, 2022.

In accordance with Education Codes 35143, 42632, and 42633, the Certification of Signatures form is required to formalize the personnel authorized to sign orders for salary or commercial payments, notices of employment, and contracts.

### Budget Implications

There are no budget implications.

### Exhibits (attachments):

- Certifications of Signatures Form
- Resolution

Magnolia Educational & Research Foundation

SCHOOL DISTRICT

**CERTIFICATION OF SIGNATURES**

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections:

**K-12 Districts:** 35143, 42632, and 42633

**Community College Districts:** 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: January 21, 2022 to June 30, 2022 In accordance with governing board approval dated January 20, 2022

Signature \_\_\_\_\_ *Jennifer Lara*  
Clerk (Secretary) of the Board

**NOTE:** Please TYPE name under signature.

**Column 1**

Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME Ms. Sandra Covarrubias
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME Jennifer Lara
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME Dr. Umit Yapanel
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME Dr. Salih Dikbas
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME Ms. Diane Gonzalez
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME Mr. Mekan Muhammedov
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education

**Column 2**

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME Alfredo Rubalcava
TITLE CEO & Superintendent
SIGNATURE
TYPED NAME Steve Budhreja
TITLE Chief Financial Officer
SIGNATURE
TYPED NAME Suat Acar
TITLE Chief Operations Officer
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS



**CERTIFICATION OF SIGNATURES RESOLUTION**

Date: January 20, 2021

Ares Ayson  
Interim Assistant Director  
Accounting and Financial Services  
Division of School Financial Services  
Los Angeles County Office of Education (LACOE)

Per LACOE Bulletin #5284, attached is the revised Certification of Signatures Resolution. Effective date of January 21, 2022 and expiring on June 30, 2022 which was approved during our organizational meeting on January 20, 2022.

If you have any questions, please contact, Jennifer Lara, MPS Executive Assistant/Board Secretary at 213.628.3634 Ext.100 and [jlara@magnoliapublicschools.org](mailto:jlara@magnoliapublicschools.org)

Sincerely,

A handwritten signature in cursive script that reads "Jennifer Lara".

Magnolia Public Schools  
Executive Assistant & MPS Board Secretary

Attachment No. 2

Info. Bul. No. 5284

SFS-A19-2020-2021

## Cover Sheet

### Board Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953

**Section:** III. Action Items  
**Item:** A. Board Approval of Findings to Conduct Virtual Meetings  
Pursuant to AB 361/Government Code Section 54953  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** AB 361 Board Findings (Jan. 20).pdf





Board Agenda Item #	III A: Action Item
Date:	January 20, 2022
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	Board Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953

### **Proposed Board Recommendation**

I move for the Magnolia Public Schools Board of Directors to adopt the findings relating to the ability of the Board to conduct meetings due to teleconference during the State of Emergency, in reference to AB 361/Government Code Section 54953.

### **Introduction**

In September 16, 2021, Governor Newsom signed executive order Assembly Bill (AB) 361 into law which gives local agencies, included local educational agencies (LEA) governing boards, flexibility in conducting public meetings virtually during a declared state of emergency. While AB 361 offers flexibilities similar to the expiring Executive Order N-29-20, there are some key difference in regards to public comment and meeting operations.

In order for Magnolia Public Schools (MPS) Board Meetings to trigger the AB 361 teleconferencing provisions, any of the following circumstances must follow:

- The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing
- The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining by majority vote whether, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees
- The legislative body holds a meeting during a proclaimed state of emergency and has determined by majority vote that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees

Requirements under this new law include; notice of the meeting and post agendas as the Brown Act requires on our MPS websites and school sites; allow public to access the meeting and give notice for how the public can access the

meeting; include in the agenda an opportunity for all persons to attend via call-in or internet-based service; provides opportunity for the public to offer comment in the real time; provide public comment period; conduct meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the board; in an event of a disruption that prevents MPS from broadcasting the meeting or prevents members of the public from offering public comment, the meeting must stop and no action can be taken until access is restored.

MPS Board of Directors must make the following findings every 30 days by majority vote in order to continue utilizing the bills teleconferencing provisions which include:

- The legislative body has reconsidered the circumstances of the state of emergency
- Any of the following circumstances exist:
  - The state of emergency continues to directly impact the ability of the members to meet safely in person
  - State or local officials continue to impose or recommend measures to promote social distancing

### **Background**

In March 2021, Governor Newsom issued Executive Order N-29-20, which, among other things, temporarily suspended certain Brown Act teleconference meeting requirements for as long as public health agencies have imposed or recommended social distancing measures, as the COVID-19 pandemic has made them unsafe. This law will sunset through September 30, 2021.

### **Analysis**

This was reviewed by Young, Minney & Corr, LLP. As such, the Board will revisit the item by or before 30 days as stated by law.

### **Budget Implications**

N/A

### **Exhibits (Attachments):**

- Board Findings pursuant of Government Code 54953(e)(3)



**EACH THIRTY DAYS THEREAFTER FOR BOARD OF DIRECTORS**

Magnolia Public Schools

**Magnolia Public Schools Board findings pursuant to Government Code Section 54953(e)(3)**

The Magnolia Public Schools Board of Directors has reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

DATE: January 20, 2022

**VOTE**

AYE:

NOES:

ABSENT:

BOARD SECRETARY: \_\_\_\_\_

# Cover Sheet

## Approval of 2021-2022 Employee Handbook

<b>Section:</b>	III. Action Items
<b>Item:</b>	B. Approval of 2021-2022 Employee Handbook
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Revised 2021-22 MPS Employee Handbook.pdf



Board Agenda Item #	III B: Action Item
Date:	January 20, 2022
To:	MPS Board of Directors
From:	Alfredo Rubalcava, Chief Executive Officer
Staff Lead:	Derya Hajmeirza, Director of Human Resources
RE:	Revised 2021-22 MPS Employee Handbook

### Recommended Board Decision

I move that the Board approve the revisions to the 2021-22 Employee Handbook based on new changes in law.

### Background

California adopted new laws expanding the right of employees to take leave under the California Family Rights Act (“CFRA”) effective January 1, 2022. The current version of the employee handbook states the CFRA eligibility requirements under the prior law. The proposed revisions state the new legal standards.

Per the updated CFRA law, eligible employees will be able to take leave to care for a parent-in-law with a serious health condition. Currently, parents are covered among the family members an employee can use CFRA leave to care for, but parent-in-law are not.

### Budget Implications

The budget is not significantly impacted as employees of MPS were generally already eligible for leave.

### Exhibits (attachments):

- Updated 2021-22 Employee Handbook

Magnolia Public Schools

# Employee Handbook 2021-2022

Magnolia Public Schools  
250 East 1<sup>st</sup> Street  
STE. 1500  
Los Angeles, CA 90012  
213-628-3666

[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

## ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the CEO or the CEO designee, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. Only the CEO has the authority to make any such agreement and then only in writing

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please review this Handbook carefully and acknowledge your receipt and understanding of it in Human Capital Management System.**

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## Magnolia Public Schools

### **The Vision**

*Graduates of Magnolia Public Schools (“MPS”) are scientific thinkers who contribute to the global community as socially responsible and educated members of society.*

### **The Mission**

*MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.*

### **Core Values**

*MPS has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:*

- *Excellence*
- *Innovation*
- *Connection*

### **Locations**

<i>Magnolia Science Academy-1</i>	<i>18238 Sherman Way, Reseda, CA 91335</i>	<i>(818) 609-0507</i>
<i>Magnolia Science Academy-2</i>	<i>17125 Victory Blvd., Van Nuys, CA 91406</i>	<i>(818) 758-0300</i>
<i>Magnolia Science Academy-3</i>	<i>1254 East Helmick St., Carson, CA 90746</i>	<i>(310) 637-3806</i>
<i>Magnolia Science Academy-4</i>	<i>11330 W Graham Place, Los Angeles, CA 90064</i>	<i>(310) 473-2464</i>
<i>Magnolia Science Academy-5</i>	<i>18230 Kittridge St., Reseda, CA 91335</i>	<i>(818) 705-5676</i>
<i>Magnolia Science Academy-6</i>	<i>3754 Dunn Dr., Los Angeles, CA 90034</i>	<i>(310) 842-8555</i>
<i>Magnolia Science Academy-7</i>	<i>18355 Roscoe Blvd., Northridge, CA 91325</i>	<i>(818) 221-5328</i>
<i>Magnolia Science Academy-8 (Bell)</i>	<i>6411 Orchard Ave, Bell, CA 90201</i>	<i>(323) 826-3925</i>
<i>Magnolia Science Academy-San Diego</i>	<i>6525 Estrella Ave., San Diego, CA 92120</i>	<i>(619) 644-1300</i>
<i>Magnolia Science Academy-Santa Ana</i>	<i>2840 W 1<sup>st</sup> St., Santa Ana, CA 92703</i>	<i>(714) 479-0115</i>

## INTRODUCTION

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees. Please review these policies carefully. If employees have any questions about the policies outlined in this Handbook, or if they have any other personnel related questions, whether related to policies specifically addressed in this Handbook or not, please consult the **MPS Home Office ("MERF") Human Resources Department**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

After reviewing this Handbook, please e-sign the employee acknowledgement form **in the Human Resource Management System Employee Self Service Portal**. This signed acknowledgement demonstrates to the School that the employee has read, understood and agrees to comply with the policies outlined in the Handbook.

## CONDITIONS OF EMPLOYMENT

### Equal Employment Opportunity Policy

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. MPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. MPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

## **At-Will Employment**

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

## **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

By acknowledging receipt of this Handbook, the employee acknowledges he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

## **Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Principal.

## **Tuberculosis Testing**

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days prior to the date of hire. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

The employee will not be required to submit a new TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire, or a California school previously employing the employee verifies it has a current certificate on file showing that the employee is free from infectious tuberculosis. The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the MPS Purchase Policies & Procedures Manual while making their reimbursement requests. Employees may ask their supervisor for a copy of the MPS Purchase Policies & Procedures Manual.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School. Failure to maintain current TB test results may result in placement on inactive status for failure to meet the minimum conditions of employment, or disciplinary action, up to and including release from at-will employment.

## **Immigration Compliance**

MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPS will not check the employment authorization status of current employees or applicants who were

not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

If the employee has any questions or needs more information on immigration compliance issues, they should contact the Principal.

### **Professional Boundaries: Staff/Student Interaction Policy**

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

#### Examples of PERMITTED actions (NOT corporal punishment):

- ☐ Restraining a student from fighting with another student;
- ☐ Preventing a pupil from committing an act of vandalism;
- ☐ Defending yourself from physical injury or assault by a student;
- ☐ Forcing a pupil to give up a weapon or dangerous object;
- ☐ Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- ☐ Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### Examples of PROHIBITED actions (corporal punishment):

- ☐ Hitting, shoving, pushing, or physically restraining a student as a means of control;
- ☐ Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- ☐ Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.



### Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when the employee is unsure if certain conduct is acceptable, is to ask, "Would I be engaged in this conduct if my family or colleagues, including someone from my HR Department, were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Examples of Specific Behaviors

The following examples are not an exhaustive list:

#### Unacceptable Staff/Student Behaviors (Violations of this Policy):

- ☐ Giving gifts to an individual student that are of a personal and intimate nature;
- ☐ Kissing of any kind;
- ☐ Any type of unnecessary physical contact with a student in a private situation;
- ☐ Intentionally being alone with a student away from the school;
- ☐ Making or participating in sexually inappropriate comments;
- ☐ Sexual jokes;
- ☐ Seeking emotional involvement with a student for your benefit;

- ☐ Listening to or telling stories that are sexually oriented;
- ☐ Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- ☐ Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- ☐ Giving students a ride to/from school or school activities;
- ☐ Being alone in a room with a student at school with the door closed;
- ☐ Allowing students in your home.

Cautionary Staff/Student Behaviors:

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence).**

- ☐ Remarks about the physical attributes or development of anyone;
- ☐ Excessive attention toward a particular student;
- ☐ Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors:

- ☐ Getting parents' written consent for any after-school activity;
- ☐ Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- ☐ E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (communication should be limited to school technology);
- ☐ Keeping the door open when alone with a student;
- ☐ Keeping reasonable space between the employee and the student;
- ☐ Stopping and correcting students if they cross the employees' personal boundaries;
- ☐ Keeping parents informed when a significant issue develops about a student;
- ☐ Keeping after-class discussions with a student professional and brief;
- ☐ Asking for advice from fellow staff or administrators when in a difficult situation related to boundaries;
- ☐ Involving a supervisor if a conflict arises with a student;
- ☐ Informing the Superintendent about situations that have the potential to become more severe;
- ☐ Making detailed notes about an incident that could evolve into a more serious situation later;
- ☐ Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- ☐ Asking another staff member to be present if the employee will be alone with any type of special needs student;
- ☐ Asking another staff member to be present if the employee must be alone with a student after regular school hours;
- ☐ Giving students praise and recognition without touching them;
- ☐ Pats on the back, high fives and handshakes are acceptable;
- ☐ Keeping professional conduct a high priority.

## Certification and Licensure of Instructional Staff

All teachers are required to hold a current California teaching credential, certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. MPS complies with all requirements of the authorizers regarding the certification and licensure of instructional staff. Paraprofessional staff may also be required to provide documentation proving that they meet the requirements for paraprofessional staff. It is the responsibility and a condition of continued employment for all instructional staff, including teachers and paraprofessionals to provide any necessary licensure to a **direct supervisor** no later than the close of business prior to the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to **his or her direct supervisor**. Staff who are required to possess state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the School. Failure to maintain the appropriate credential/certification required of the position may result in disciplinary action, up to and including release from at-will employment.

## Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and gender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, discriminated, or retaliated against, based upon the characteristics noted above.

MPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO) or the MERF Human Resources or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instances where investigation findings demonstrate

unlawful harassment, discrimination, or retaliation has occurred.

### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

### Prohibited Unlawful Sexual Harassment

MPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All employees will receive two (2) hours of sexual harassment prevention training within six (6) weeks of hire. Additionally, all returning employees will receive sexual harassment prevention training within six (6) weeks of the new school year. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal and/or MERF Human Resources. See **Appendix A** for the "Harassment / Discrimination / Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

### **Whistleblower Policy**

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to

raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

### **Drug- and Alcohol-Free Workplace**

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other MPS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

### **Confidential Information**

All personnel information and information relating to students, including personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Employees at the worksite and teleworking must ensure confidential information is maintained in a secure location restricted from access by unauthorized third-parties.

### **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

## **Relationships between Employees**

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and avoid situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent actual or perceived conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

## **No Smoking**

All School buildings and facilities are non-smoking facilities.



## GENERAL WORKPLACE POLICIES

### Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Any act or threat of violence must be immediately reported to **the Principal (or MERF Human Resources)**.

### Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review. Additionally, the School has adopted a reopening plan to address the safe reopening and operating of MPS schools following the school closure due to COVID-19. Employees must carefully review and comply with the reopening plan for which they will receive training and further instruction during Professional Development training and as needed.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Any potential health or safety hazards and all injuries or accidents must be immediately reported to a supervisor. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### Security Protocols

MPS has developed guidelines to help maintain a secure workplace. Employees are encouraged to be aware of their surroundings and be on the lookout at all times for any unusual circumstances, such as unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to **the Principal (or MERF Human Resources for MERF employees)**. Employee desks and offices should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify **the Principal (or MERF Human Resources for MERF employees)** when keys are missing or if security access codes or passes have been breached.

### Occupational Safety

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School employee and supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, the employee should request assistance from a supervisor. Unsafe conditions must be reported immediately.



Employees shall be observant of any workplace conditions that may be a cause or contributor to the spread of illness caused by virus and disease, including unclean surfaces, personal illness or the possible illness of others, or work conditions that may seem unsanitary or in violation of any active public health or government order.

To maintain occupational safety, the School may adopt and enforce any government or agency approved measures for evaluating and enforcing employee health and wellness, including health screenings, assessments, or checks.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident, injury, or possible cause of COVID-19 occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

### **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

### **School Property Inspections**

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. All School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee or employee permission. School property includes all desks, electronic devices, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to School property to any person, including those who refuse to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

### **Soliciting/Conducting Personal Business While on Duty**

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter, or if it is conducted

in areas where other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

### **Use of School Communication Equipment and Technology**

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Employees should not use personal devices or email accounts for MPS-related communications. Such communications should only take place using MPS-issued devices and via the employee's MPS email account. **Employees are required to promptly respond to work emails and communications. Exempt employees must respond within 1 day, and nonexempt employees must respond within 1 business day.**

Additionally, the School uses technology protection measures that protect against internet access (by both minors and adults) to visual depictions that are obscene, pornographic, and/or harmful to minors. These measures may include, but are not limited to, using a spam filter, installing a blocking system to block specific internet sites, setting internet browsers to block access to adult sites, using a filtering system that will filter all internet traffic and report potential instances of misuse to the School.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide **the I.T. Coordinator** with all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify, or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright.

Employees are not permitted to use the School's communications equipment and technology to view content or images that are obscene, pornographic, and/or harmful to minors. The email system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs with little or no

educational value may not be displayed or transmitted. The e-mail system and internet access are not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

## **Telework Policy**

### Purpose

MPS recognizes approved teleworking as a necessary work arrangement while Magnolia school campuses and the home office are closed during the ongoing coronavirus ("COVID-19") pandemic. This policy details conditions and requirements which apply to all temporary telework assignments during Magnolia school closures due to COVID-19.

### Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a Magnolia-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with Magnolia, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, Magnolia has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

### General Requirements

Except for employees who are otherwise notified, all Magnolia employees are expected to continue performing their work duties via teleworking. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all Magnolia policies and procedures when teleworking, including all of the foregoing set forth in Magnolia's most recent Employee Handbook. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by Magnolia and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive prior written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

### Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of Magnolia and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of Magnolia;

- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of Magnolia data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet Magnolia's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

### Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, meetings, messages, etc., as applicable, to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

### Communication And Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other Magnolia stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, Magnolia stakeholders, and Magnolia generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

### Safety

The telework space is considered an extension of Magnolia's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow Magnolia or its authorized agent to investigate and/or inspect the telework site as needed.

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

### Supplies, Equipment, And Furniture

Magnolia will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. Magnolia will not provide office furniture for the workspace at home and the employee's home work-site must be minimally equipped to serve as a remote workspace.

Laptop devices and internet hotspots will be supplied and maintained by the Magnolia, subject to availability. Any equipment provided by Magnolia to the employee shall remain the property of Magnolia. Equipment supplied by Magnolia is to be used for work purposes only. Employees must sign an inventory of all Magnolia property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of Magnolia property. Employees shall be held liable to Magnolia whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of Magnolia property. Upon cessation of a telework assignment, all Magnolia property must be returned to Magnolia.

All other necessary technology shall be supplied by the employee as approved by Magnolia. All technology supplied by the employee shall be maintained by the employee. Magnolia accepts no responsibility for damage or repairs to employee-owned equipment. Employees who supply personal technology for a Magnolia-related use shall be eligible for a reimbursement pursuant to the "Reimbursement" section below. Any employee who proposes to supply their own personal technology for Magnolia related work shall notify their supervisor of the same and provide an inventory of such personal technology.

### Reimbursement

Magnolia shall reimburse employees for actual and necessary expenses incurred by the employee for purposes of carrying out Magnolia business when such expenses are expressly authorized and preapproved by Magnolia. Such reimbursement shall be calculated as follows:

Magnolia shall reimburse an employee's costs for internet based upon a reasonable percentage of work-related use, up to \$15 per month. Additionally, Magnolia will reimburse an employee's cell phone bill based upon a reasonable percentage of work-related use, up to \$10 per month. Phone expenses are limited to the *employee's share* of the plan, taxes, and access fees. For example, an employee on a "family plan" may receive reimbursement only for the cost of their phone line.

Employees who believe their expenses exceed the reimbursement amounts described above shall be required to submit copies of their expenses, such as the internet and/or cell phone bill at issue, for review. Such bills may be redacted as needed to remove any private/confidential information.

### Information Security And Confidentiality

Employees must never provide any third parties access to Magnolia network or share network access passwords, and must comply with all policies and procedures related to information security and network access, including policies and procedures contained in the Magnolia Employee Handbook.

Consistent with Magnolia’s expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any Magnolia materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and shall not be made accessible to any third parties, including the employee’s family members or guests. Steps which employees may take to increase security of Magnolia materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

### Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

### Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student’s family members, including as detailed in the “Professional Boundaries: Staff/Student Interaction” policy. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

### Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

Magnolia may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, Magnolia shall endeavor to provide seven (7) days’ notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at Magnolia following the COVID-19 pandemic.

### **Use of Personal Property**

Employees are not encouraged to bring in personal property or materials for use in the School setting. If an employee has a personal property item he or she would like to bring in for School use, the employee must first gain approval by MPS. MPS will not be responsible or liable for the property item. The employee assumes all liability for any damage or injury caused by bringing in a personal property item. The employee may be subject to discipline for a violation of this policy. The School will not be liable for



lost, stolen or damaged person property items, and such items are brought in at the employee's own risk.

### **Security Cameras on Campus**

MPS has authorized the use of security cameras in public areas of MSA-2, including in and around School buildings and on School property. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for students and staff.

Private areas of campus, such as private employee offices, restrooms, and locker rooms will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.

Security cameras will not be used to record audio or live footage, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed. While MPS will not use the security camera footage to evaluate employee performance, it may be used by MPS or law enforcement in cases of suspected illegal or inappropriate conduct. In such cases, MPS cannot guarantee that security camera footage will be kept private.

Employees are prohibited from tampering with the MPS's security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage, or any attempt to interfere, block or prevent the security camera from recording footage. Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

### **Social Media**

If an employee decides to post information on the Internet (i.e., blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- ☐ School equipment, including its computers and electronics systems, may not be used for these purposes;
- ☐ Employees may not use or post images of students or student information or work;
- ☐ Student and employee confidentiality policies must be adhered to;
- ☐ Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- ☐ Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- ☐ Employees are not authorized to publish any confidential information maintained by the School;
- ☐ Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- ☐ Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings are disruptive to the School or violate this or other School policies.

## Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep **the Principal (or MERF Human Resources for MERF employees)** advised of changes that should be reflected in their personnel file by making the changes in the Human Capital Management System Employee Self Service Portal. Such changes include: change in name, address, telephone number, personal information if required for insurance purposes (e.g., marital/domestic partnership status, number of dependents) and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to **the Principal (or MERF Human Resources for MERF employees)**. Only **the Principal and MERF Human Resources** or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

## Intellectual Property Rights

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and deemed a work made for hire and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must acknowledge the author or owner.

## Media Contacts

All media inquiries regarding the School and its operations must be referred to the **CEO**. Only the **CEO** is authorized to make or approve public statements pertaining to the School or its operations, although, public employees do not lose the right to speak on matters of public importance. No employee, unless specifically designated by the **CEO**, is authorized to make statements to the media on behalf of the School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the **CEO** before publication.



## HOURS OF WORK, OVERTIME AND ATTENDANCE

### Employee Classifications

An employee's salary and benefits depend on a wide range of factors, including base scale, qualifications, additional duties, and performance. Employees who have any questions about their salary, should speak to the Principal or the Human Resources Department for more details.

Classification Type	Definition	Eligible Benefits
<b>Full-Time Salaried</b>	Employed on a regularly scheduled <b>30+ hours per week</b> basis for a non-specified period.	<ul style="list-style-type: none"> <li>- STRS/PERS/401K Retirement Plan</li> <li>- Personal Necessity/Sick Leave/Floating Holiday</li> <li>- 100% Health Benefits Coverage (including family members)</li> <li>- Life insurance Plan</li> <li>- Vacation Hours (12-months employees only)</li> <li>- Tuition Reimbursement Program</li> </ul>
<b>Full-Time Hourly</b>	Employed on a regularly scheduled <b>30+ hours per week</b> basis for a non-specified period.	<ul style="list-style-type: none"> <li>- STRS/PERS/401K Retirement Plan</li> <li>- Personal Necessity/Sick Leave Hours/Floating Holiday</li> <li>- 100% Health Benefits Coverage (including family members)</li> <li>- Life insurance Plan</li> <li>- Vacation Hours (12-months employees only)</li> <li>- Tuition Reimbursement</li> </ul>
<b>Part-Time Hourly</b>	Employed on a regularly scheduled basis of <b>20.00 to 29.99 hours per week</b> for a non-specified time.	<ul style="list-style-type: none"> <li>- STRS/PERS</li> <li>- Sick Leave</li> </ul>
<b>Part-Time Hourly</b>	Employed on a regularly scheduled basis of <b>19.99 or less hours per week</b> for a non-specified time.	<ul style="list-style-type: none"> <li>- Sick Leave</li> <li>- Not eligible for any other benefits</li> </ul>
<b>Temporary/Seasonal Full-Time</b>	Employed on a regularly scheduled basis of <b>30+ hour per workweek for a finite period of time</b> (though they are still at-will employees).	<ul style="list-style-type: none"> <li>- Sick Leave</li> <li>- Some full-time temporary and seasonal employees may also be eligible for employer-sponsored health benefits, as required by law.</li> </ul>
<b>Temporary/Seasonal Part-Time</b>	Employed on a regularly scheduled basis of <b>29 or less hours per week for a finite period of time</b> (though they are still at-will employees).	<ul style="list-style-type: none"> <li>- While this position may be eligible for Sick Leave, it is not eligible for any benefits.</li> </ul>
<b>Independent Contractor</b>	Independent Contractors are non-employees.	Not eligible for any benefits.

## Work Hours and Schedules

The School's normal operating hours are from **\*7:30 a.m. to 4:00 p.m.**, Monday through Friday. The work schedule for hourly non-exempt employees may vary. Each employee will be assigned a work schedule by their supervisor. \*Typical working hours for hourly non-exempt employees may be as follows:

REGULAR WORKING HOURS*	
School Level: Full-time office staff	7:30 a.m. – 4:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) minute breaks)
School Level: All other full-time employees	7:45 a.m. – 4:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) minute breaks)
CMO Level: All full-time MERF employees	8:30 a.m. – 5:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) -minute breaks)

\* Working hours may vary from one School site to another.

Employee work schedules and pay may fluctuate depending on the workload:

- ☐ Employees may have to work hours beyond their normal schedules as work demands require.
- ☐ Hourly employees will only be paid for the hours actually worked unless accrued paid leave is used or during a paid holiday for eligible employees.
- ☐ Employees are expected to attend weekly staff meetings and other mandatory training and meetings.
- ☐ Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time teacher is expected to offer at least two after school programs per week.
- ☐ As directed by the **Principal**, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
- ☐ As directed by the **Principal**, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of the normal school day, as indicated in the work year calendar. This required work is distinguishable from the employee's involvement in non-work volunteer activities, which are not required by the employee's employment.
- ☐ Employees are expected to perform other duties as requested by their **direct supervisor**.

## Overtime

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis. Generally, teachers and administrators are exempt from earning overtime pay. Exempt employees may have to work hours beyond their normal schedules as work demands require, thus, no overtime compensation will be paid to exempt employees. Non-exempt employees may be eligible to earn overtime if required to work beyond the regularly scheduled workday or workweek. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules, however, the operational needs of the School are

paramount. All overtime work must be previously authorized in writing by **the Principal (or MERF Human Resources for MERF employees.)** MPS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law.

### **Make Up Time**

An employee may make a written request to make up work time that is or would be lost as a result of a personal obligation. It is at the sole discretion of the School to approve or reject the request. The hours of that make up work may only be performed in the same workweek in which the work time was lost and may not result in the employee earning overtime. The makeup time must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week. The employee is responsible for recording time worked and taking all applicable rest and meal breaks during make up time. Make up time is not encouraged, and is based on the availability of work.

### **Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor. The School will comply with such legal procedures.

Employees are strongly encouraged to avoid such wage attachments and garnishments.

### **Meal and Rest Periods**

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the fifth (5<sup>th</sup>) hour of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and MPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

### **Lactation Accommodation**

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use

their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

### Pay Days

Paydays are scheduled twice per month for **all employees**. The pay periods run from the 1<sup>st</sup> of the month to the 15<sup>th</sup> of the month (with paychecks available on the 20<sup>th</sup> of the month) and the 16<sup>th</sup> of the month to the end of the month (with paychecks available on the 5<sup>th</sup> of the following month). For 12 month employees, the School pays up to twenty-four (24) pay periods. For 11 month employees, the School pays up to twenty-two (22) pay periods. The total number of pay periods may vary depending on the starting and ending date of employment, and whether the employee performed work, used time from the accrued leave (paid sick leave, vacation leave, PTO), or is eligible for a paid holiday during the pay period. The last pay period of the school year ends on June 30<sup>th</sup>. Each paycheck will include earnings for all reported work performed through the end of the payroll period and is subject to regular withholdings. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay no later than the next day of work after the day(s) off.

Employees should promptly notify **the Principal (or MERF Human Resources for MERF employees)** with questions regarding the calculations of their paycheck. Any corrections will be noted and will appear on the following payroll check.

### Payroll Withholdings

As required by law, the School shall make all required withholdings, including:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every payroll deduction is explained on the check voucher. Employees are directed to contact Human Resources with questions.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF Human Resources for MERF employees) and by updating the Human Capital Management System Employee Self Service Portal**. The Human Resources Department also maintains a supply of forms.

It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF Human Resources for MERF employees) by updating his/her Human Resource Management System Employee Self Service Portal**.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social

Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

### **Salary Compensation for Partial Pay Period**

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

### **Pay Rate Schedule**

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance. The School uses the Board approved employee pay raise scales to determine the salaries for **full-time teaching staff and non-classroom based academic personnel and school leaders**. MERF employees and classified employees pay are determined by the MPS Board approved salary band. Please refer to the scales for details. For school level classified employees, the pay is primarily determined by the work classification and individual performance.

### **Attendance Policy**

Employees are expected to adhere to regular attendance and to be punctual. School and MPS organized In-Service and Professional Development days are considered regular working days, employees are expected to be present on those days. If it is necessary to be absent or late, the employee must arrange it in advance with a **direct supervisor**. If it is not possible to arrange the absence or tardiness in advance, the employee must notify a **direct supervisor** no later than one-half (1/2) hour before the start of the workday. Teachers are also responsible to have a substitute folder for use when they are absent from school. If the employee is absent from work longer than one day, they must keep their **direct supervisor** sufficiently informed of the situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, as shown below in the Disciplinary Action Chart for Tardiness.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment. The actual amount of time used during the tardiness will be subtracted from employee's vacation or sick leave hours (if related to a sick leave purpose) for each tardiness, in one (1) hour increment. Once all sick leave/vacation is used, employee's tardy hours will be reflected as unpaid time off.

<b>CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES</b>		
	<b>OCCURRENCES/DAYS</b>	<b>STEP AND ACTION</b>
<b>TARDINESS</b>	1 -3 tardiness	Verbal Warning
	The 4th tardy	Written Warning.
	The 5th tardy	Staff member will also be placed on an Improvement Plan.
	6th and subsequent tardiness	Disciplinary: The employee may be subject to further discipline or dismissal.
<b>ABSENCES</b>	After all sick leave/vacation days are used	For exempt employees, a full day of pay will be deducted for each full days' absence. For nonexempt employees, no deduction will be made, but the employee will not earn wages during their absence.
<b>NO CALL/NO SHOW</b>	3 consecutive days	Considered job abandonment, which can lead to termination.

### **Timecards and Records**

By law, MPS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction request must be approved by the Principal.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's time card. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

### **Mandatory Training and Meetings**

Employees may be required to attend online/onsite trainings, lectures and meetings outside of regular

working hours. All teaching staff and school administrators are required to attend summer in-services, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal**.

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours. All staff will be paid for the total hours of mandatory trainings plus travel time and mileage reimbursement (if applicable) with respect to MPS Reimbursement Policy.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings. If the employee is unsure about the characterization of an offered training, lecture or meeting, they should contact their **direct supervisor** before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

### **Expense Reimbursements**

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CBEST, RICA, CTEL, CLAD, CPACE, etc.) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, and US Constitution exam fees are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the MERF's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF Human Resources for MERF employees)**.

MERF Purchase Policies and Procedures Manual requires all employee expense or purchase plans to be pre-approved by his/her supervisor.

All new and continuing tuition reimbursement requests must be pre-approved annually by employee's supervisor as stated in the MPS Tuition Policy.



## STANDARDS OF CONDUCT

### Personal Appearance/Standards of Dress

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.
- 9) Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.
- 10) Supervisors will inform employees of any specific dress requirements for their position.

### Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment



relationship the employee has with the School.

- ☐ Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by the School;
- ☐ Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities;
- ☐ Unacceptable job performance;
- ☐ Improper use or release of confidential information without authorization;
- ☐ Unexcused/unreported absence and/or lack of punctuality;
- ☐ Improper use of sick leave;
- ☐ Working unauthorized overtime or refusing to work assigned overtime;
- ☐ Misuse of School property or funds;
- ☐ Improper use of School equipment, materials, time or property;
- ☐ Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
- ☐ Failure to maintain a required license, certification or permit current and in good standing;
- ☐ Horseplay or other unnecessary or inappropriate physical contact;
- ☐ Sleeping or malingering on the job;
- ☐ Refusal to communicate with students, parents, supervisors, or other employees;
- ☐ Conducting personal business during business hours and/or unauthorized use of School property for non-School reasons;
- ☐ Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings and is otherwise non-offensive and appropriate for the workplace;
- ☐ Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;
- ☐ Failure to comply with the School's safety procedures;
- ☐ Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;
- ☐ Immoral or indecent conduct;
- ☐ Fighting or instigating a fight on School premises;
- ☐ Gambling on school premises;
- ☐ Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
- ☐ Possession of alcohol or illegal drugs and controlled substances at work, or reporting to work while under the influence of the same;
- ☐ Dishonesty;
- ☐ Falsification, fraud or omission of pertinent information when applying for a position;
- ☐ Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;
- ☐ Theft or embezzlement;
- ☐ Willful destruction of School property;
- ☐ Conviction of a crime making the employee unfit for the position, or failure to report a criminal charge or conviction to the School;
- ☐ Possession of firearms, or any other dangerous weapon, while on campus or while working for the School;

- ☐ Violation of the discrimination, harassment or retaliation policy;
- ☐ Engaging in sabotage or espionage (industrial or otherwise);
- ☐ Any willful act that endangers the safety, health or wellbeing of another individual;
- ☐ Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;
- ☐ Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School; and
- ☐ Failure to respond to work-related communications within 1 day for exempt employees and 1 business day for nonexempt employees.
- ☐ Violations of federal, state or local laws affecting the organization or the employee's employment with the organization.

### **Off-Duty Conduct**

While the School does not seek to interfere with the lawful off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- ☐ Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at the School;
- ☐ Additional employment that creates a conflict of interest or is incompatible with the employee's position with the School;
- ☐ Additional employment that impairs or has a detrimental effect on the employee's work performance with the School;
- ☐ Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- ☐ Additional employment that directly or indirectly competes with the business or the interests of the School.

Employees who wish to engage in additional employment must submit a written request to the School explaining the details of the additional employment. The School will advise the employee of whether a conflict appears to exist based on the information provided. The School assumes no responsibility for this determination or the employee's other employment. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of the additional employment. Authorization to engage in additional employment can be revoked at any time if a conflict is suspected.

## EMPLOYEE BENEFITS

### Holidays and Vacations

#### School Holidays

The School recognizes the following holidays. All exempt and non-exempt **full-time** employees will receive the following paid holidays in 2021-2022:

<b><u>School Holidays</u></b>	<b><u>Dates</u></b>
Independence Day	July 5, 2021 (for 12month employees)
Labor Day	September 6, 2021
Veterans Day	November 11, 2021
Thanksgiving Day*	November 25, 2021
Day after Thanksgiving*	November 26, 2021
Christmas Holiday**	December 24, 2021
Winter Break Holiday**	December 27, 2021
Winter Break Holiday**	December 28, 2021
New Year's Holiday**	December 30, 2021
New Year's Holiday**	December 31, 2021
M. L. King Day	January 17, 2022
Presidents' Day	February 18, 2022 (Only Santa Ana and San Diego) <b>and</b> February 21, 2022 (All MPS)
Cesar Chavez Day	March 28, 2022 (excluding San Diego)
Spring Break Holiday***	MSA-SD: March 30, 2022 MSA-SA: April 6, 2022 MSA1 to 8: April 13, 2022
Spring Break Holiday***	MSA-SD: March 31, 2022 MSA-SA: April 7, 2022 MSA1 to 8: April 13, 2022
Memorial Day	May 27, 2022 (Only San Diego) <b>and</b> May 30, 2022 (All MPS)

\* Falls during Thanksgiving Break

\*\* Falls during Winter Break

\*\*\* Falls during Spring Break

## School Breaks

All **full-time** exempt employees will receive the following paid school breaks (which may include, and are not in addition to, the School Holiday Schedule above):

- ☐ Thanksgiving Break (including Thanksgiving Day and the Day after Thanksgiving)
- ☐ Winter Break (including the Christmas Day, Winter Break Holiday, and New Year's Day)
- ☐ Spring Break (including Spring Break Holiday)

**Part-time, temporary, and seasonal employees, and independent contractors, are not compensated during School breaks.**

Full-time **education specialists, school psychologists, college counselors, and school social workers** at the school sites will be treated as teaching staff for the purpose of holidays and vacation. If employees have any questions about their employment classification, they should consult with **MERF Human Resources**.

SCHOOL BREAKS	DATES
<b>Full-time teaching staff:</b>	
Thanksgiving Break	November 22-26, 2021
Winter Break	December 20, 2021 – January 07, 2022 (For San Diego: December 20, 2021 – December 31, 2021)
Spring Break	For San Diego: March 28, 2022 –April 01, 2022 For Santa Ana: April 4, 2022-April 8, 2022 For MSA1 to 8: April 11, 2022 – April 15, 2022
<b>School administrators, classified exempt 12 month employees, and MERF employees:</b>	
Thanksgiving Break	November 24-26, 2021
Winter Break	December 22, 2021 – January 07, 2022 (For San Diego: December 22, 2021 – December 31, 2021)
Spring Break	For San Diego: March 30, 2022 –April 01, 2022 For Santa Ana: April 6, 2022-April 8, 2022 For MSA1 to 8: April 13, 2022 – April 15, 2022

**If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents' week, etc., the general rule of thumb is that full-time teaching staff will take the whole break off in the school calendar while the School administrators and MERF employees will have two (2) days less off. Full-time, hourly classified staff are only eligible for pay according to the School Holiday Schedule above.**

### **Floating Holidays**

All full-time MPS Employees are eligible to receive two (2) floating days each school year. Floating Holidays are not vacation days, and cannot be paid out, cashed out, and cannot be rolled over. Floating holidays are provided at the start of each school year.

## Vacation

The School provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Vacation is provided to prevent overworking. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All **full-time 12 month** employees accrue vacation from the date of hire at the following accrual rates:

<b>*ELIGIBLE EMPLOYEES</b>	<b>VACATION ACCRUAL</b>	<b>MAX CAP</b>
School Administrators	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours
School Classified Employees	Hours will accrue per pay period up to 120 hours (6 hours per pay period) per year	200 hours
MERF Employees	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours

As a benefit to employees, eligible employees will accrue the maximum vacation time prior to the end of the year to facilitate their use of vacation time before the end of the year. This accelerated accrual does not entitle eligible employees to vacation time above and beyond their yearly accrual, as indicated in the chart above. Vacation time may not be utilized before it is earned. Vacation is rolled over from year to year and is capped at 240 hours for administrators and MERF employees, and 200 hours for full-time classified employees. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. Employees who have non-sick related partial or full day absences will have vacation time deducted from their vacation bank commensurate with their time off.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence when the employee returns to work.

On termination of employment, the eligible employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.

All vacations must be approved in advance by **the direct supervisor of the employee**, who will make reasonable efforts to accommodate employee requests. Vacation requests must be made at least two (2) weeks prior to the desired vacation time. Job requirements will always have precedence over vacation schedules. The School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services.

**All 11 month employees, including non-classroom based academic employees and teaching staff, do not accrue vacation.**

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

**Any accrued but unused vacation will not be paid out at the end of the school year. Nonetheless, all**

**employees are entitled to have their unused vacation time paid out upon separation from the School.**

### **Sick Leave**

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally, employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

All full-time and part-time staff will be credited with forty-eight (48) hours of sick leave at the start of the school year. In addition to the credited forty-eight (48) hours, all 11 and 12-month full-time employees will accrue two (2) sick leave hours per pay period. The maximum accrued sick leave is eighty (80) hours per year. Paid sick leave can be used by all MPS employees who work for at least thirty (30) days within the span of a single calendar year from the commencement of employment.

Employees may roll over up to eighty (80) hours of paid sick leave from year to year.

<b>MPS EMPLOYEE SICK HOURS</b>			
	<b>BEGINNING</b>	<b>ACCRUAL</b>	<b>MAXIMUM ACCRUAL</b>
<b>11-MONTHS FULL-TIME</b>	48 hours	2 hours per pay period	80 hours
<b>12-MONTHS FULL-TIME</b>	48 hours	2 hours per pay period	80 hours
<b>PART-TIME</b>	48 hours	X	N/A
<b>SEASONAL/TEMPORARY</b>	0	1 hour for every 30 hours worked	80 hours

Employees cannot use paid sick leave until the thirtieth (30<sup>th</sup>) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of one (1) hour.

Sick leave is intended to be used only for the qualifying purposes stated above. MPS will not tolerate abuse or misuse of sick leave. If an employee is absent longer than three (3) days due to illness, medical evidence of the illness and/or medical certification of the employee's fitness to return to work may be required.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, the employee will not be paid for time not worked. Employee requests for unpaid medical leave must be approved in advance by the School.

The School may offer to buy back unused paid sick leave days at \$150 per day, at the School's discretion, by the end of June. Employees must work for the School for at least ninety (90) days of their work year before they may be eligible for the School to buy back their paid sick leave. For employees who do not complete ninety (90) days by June 30 and are therefore ineligible for the buy back, their paid sick leave will roll over up to the maximum cap. The School will not buy back any paid sick leave from new or

continuing employees who (1) fail to work for the School for ninety (90) consecutive days of the new work year, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

**Personal Necessity Leave:**

A full-time employee may elect to use up to five (5) days of accumulated sick leave each school year for personal necessity including any of the following specific reasons:

- ☐ Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- ☐ Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- ☐ Appearance in court as a litigant, or as a witness under official order;
- ☐ Adoption of a child;
- ☐ The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;
- ☐ Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance, unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

**MERF Offered Benefits Chart**

	Full-Time						Part-Time (20-29.99hr/week)	Part-Time (less than 20hr/week)	Temporary/Seasonal			
Status	School Admin Home Office	Classified				Teacher		Classified		Teacher/Classified		
Duration	12-Month	12-Month		11-Month		11-Month		Part-Time		Part-Time	Full-Time	
Salary Type	Salaried	Salaried	Hourly	Salaried	Hourly	Salaried	Hourly	Hourly		Hourly	Salaried	Hourly
Bereavement Hours	40	40	40	40	40	40	40	40	40	NO	NO	NO
Floating Hours	16	16	16	16	16	16	16	NO	NO	NO	NO	NO
Sick Hours	80	80	80	80	80	80	80	48	48	1 hr per 30 hours worked	1 hr per 30 hours worked	1 hr per 30 hours worked
Vacation Hours	160	120	120	NO	NO	NO	NO	NO	NO	NO	NO	NO
Health Benefits (Health, Dental, Vision)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	✦	✦

Retirement (STRS, PERS or 401K)	YES	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO
Tuition Reimbursement (B TSA, Master's, Ph.D.)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO
Paid Time Off (Fall, Spring, Winter Breaks)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO

✦ Temporary/seasonal employees may be eligible for health benefits and sick leave depending on the length of the assignment and the hours worked, as specified in the Health Benefits section and Paid Sick Leave section of this Handbook.

## INSURANCE BENEFITS

### Health Insurance

**Full-time** employees are entitled to health insurance benefits in accordance with applicable law and the School's health insurance plan. The School will cover one-hundred (**100%**) percent of the premium for employees who chose the HMO option and one-hundred (**100%**) percent of the premium to enroll legal dependents in the same program. The employee's portion of monthly premiums will be deducted from the employee's paycheck for employees who select the PPO selection or a greater amount of insurance coverage. The School may provide the employee a stipend payment at the rate of \$150 per month if he or she is enrolled in a separate health insurance benefit program *and declines all employer-sponsored health insurance benefits* (i.e. medical, vision, and dental) in writing by no later than within the month of August of each year. MPS will not provide a stipend to employees who will receive or have employer-sponsored health insurance coverage through an actively working spouse of MPS.

After the end of the open enrollment or once the employee selects a plan, employee may not cancel or convert from HMO to PPO or vice versa until the next open enrollment unless there is a qualifying event such as birth of a child, loss of coverage, marital status.

Part-time, and temporary/seasonal employees working less than 30 hours per week are not entitled to health benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

### When Coverage Starts

Subject to health insurance carrier approval, employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. The employee is responsible for logging into MPS's Human Capital Management System and properly enrolling in any selected plans.



## Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are out of work related to an injury, subject to SDI eligibility requirements. The employee must contact SDI for specific rules and regulations relating to SDI eligibility, and the **MERF Human Resources** may be available to assist.

## Family Leave Insurance

Employees covered by the SDI may also be covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to eight (8) weeks of wage replacement benefits from the State of California when they suffer a wage loss for taking time off to care for a seriously ill or injured qualifying family member or to bond with a new child within one (1) year of birth or placement of the child with the employee. Specific rules and regulations relating to Family Leave Insurance are available from SDI, and the **MERF Human Resources** may be able to assist.

## Life Insurance

Employee life insurance is provided by MERF. All full-time employees will be covered upon hire, subject to program eligibility requirements. Employees should contact the Human Resources Department for coverage details.

## Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

## COBRA Benefits

### Continuation of Benefits:

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- ☐ Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- ☐ Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making the employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- ☐ The employee dies while covered by the plan;
- ☐ The employee and his/her spouse become divorced or legally separated;
- ☐ The employee becomes eligible for Medicare coverage, but the employee's spouse has not yet reached age sixty-five (65); or
- ☐ The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. MPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- ☐ Premiums for continued coverage are not paid within thirty (30) days of the due date;
- ☐ The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or his/her spouse or child, as applicable) may have;
- ☐ MPS stops providing group health benefits;
- ☐ The employee (or his/her spouse or child) become entitled to Medicare; or
- ☐ The employee extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that the employee is no longer disabled.

## LEAVES OF ABSENCE

### Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

#### Employee Eligibility Criteria:

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

#### Events that may Entitle an Employee to FMLA/CFRA Leave:

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

- ☐ To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will each be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
- ☐ Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy);
  - a. A “serious health condition” is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
  - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
  - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

- d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
- ☐ To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a **parent-in-law**, grandparent, grandchild, or sibling for CFRA purposes.
  - ☐ When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
  - ☐ For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

#### Amount of FMLA/CFRA Leave Which May Be Taken:

- ☐ FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
- ☐ In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
- ☐ The "twelve-month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
- ☐ If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

#### Pay during FMLA/CFRA Leave:

- ☐ An employee on FMLA/CFRA leave because of his/her own serious health condition may use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an

employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law

- ☐ An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
- ☐ If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
- ☐ The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

### Health Benefits:

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

- ☐ The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
- ☐ The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

### Seniority:

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

Medical Certifications:

- ☐ An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
- ☐ The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
- ☐ If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- ☐ Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave:

- ☐ An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
- ☐ Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
- ☐ Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- ☐ If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- ☐ If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- ☐ If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable

based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

- ☐ The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

#### Return to Work:

- ☐ Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
- ☐ When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- ☐ Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
- ☐ If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

#### Employment during Leave:

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

#### **Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

#### Employee Eligibility Criteria:

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.



Events That May Entitle an Employee to Pregnancy Disability Leave:

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- ☐ The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- ☐ The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave:

- ☐ An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- ☐ The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- ☐ Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits:



MPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. MPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- ☐ The employee fails to return from leave after the designated leave period expires.
- ☐ The employee's failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

#### Seniority:

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

#### Medical Certifications:

- ☐ An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- ☐ Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

#### Requesting and Scheduling Pregnancy Disability Leave:

- ☐ An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- ☐ Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- ☐ Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- ☐ Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

- ☐ If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- ☐ The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

#### Return to Work:

- ☐ Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
  - The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
  - There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
- ☐ When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
- ☐ In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- ☐ If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

#### Employment during Leave:

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

## Unpaid Leave of Absence

MPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

## Funeral/Bereavement Leave

All MPS employees excluding temporary/seasonal employees will be allowed up to **five (5)** paid consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a parent, spouse, son/daughter, sister/brother, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner. Employees should contact the Principal or the Human Resources department to request bereavement leave. All bereavement requests should be in writing to the Principal and Human Resources department.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may request to use accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School. Bereavement pay will not be used in computing overtime pay.

## Military and Military Spousal Leave of Absence

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment

within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Advance notice of leave is required. Please inform **the Principal (or MERF Human Resources for MERF employees)** of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at the employees request and health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by the employee. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

### **Drug and Alcohol Rehabilitation Leave**

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF Human Resources**. The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

### **Time Off for Adult Literacy Programs**

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF Human Resources**. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

### **School Appearance and Activities Leave**

As required by law, MPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

### **Time Off to Serve as Election Official**

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Employees must notify **the Principal (or MERF Human Resources for MERF employees)** of their commitment to act as an election official as far in advance as possible.

### **Time Off for Jury and Witness Duty**

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. The employee must notify **the Principal (or MERF Human Resources for MERF employees)** of their commitment to serve on a jury or as a witness as far in advance as possible.

### **Victims of Abuse Leave**

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to

employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MERF Human Resources one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, MPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact **MERF Human Resources**.

### **Time Off for Volunteer Firefighters**

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given reasonable time off from work in accordance with the law. Employees are requested to alert **the Principal (or MERF Human Resources for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF Human Resources for MERF employees)** before leaving the School's premises.

### **Time Off for Voting**

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact **the Principal (or MERF Human Resources for MERF employees)** to request and schedule time off to vote.

## Industrial Injury Leave (Workers' Compensation)

MPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure the employee receives any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. MPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.



## **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave (“Donor Leave”), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

## **Returning from Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor’s return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give **the Principal (or MERF Human Resources for MERF employees)** thirty (30) days’ notice before returning from leave. Whenever the School is notified of an employee’s intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult **MERF Human Resources**.



## **RETIREMENT**

### **Certificated Staff Members**

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers' Retirement System (STRS).

### **Classified Staff Members**

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides, are eligible to participate in the Public Employees' Retirement System (PERS).

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

All non-credentialed employees also contribute to Social Security.

### **MPS Home Office Staff Members**

Full-time Home Office staff members may be eligible to participate in the Public Employees' Retirement System (PERS), the State Teachers' Retirement System (STRS) or 401(K) Retirement Plan.

### **Oversight of Benefits**

The HR Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. MERF will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, workers' compensation, and other payroll obligations.

All withholdings from employees and the MERF will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. MERF will submit all retirement data and will comply with all policies and procedures for payroll reporting. MERF assures that it will provide retirement information in a format required by the Counties.

## EMPLOYMENT EVALUATION AND SEPARATION

### Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by **his or her direct supervisor**. MERF may utilize secure online staff evaluation platform to evaluate staff performances. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or job retention. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, employees will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that the employee discussed it with their **direct supervisor**, and that they are aware of its contents. Employees may also acknowledge receipt of performance evaluations through the online platform provided by MERF. The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

Newly hired employees may have their performance goals reviewed by **your direct supervisor** within the first **ninety (90)** days of employment.

### Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions and/or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. These policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

### Voluntary Termination

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview may be scheduled on the last day of work with **your direct supervisor**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment.

### **Pay at Time of Separation**

Employees separated from employment will be paid for time worked according to applicable laws. For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back all unused sick leave days from employees at the rate of \$150 per day. The School will not buy back any paid sick leave from new or continuing employees who fail to work for the School for ninety (90) consecutive days of the new work year. Additionally, employees who are terminated based on misconduct or unprofessionalism, or who resign under suspicion of misconduct or unprofessionalism, are not eligible to have paid sick leave paid to them upon their separation from the School. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

Pay for earned but unused vacation time will be provided to full-time employees at time of separation at the employee's current rate of pay.

Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law. Only employees who are not terminated for misconduct or other related conduct are eligible to be paid for sick leave under the policy.

### **References**

All requests for references and employment verifications must be promptly directed to the employee's **direct supervisor**. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment, the title of the last position held and length of service. The School may be required to disclose when an employee has been reported to the CTC for allegations of misconduct. Other employees may not provide any employment verifications or provide a professional reference on behalf of the School for another employee.

## INTERNAL COMPLAINT REVIEW & OPEN DOOR

### Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes employee questions, suggestions or complaints relating to work, conditions of employment, the School or the treatment of employees. Other than in situations involving harassment (as outlined and described above), the employee must contact **the Principal (or MERF Human Resources for MERF employees)** with questions or concerns. If the situation is not satisfactorily resolved, the employee should contact **MERF Human Resources**, preferably in writing, who may further review the issue.

### Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to **the CEO or Board of Directors** to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

#### Internal Complaints:

*(Complaints by Employees against Employees)*

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the employee’s **direct supervisor**. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by **the Principal (or the CEO (or designee) for MERF employees)**:

- ☐ The complainant will bring the matter to the attention of **the Principal (or the CEO (or designee) for MERF employees)** as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- ☐ The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. **The Principal (or the CEO for MERF employees) (or designee)** will then investigate the facts and provide a solution or explanation;
- ☐ If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the **CEO (or designee.) The CEO (or designee)** will then investigate the facts and provide a solution or explanation;
- ☐ If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to **the President of the School’s Board of Directors**, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. **The Board President or investigator** will report his or her findings to the Board for review and action, if necessary.

#### Policy for Complaints Against Employees:

*(Complaints by Third Parties against Employees)*

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of **the Principal or the CEO** (if the complaint concerns the Principal) or **the Board President** (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, **the Principal (or the CEO (or the Board President)) (or designee)** shall abide by the following process:

- ☐ **The Principal (or the CEO) (or designee)** shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- ☐ In the event that **the Principal (or the CEO) (or designee)** finds that a complaint against an employee is valid, **the Principal (or the CEO) (or designee)** may take appropriate disciplinary action against the employee. As appropriate, **the Principal (or the CEO) (or designee)** may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- ☐ **The Principal's (or the CEO's) (or designee's)** decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements:

- ☐ Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- ☐ Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- ☐ Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MERF employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer. Any modification replaces any pre-existing policies and Handbooks to the extent they are in conflict.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

## APPENDIX A

### **HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM**

*It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the School, you may file this form with the COO, Principal, MERF Human Resources, or Board President.*

*Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

\_\_\_\_\_  
\_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

\_\_\_\_\_  
Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_



## APPENDIX B

### INTERNAL COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

#### To be completed by School:

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

## Cover Sheet

### Approval of Laboratory Equipment and Science/STEAM Supplies RFP

<b>Section:</b>	III. Action Items
<b>Item:</b> Supplies RFP	C. Approval of Laboratory Equipment and Science/STEAM
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Laboratory Equipment and Science STEAM supplies RFP.pdf



Board Agenda Item #	III C: Action Item
Date:	January 20, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Laboratory Equipment and Science/STEAM supplies RFP

**Proposed Board Recommendation**

I move that the Board approve the vendors School Specialty LLC and Fisher Science Education to be added to the Preferred Vendors list previously approved by the MPS Board to provide materials and goods to all Magnolia Schools.

**Background**

On December 10, 2021, MPS solicited proposals to establish service agreements through competitive negotiations for the purpose of entering into a contract with qualified vendors to acquire the products and goods to equip our science classrooms and labs. The purpose of the RFP was to establish supply contract(s) for a full-line catalog of laboratory equipment and science/STEM/STEAM supplies. The supplier(s) were asked to respond to an RFP outlining products, goods and services to be provided timely and at discounted rates to all Magnolia Science Academies. No new laboratory equipment and science supplies have been excluded from the RFP.

The following criteria of evaluation was established;

<b>Criteria</b>
Availability to meet outcomes and expectations stated in the RFP
Overall Pricing
Discounts offered on the most current catalog

Freight including timely delivery
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Responses were due Friday, December 17, 2021, at 5:00 p.m. A total of two (2) vendors responded. Representatives from **School Specialty LLC** and **Fisher Science Education** provided qualified responses to the RFP with the following summary.

### **School Specialty LLC Proposal**

- Honors purchase orders from any qualified organization
- Discounts for products is dependent upon category and can range from 12%-28%
- Parcel, truck, freight items ship free of charge; live specimens and hazardous materials may incur additional charges
- Delivery for items shipping parcel (UPS Ground) ranges from 7-30 business days from distribution centers. Items shipping via freight may take up to one week. Most items ship within 2-4 weeks
- Over 100 years of experience providing science supplies to the educational community

### **Fisher Scientific Proposal**

- The Magnolia Public Schools standard discount can vary and is 19-33% off list price for most items.
- Free shipping on all items.
- Haz Mat Fee of \$10/ order when applicable.
- Orders for in-stock items will ship the next day with 4 day transit time – most other items are shipping in 2-4 weeks.
- 20 years working with our K-12 customers and can provide the very best sales and customer service.

**Budget Implication** The initial purchase of materials will not exceed \$45,000 MPS wide, based on the list of materials provided by each school. Each school has budgeted for the expense under the Instructional materials and supplies accounts.

### **Funding Source**

LCFF Entitlement

### **Attachments (3)**

1. MPS RFP Laboratory Equipment and Science/STEAM supplies
2. Response to RFP by School Specialty
3. Response to RFP by Fisher Science Education



**REQUEST FOR PROPOSALS (RFP)**

**Laboratory Equipment and Science/STEAM supplies**

Issued by:

**MAGNOLIA PUBLIC SCHOOLS**

250 East 1st Street Los Angeles, Suite 1500, CA 90012

[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

**Issue Date:** Friday, December 10, 2021

**Closing Date for Submission and Receipt:** Friday, December 17, 2021, at 5 p.m. PST

Proposals are to be submitted in (2) copies to:

Contact Name: Jenny Obuchi

Title: Academic Assistant

Address: 250 E 1st St., Suite 1500

Office: (213) 628 – 3634

Fax: (714) 362-9588

Email: [jobuchi@magnoliapublicschools.org](mailto:jobuchi@magnoliapublicschools.org)

[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

Note: Please use the proposal name above on all RFP correspondence.

## Table of Contents

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### **1- Background and Purpose**

Established in 2001, Magnolia Public Schools (MPS) is a network of Public Charter Schools consisting of a central office(CMO) and ten school sites located throughout Southern California, serving 3,900-4,000 students in grades TK-12.

MPS is soliciting proposals to establish a cost-effective Master Agreement (“Agreement”) to acquire the products and services outlined below. The period of the initial contract term shall hold pricing constant for at least a period of five (5) years from contract execution.

The products would be purchased as a consortium to include all schools. Billing would be managed through Magnolia Public Schools. An itemized invoice would be needed per order, showing the percentage due by the size of each school site. In addition, a cost breakdown must be broken down per site to make calculations for budgeting. Any award/contract will be pending the Magnolia Public Schools Board approval and availability of funds.

### **2- Scope of Work and Qualifications**

It is preferred to establish a supply contract for a full-line catalog of laboratory equipment and science/STEM/STEAM supplies. The supplier must provide service and timely deliveries to all Magnolia Science Academies. No new laboratory equipment and science supplies have been excluded from this RFP. All products, supplies, and accessories carried in supplier’s catalog(s), price book(s), or otherwise available by special order are part of this solicitation.

#### **2.1- Detailed Laboratory Equipment and Science supplies**

The drafted list of the immediate need for TK-12th grade laboratory equipment and science/STEM/STEAM supplies can be found in Appendix A. Our goal is to outfit all science classrooms across Magnolia Public Schools with basic materials. Please note that items in this list may be removed or added at any point during the initial and subsequent orders.

#### **2.2- Customer Service and Customer Experience**

MPS has listed the following preferences as it relates to customer service and experience responsibilities that describe your capabilities:

- Dedicated knowledgeable, experienced representatives with quick turnaround times to inquiries
- Change order, exchanges, and cancellations (provide your policy)
- Describe the policy and procedure for invoice discrepancies
- A user-friendly and intuitive website that can support an e-commerce punch-out environment.
- Describe the quote-to-invoice process
- The ability to provide tracking and order information after an order has been placed
- The ability to have accurate pricing and suggested lower price alternatives that can also take into account quantity into consideration when generating the pricing

#### **2.3- Delivery**

Timely delivery is essential to MPS. The supplier needs to specify their capabilities to deliver as needed and their willingness to work with MPS to ensure that their requirements are met

- It is expected that deliveries shall be made before or within 5-7 business days from the date of order, with the exception of high-volume items.

- Backorder products are products that exceed the promised delivery date and actual delivery time. Therefore, it is expected that the supplier(s) will be proactive in minimizing backorder products.

### 3- Key Dates

<b>RFP Issue Date</b>	Friday, Dec 10, 2021
<b>Deadline for Questions</b>	Wednesday, December 15, 2021 to Erdinc Acar (213) 628 – 3634 <a href="mailto:eracar@magnoliapublicschools.org">eracar@magnoliapublicschools.org</a>
<b>Submit Sealed Proposals By</b>	Friday, December 17, 2021, at 5:00 p.m. PST All proposals received after the date and time set for receipt will be REJECTED. Submissions received after the time and date set will not be considered.

Magnolia Public Schools reserves the right to modify this schedule at its discretion. Notification of changes in the RFP due date and the deadline for questions will be via e-mail. Changes in any other anticipated dates will not be released unless deemed necessary at the sole discretion of Magnolia Public Schools.

### 4- Proposal Requirements

The desired partner is one who has provided a wide range of products and services to small, medium, and large-sized institutions. It is expected that the selected company will be able to provide the following information:

- 1- Provide an overview of the ordering process.
- 2- Provide contract price, exclusive offers, discounts, exclusions, and freight estimates.
- 3- Attach any relevant marketing materials and data sheets in the Appendices.
- 4- Describe the features, functions, and capabilities of your business as they relate to these key educational programs of MPS.

### Project Approach

- 1- Describe your firm's understanding of the proposed assignment and the products it will provide.
- 2- Provide a complete definition of the process that will be employed to meet the objectives of this project (e.g., approach to be taken, etc.).
- 3- Provide a list of laboratory equipment and science supplies that can be used with TK-12 grades across MPS
- 4- Provide detailed Customer service and experience protocols that support ordering, returning, and exchanging in the future.
- 5- Provide background information on delivery.

### Additional Services

List any additional services your company may offer with a pricing structure.



## Pricing

Provide an outline of the project budget with costs for each major element and any options for a payment schedule. A cost breakdown must be broken down per site for budgeting purposes.

### 5- Submission Guidelines

Proposals for furnishing the services described herein will be received until Friday, December 17, 2021, 5:00 p.m. PST. Vendors are responsible for the delivery of their proposals. Proposals received after the official date and time will be rejected.

Proposals must be submitted in both email and **hard copy formats**. Email proposals must be in PDF format, digitally signed. Email proposals should be addressed to [jobuchi@magnoliapublicschools.org](mailto:jobuchi@magnoliapublicschools.org). Hard copy formats (2) copies should be mailed to:

**Contact Name: Jenny Obuchi**  
**Title: Academic Assistant**  
Address: 250 E 1st St. Suite 1500  
Office: (213) 628 – 3634  
Fax: (714) 362-9588  
Email: [jobuchi@magnoliapublicschools.org](mailto:jobuchi@magnoliapublicschools.org)  
[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

The RFP proposal submission deadline must clearly appear on the proposal's cover.

**All questions should be submitted to [eracar@magnoliapublicschools.org](mailto:eracar@magnoliapublicschools.org) on or before December 17, 2021.**

**This solicitation & any addendum are posted on our website at: [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)**

There will be an optional public bid opening at the aforementioned time and place (attendance at the bid opening is not required.)

**Submission Format:** Bidders should submit their response in the preferred format (recommended but not required):

- Provide a letter of Introduction
- Table of Contents. Should include a list of all sections and appendices in the RFP response and indicate corresponding page numbers, if appropriate.
- Organization's name, contact person, address, telephone number(s), fax number, and company qualifications. A brief introduction of the company and/or managing staff. Bids should be signed by the person(s) authorized to bind the company to their proposed offer (RFP response).
- Attach other information as deemed necessary by the RFP, including customer feedback, key staff bios or resumes, and other relevant information.
- Proposal Content. Full details of the bidder's Proposal, including general approach, methods, and explanations of how all RFP specifications will be achieved.
- Cost breakdown including add-ons. Bidders should include various cost models associated with products and delivery. Provide contract price, exclusive offers, discounts, exclusions, and freight estimates.
- Appendices
- Bidders will provide the following with their Proposal: Three (3) references, including contact information of the end-user for services of a similar nature, including the dollar value where available.

- **Vendor Services Agreement:** The vendor should include any proposed contract and maintenance agreement language for review.

## 6- RFP Conditions

### Evaluation Criteria

A committee will evaluate proposals against the following weighted criteria. Each area of the evaluation criteria must be addressed in detail in the proposal. The award will be based on the following criteria:

Criteria	Possible Points
Availability to meet outcomes and expectations stated in the RFP	50
Overall Pricing	25
Discounts offered on the most current catalog	15
Freight including timely delivery	10
<b>TOTAL</b>	<b>100</b>

### Acceptance of Proposal

- The bid will be awarded in writing to the bidder whose proposal is determined to be the best fit for individual school goals, as determined under the sole discretion of the school's evaluation committee and approved by the Board afterward.
- MPS and the Board of Directors reserve the right to reject any or all Proposals or waive any formality or technicality in the best interest of each school.
- MPS reserves the right to make a single award or to make multiple awards at its discretion.

### Specific Information

Proposals shall be signed by an authorized representative of the bidder. All information requested must be submitted. Failure to submit all information requested may result in the Purchasing Agency requiring prompt submission of missing information and/or giving a lowered evaluation of the proposal. Proposals that are substantially incomplete or lack key information may be rejected by the purchasing agency.

Proposals should be prepared simply and economically, providing a straightforward, concise description of capabilities to satisfy the requirements of the RFP. Emphasis should be placed on completeness and clarity of content.

Proposals should be organized in the order in which the requirements are presented in the RFP. The information which the bidder desires to present that does not fall within any of the requirements of the RFP should be inserted at an appropriate place or be attached at the end of the proposal and designated as additional material. Proposals that are not organized in this manner risk elimination from consideration if the evaluators are unable to find the RFP requirements are specifically addressed.

Bids must be valid for at least 120 days from the bid opening. Submission of a response to the request for proposal constitutes an acknowledgment and acceptance of all bid specifications by the responding vendor.

**Proposal Revisions**

Proposal revisions must be received prior to the RFP submission closing date and time. Disclosure All documents submitted by bidders shall become the property of MPS. Proposal information is proprietary and as such shall be treated as confidential until such time as a Provider is selected by MPS and an award is made when all submissions considered by MPS become public record.

Information pertaining to the schools obtained by the bidder as a result of participation in this project is confidential and must not be disclosed without written authorization from MPS.

## Appendix A - K-12th grade laboratory equipment and science/STEM/STEAM supplies

MSA-1	MSA-2	MSA-3
10 funnels	1 magnet kit	1 roll of copper wire
10 Hot plates	10 Magnifying glasses	1 roll of fishing (nylon) string
10 measuring tapes	10 measuring tapes	1 superconductor demo kit
10 Test tube racks	10 meter sticks	1 VanDeGraaff Generator
10 thermometers	10 thermometers	10 magnifying glasses
12 Stirring Rods	10 tube racks	10 microscopes
15 lab Magnet sets	100 swabs	10 sets of chemistry stands
15 Meter sticks	15 Erlenmmyer flasks	10 tube racks
15 Spring Sets	15 pulleys	15 flasks
15 thermometer	2 lamps	15 gyroscopes
20 pipettes	20 droppers	15 lab magnet sets
20 stop watches	20 petri dishes	15 Mass Balance Scales
60 meter sticks	20 pipettes	15 mass sets
Nitrile Gloves- small,med.&lar.	20 stop watches	15 meter sticks
Van De Graaff Generator	3 heat resistant gloves	15 pie tins
	5 graduated cylinder sets	15 ping-pong balls
	50 goggles	15 pulleys
	50 microscope slides	15 spring balances
	50 testing tubes	15 spring sets
	Clay- Variety of colors	15 stop-watches
	Microscopes- Class Set	15 thermometers
		20 droppers
		20 pack of styrofoam balls
		20 petri dishes
		20 pipettes
		40 Lab Goggles/Glasses
		50 microscope slides
		50 testing tubes

## K-12th grade laboratory equipment and science/STEM/STEAM supplies - Continued

<b>MSA-5</b>	<b>MSA-6</b>	<b>MSA-7</b>
10 measuring tapes	1 magnetic kit	Potting Soil, 8-LB Bag Quantity: 65 bags
10 ping pong balls	1 superconductor demo kit	
10 pulleys	20 magnifying glasses	
15 microscopes	8 sets rocks & minerals kit	
20 droppers		
20 magnifying glasses		
200 swabs		
5 scales		
50 Microscope slides		
500 pcr tubes		
Baking Soda		
Balloons	<b>MSA-4</b>	
Clay	16 Microscopes	
Cotton balls	8 Digital Scales	
Food coloring	2 Bunsen burner	
hot plates	Mini Centrifuge Kit	
pH sticks	16 Microscopes	
Pipe cleaners		
Popsicle sticks for crafts		
String		
Styrofoam rectangles for crafts		
Tape		
Toothpicks		
Tweezers		
Vinegar		

## K-12th grade laboratory equipment and science/STEM/STEAM supplies - Continued

MSA-Bell	MSA-Santa Ana	MSA-San Diego
10 (100mL) glass graduated cylinders	13 Electric Circuit kits - 4-6grade	20 Digital Scales
10 (250mL) beakers	15 digital thermometer	35 pcs magnifying glass
10 digital scales	15 plastic tray	40 pcs Lab Thermometers
10 measuring tapes	20 stop watches	40 pcs digital stop watches
10 springs scales including weight	50 petri dishes - plastic	6 hot plates
10 tweezers	Alligator clips x 36	8 rocks & minerals kit
12 stop watches	Cotton-nylon spool of threads	
15 lab magnet sets	Craft sticks -small & large sizes (2 boxes)	
15 meter sticks	Crayola 3lb playdough - x 4	
15 pulleys	Food coloring (2 sets)	
15 stirring rods	Funnels - plastic	
15 test tube racks/ holder	Hot glue guns and glues x6	
20 magnifying glasses	Lab cart	
20 Thermometers	Litmus paper	
30 goggles	Masking- duct tapes	
5 hot plates	Nitrile Gloves - small-large sizes	
50 microscope slides (specimens)	Owl pellet kits - 36	
6 funnel	Plastic pipettes	
Litmus paper	Ring stands, rings, and clamps x 8	
Nitrile Gloves - small-large sizes	Rubber bands - bulk	
pH paper	Rubber tubing	
8 sets rocks & minerals kit	Scissors classroom set	
	Straws - 500	
	Syringes	
	Test tube racks x 8	
	Test tubes ?	
	UV Sanitizer for goggles	
	White glue- gallon	
	Ziplock bags (various sizes)	




School Specialty as the nation's largest provider of product and services to the K-12 education market, can provide products and services to meet and exceed **Magnolia Public Schools** needs as set forth in the district's **Request for Proposal for Laboratory Equipment and Science/STEAM supplies**.

With our large assortment of product mix and services along with our own line of proprietary Science products, Frey and Delta Education, we have the ability to offer cost effective products via a full-line catalog and on-line web ordering. Through our combined family of companies and acquisitions, School Specialty, LLC. has over 100 years of experience in providing Science supplies to the educational community. SSL provides a comprehensive offering of high quality products to school districts, school administrators and teachers through the broad distribution of its catalogs and on-line website. We offer over 100,000 products to more than 110,000 schools throughout the United States & Canada.

School Specialty is able to deliver a top performance customer care experience and timely delivery. Ease of communication via website, email or with your sales team who is available to assist with all your needs and requests.

Sincerely,

 Sarah Peterson

Sarah Peterson , Assistant Secretary/Bids & Quotes Team Manager  
E-Mail: sarah.peterson@schoolspecialty.com  
Tele #: 888-388-3224

School Specialty LLC  
W6316 Design Drive  
Greenville, WI 54942



### Contact Information

- **Questions regarding this offer:** **Jamie Young**  
W6316 Design Drive  
Greenville, WI 54942  
Phone (800) 554-7632  
Fax (800) 675-1775  
Email: [bidwestnotices@schoolspecialty.com](mailto:bidwestnotices@schoolspecialty.com)
- **Strategic Account Rep** **Michael Stump**  
Phone: 626-272-5869  
Fax: 888-388-6344  
Email: [michael.stump@schoolspecialty.com](mailto:michael.stump@schoolspecialty.com)
- **Senior Category Sales Manager** **Gary Tanner**  
Phone: 562-252-2527  
Fax: 888-388-6344  
Email: [gary.tanner@schoolspecialty.com](mailto:gary.tanner@schoolspecialty.com)
- **Bids & Quotes Manager/  
Assistant Secretary** **Sarah Peterson**  
Phone: 888-388-3224  
Fax: 888-388-6344  
Email: [sarah.peterson@schoolspecialty.com](mailto:sarah.peterson@schoolspecialty.com)
- **Customer Care:** **Attn: Customer Care Department**  
*\*Questions regarding order status,  
shipment status, damages,  
shortages\**  
W6316 Design Drive  
Greenville, WI 54942  
Phone (888) 388-3224  
Fax (888) 388-6344  
Email: <http://customercare.schoolspecialty.com/track-your-order>
- **Order Processing:** **Attn: Order Department**  
*\*To place your order\**  
PO BOX 1579  
Appleton, WI 54912-1579  
Phone (888) 388-3224  
Fax (888) 388-6344  
[orders@schoolspecialty.com](mailto:orders@schoolspecialty.com)
- **Payment Remit To:** **School Specialty, LLC**  
PO Box 825640  
Philadelphia, PA 19182-5640





## Proposal Requirements

### 1. Provide an overview of the ordering process.

School Specialty works hard every day to deliver the Best Total Value to our customers. The value includes great pricing on our education products and solutions plus a variety of purchasing options to meet your school's requirements. We accept all major credit cards and checks as well as purchase orders from all qualified institutions. We are also on several national and regional purchasing contracts that you may be able to utilize.



#### ORDER ONLINE

**SchoolSpecialty.com** lets you shop 24/7 with the ability to see your best prices when you log in



#### PHONE

1-888-388-3224 M-F 7am to 6 pm CST  
International:  
1-419-589-1425 M-F 7am to 4pm CST



#### EMAIL

Contiguous 48 states:  
[orders@schoolspecialty.com](mailto:orders@schoolspecialty.com)  
HI, AK & International:  
[internationalorders@schoolspecialty.com](mailto:internationalorders@schoolspecialty.com)

#### Purchase Orders

School Specialty honors purchase orders from any qualified organization

#### Credit Cards

We accept MasterCard, Visa, American Express, Discover Card





**2. Provide contract price, exclusive offers, discounts, exclusions and freight estimates.**

**See attached:** *Catalog Discount Letter for Discounted pricing information, exclusions, and freight terms.*



December 16, 2021

**Magnolia Public Schools**  
**Jenny Obuchi**  
**Academic Assistant**  
**250 E 1<sup>st</sup> St. Suite 1500**  
**Los Angeles, CA 90012**

**Account # 1579569**

**Bid Number: RFP Laboratory Equipment and Science/STEAM supplies**

**School Specialty, LLC** appreciates the opportunity to respond to **RFP Laboratory Equipment and Science/STEAM supplies**. We offer a wide assortment of items and have attached a list of our brands that are included in our offer. This expanded product offering ensures that all educator needs are satisfied by our wide selection of categories.

All discounts apply to the current year catalogs which are located on the School Specialty website at: <http://catalogs.schoolspecialty.com>. If you have not received your catalog, you can request a copy on the site as well.

All catalogs may contain a limited number of items that are listed as "Net Price" and not eligible for any discounts. These items are indicated by an "N" or "LN" prefix in the item number. Also excluded is any catalog or item(s) that bears notation "no other discounts apply" or customized products.

***Contract Period:***

**Valid from 1/20/2022 through 1/31/2027. Pricing for contract period effective upon notification of award referencing our Bid # Q-141067 to [bidwestnotices@schoolspecialty.com](mailto:bidwestnotices@schoolspecialty.com).**

Please see the attached documents for details regarding our catalog discount and freight term offer. If there are questions, please reference our contact information sheet for a list of contract personnel.

Sincerely,

  
Jamie Young  
Contract Coordinator



**School Specialty, LLC Catalog Discount Pricing Offer for  
Bid Number: RFP Laboratory Equipment and Science/STEAM supplies**

School Specialty, LLC is pleased to offer the following catalog discount by product category and freight terms. The percentage listed is a discount off the current catalog list price (list prices are subject to change). Please visit our website at [www.schoolspecialty.com](http://www.schoolspecialty.com) and log on to view your contracted pricing.

<b>Discount off List</b>	<b>Product Category</b>
28%	Basic Supplies
28%	Science-Foss/Delta
28%	Science-Science Category
28%	Supplies-Science Education
12%	Furniture-Science Furniture

Note: Discount offerings as stated above would be the minimum discount off list pricing. Please contact your Account Manager or Bid team for further discount increases on larger orders.

***Freight Terms:***

Parcel Item Orders ship free of charge. (9 and 5 prefix items)

Truck/Freight Items ship free of charge. (6 prefix items).

**\*\*Live specimens (prefix L) and hazardous materials (prefix H) may incur additional charges. Please refer to [www.schoolspecialty.com](http://www.schoolspecialty.com) for more information.**



**3. Attach any relevant marketing materials and data sheets in the appendices.**

*See attached documents:*

*"School Specialty STEM Support"*

*"School Specialty, your Dedicated Science Partner"*

*"School Specialty Professional Development STEM"*

**4. Describe the features, functions, and capabilities of your business as they relate to these key educational programs of MPS.**

With a wide selection of science education products, supplemental curriculum, lab equipment and supplies, you can count on us for STEM solutions that advance effective learning. Partnering with a network of classroom teachers, we continually seek to understand and adapt to your needs. Our dedicated science education specialists, many with advanced degrees and teaching experience, provide powerful insights that continue to enhance our product line. Frey Scientific elementary, middle and high school education products include: Supplemental curriculum, including Inquiry Investigations®, hands-on kits with virtual labs, innovative equipment and precision instrumentation, essential science classroom supplies, laboratory design services and furniture.



## Project Approach

**1. Describe your firm's understanding of the proposed assignment and the products it will provide.**

School Specialty, LLC (Frey, Delta, CPO) has grown through internal expansion of its current products and aggressive acquisition of additional education based companies. With this growth come opportunities for all associates. The company relies on its associates to commit to the teamwork, professionalism, and mutual trust and respect it takes to achieve absolute customer satisfaction.

We believe most of our brands hold the leading market position in their respective categories. We have also solidified this leading market position by acquiring companies that have expanded our geographic presence and product offering. The critical mass we have achieved allows us to benefit from increased buying power while leveraging our national distribution network and sales force to operate more efficiently.

**2. Provide a complete definition of the process that will be employed to meet the objectives of this project.**

Upon notification of Award the bid team will update Magnolia's account with the Terms and Conditions offered on the Catalog Discount letter. After pricing is activated, you will be able to order as indicated thru the order process. Our online team will work with your team to set up any e-commerce punch-out requests and/or any online training. Your dedicated sales team will assist with any catalog requests, special requests for account sets ups or provide an overview of processes or answer any questions.

**3. Provide a list of laboratory equipment and science supplies that can be used with TK-12 grades across MPS.**

*See attached listing of items provided based on Appendix A.*

As well as the Catalog "[School Specialty K-12 Science 2021-2022](#)" included with bid response; or online at [www.schoolspecialty.com](http://www.schoolspecialty.com).

**4. Provide detailed customer service and experience protocols that support ordering, returning and exchanging in the future.**

*\*Customer Care:* During peak demand, School Specialty employs over 120 customer care specialists. The Customer Care associates are available Monday through Friday 7:00AM – 5:00PM Central Standard Time. They may be reached at 888-388-3224. Our call answer rate is consistently around 95%, with a goal of answering all calls within 30 seconds. Training is ongoing, and we have established various incentives and training programs to help our associates give each and every customer an A+ experience.

Online resources and tools now available 24/7 make it even more convenient for you. Locate your order, obtain tracking information, request documentation, report incomplete, incorrect or damaged orders and more! Try using our helpful web features today to take the hassle out of everyday order-related concerns and questions. See this service at [www.schoolspecialty.com](http://www.schoolspecialty.com)

Our Customer Care team has a "First Resolution" goal. All customer requests are resolved on the first contact with the customer. School Specialty realizes the importance of customer satisfaction combined with company goals and employee skills and growth. Two keys to customer satisfaction is the ability to quickly and easily place an order and receive the product.



***\*Return Policy***

At School Specialty, we are committed to delivering only the highest quality merchandise ON TIME and ACCURATELY. We understand however, that unforeseen situations may occur and you may wish to return merchandise back to School Specialty. Please note that different product lines have different requirements, so we ask that you review the following policies in order to make this process go as smoothly and quickly as possible.

**Supplies and AV Technology Products**

**AV Technology**

Most AV Technology products are covered by a Manufacturer's Warranty. Please refer to the rules and policies of the individual Manufacturer's Warranty for satisfaction.

**School Smart, Sax, Sportime, Abilitations, and Childcraft (non-Furniture) Items**

If for any reason you are not satisfied with your School Smart, Sax, Sportime, Abilitations, or Childcraft (excluding Childcraft furniture) items within 1 year of purchase, we will replace the items.

**Refund Policy**

Unused merchandise, in sellable condition, not meeting your satisfaction may be returned in its original or equal quality packaging within 30 days of the receipt of your order.

If you require a return due to our error or a manufacturer's error such as a duplicate order, duplicate item or an incorrect item, we will pay any return shipping costs and no restocking fee will apply. If a duplicate order or product is not reported, you will be billed for it.

If for any other reason, an item is being returned after 30 days, you will be required to pay the cost of return shipping and a restocking fee.

Most items will be subject to a 15% (25% Canada for U.S. suppliers) restocking fee.

**Furniture & Equipment Returns**

To ensure your satisfaction with the many furniture products that we offer, we highly recommend that you work with one of our expert furniture specialists to ensure that you get the right product to satisfy your needs. For assistance in finding your dedicated local furniture expert, please contact us at 1-888-388-3224 (1-866-519-2816 for Canada). These special requirements apply to product returns for furniture or equipment:

**Refund Policy**

A manufacturer's return authorization is required.

Restocking fees will be charged in accordance with the Original Manufacturer's Warranty and Return policy or a minimum of 20% (30% for Canada for U.S. suppliers).

You will also be required to pay the cost of return shipping.

If your item is defective, it may be covered under a manufacturer warranty however a manufacturer return authorization is required and all return requests for defective products are administered based on the Original Manufacturer's Warranty Policy, subject to the rules of the manufacturer.

Manufacturers may consider a "user-assembled" product nonreturnable once assembled, even if it is disassembled for return.

**Custom Furniture Returns**

Custom designed furniture built to your specifications is nonreturnable, unless it is defective or not built to your specifications. This may include products made to order with nonstandard fabrics, laminates, wood finishes, paint finishes, changes in dimensions or other alterations which deviate from the manufacturer standard design or offerings.

**Cancellation of Furniture Orders**

If you place an order for a custom item, and cancel it after 48 hours, you will be charged 30% of the order cost for those items.

**To request a return, just follow these easy steps:**

Contact Customer Care at 1-888-388-3224 (1-866-519-2816 for Canada) or submit a request to School Specialty within 30 days of shipment to request an authorization number. Product returned without





authorization, additional items not part of the original authorization, or products arriving in an unsellable condition will not be eligible for credit and products will not be shipped back to the customer.

Repack items in the original shipping carton.

Include a copy of your packing list, invoice and details about what you are returning.

Include order and PO numbers for proper credit.

**Freight Damage**

While we take extra care in ensuring that products arrive in excellent condition, occasional damage during shipment can occur. It is your responsibility to fully inspect your merchandise when it is delivered:

You are responsible for inspecting your merchandise when it is delivered. If there is excessive damage or the shipment is incorrect, you should refuse the shipment, locate your order number and call customer care at 1-888-388-3224 (1-866-519-2816 for Canada).

If you signed for your order and later find that you have a problem with damage or an incorrect shipment, you must contact us within 5 days of receipt. If you wait beyond this period to inform us, we cannot be held responsible for damages or incorrect shipments and you will not receive credit.

*\*Invoice discrepancies*

You can quickly and conveniently request updates of your invoice from our Customer Care Team through our Track Your Order Tool online. Search for your order and once located select Billing Related Requests from the Available Actions drop-down & click the Go button, Fill in the form and one of our friendly Customer Care representatives will respond to your request as quickly as possible. (Customer care is also available via phone or communication with your sales team is an option as well)

*\*User-friendly website*

See attached "eComm OnlineOrdering Brochure 2021", and eComm OrderHistory&Invoices SelectUserGuide 2021"

*\*Quote to order*

The quickest way to obtain a quote from School Specialty is on our website

To create your own quote online:

Log into the School Specialty website

Add the items you want quoted to a shopping cart

Print your shopping cart, if needed to submit for approval - the print off will show that the document is a "quote"

When you are ready to order, you can simply log back into your account to submit the saved cart!

If you choose to order through a different channel, please include a copy of your cart/quote with your order request.

**Other Ways to Request a Quote**

Email your quote request to [quotes@schoolspecialty.com](mailto:quotes@schoolspecialty.com)

Call 888-388-3224, option 4

Contact your Sales Representative





**5. Provide background information on delivery.**

Please allow 7-30 business days for items shipping parcel (UPS Ground) from one of our distribution centers. Items and orders shipping via freight truck from our distribution centers may take up to one week.

Delivery times for items shipping direct from our manufacturers are variable. Most items ship within 2-4 weeks. This includes classroom and office furniture and equipment. Please contact School Specialty at 888-388-3224 and we would be happy to contact our manufacturer for an estimated shipment date.

Through our network of strategically located distribution centers and our partnership with national and local carriers we can ship orders quickly to our customers. We are able to provide real-time tracking for orders through our website or customers may contact our customer care department at 888-388-3224.

**Pricing**

*See attached listing of items provided based on Appendix A  
"Catalog Discount Letter"  
"Excel Format in order of Appendix A"  
"Bid Print out with items, pictures and pricing."*

**References**

Elk Grove Unified School District  
9510 Elk Grove-Florin Rd.  
Elk Grove, CA 95624-1801  
Dennis Brown / Ruth Dew  
Ph: 916-686-7773

Desert Sands USD  
47950 Dune Palms Road  
La Quinta, CA 92253  
Analisa Maggio  
760-771-8569 - Office  
760-771-8574 - Fax  
analisa.maggio@dsusd.us

Long Beach USD  
1515 Hughes Way  
Long Beach, CA 90810  
Toni Sampo  
562-663-3022  
tsampo@lbschools.net

sort	school/item	Group	load as sequence #	School Specialty Item #	School Specialty UOM	School Specialty Description	School Specialty Price
1	MSA-1	MSA-1	MSA-1				
2	10 funnels	MSA-1	1 MSA-1	594309	EACH	FUNNEL PP UTILITY 8 OZ 108MM TOP DIA	\$3.38
3	10 Hot plates	MSA-1	2 MSA-1	571583	EACH	HOIPLATE SCHOLAR	\$163.50
4	10 measuring tapes	MSA-1	3 MSA-1	200-0327	PACK OF 4	TAPE INTER METER PKG/4	\$5.90
5	10 Test tube racks	MSA-1	4 MSA-1	593836	EACH	RACK PLASTIC FOR 12 TEST TUBES EA	\$4.02
6	10 thermometers	MSA-1	5 MSA-1	1017386	EACH	THERMOMETER ECON 300MM TOT IMM WHI-20-110	\$2.66
7	12 Stirring Rods	MSA-1	6 MSA-1	525526	PACK OF 12	GLASS STIRRING RODS 6IN X 5MM DIA PK/12	\$4.02
8	15 lab Magnet sets	MSA-1	7 MSA-1	385814	EACH	KIT PERMANENT MAGNET ACTIVITY LEVEL 1	\$84.09
9	15 Meter sticks	MSA-1	8 MSA-1	081901	EACH	METERSTICK WOOD PLAIN END - SCHOOL SMART	\$2.30
10	15 Spring Sets	MSA-1	9 MSA-1	1017014	SET OF 5	SPRINGS SET/5	\$10.36
11	15 thermometer	MSA-1	10 MSA-1	1017386	EACH	THERMOMETER ECON 300MM TOT IMM WHI-20-110	\$2.66
12	20 pipettes	MSA-1	11 MSA-1	1448762	PACK OF 100	PIPETTES GRAD 1 ML CAP 3ML 138 MM PK/100	\$9.71
13	20 stop watches	MSA-1	12 MSA-1	025220	EACH	STOPWATCH - ACCUSPLIT SURVIVOR S3CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	\$13.96
14	60 meter sticks	MSA-1	13 MSA-1	081901	EACH	METERSTICK WOOD PLAIN END - SCHOOL SMART	\$2.30
15	Nitrile Gloves- small ,med.&lar.	MSA-1	14 MSA-1	No Bid			
16	Van De Graaff Generator	MSA-1	15 MSA-1	527279	EACH	GENERATOR VAN DE GRAAF EA	\$155.44
17	MSA-2	MSA-2	MSA-2				
18	1 magnet kit	MSA-2	1 MSA-2	050-3996	EACH	KIT ECONOMY MAGNET	\$35.13
19	10 Magnifying glasses	MSA-2	2 MSA-2	130-2718	EACH	MAGNIFIER 3IN DIAM	\$6.18
20	10 measuring tapes	MSA-2	3 MSA-2	200-0327	PACK OF 4	TAPE INTER METER PKG/4	\$5.90
21	10 meter sticks	MSA-2	4 MSA-2	081901	EACH	METERSTICK WOOD PLAIN END - SCHOOL SMART	\$2.30
22	10 thermometers	MSA-2	5 MSA-2	1017386	EACH	THERMOMETER ECON 300MM TOT IMM WHI-20-110	\$2.66
23	10 tube racks	MSA-2	6 MSA-2	593836	EACH	RACK PLASTIC FOR 12 TEST TUBES EA	\$4.02
24	100 swabs	MSA-2	7 MSA-2	448804	PACK OF 100	SWABS ART AND CRAFT 6 INCH PACK OF 100	\$2.15
25	15 Erlenmeyer flasks	MSA-2	8 MSA-2	529657	PACK OF 12	FLASK ERLENMEYER PYREX VISTA 25ML PK/12	\$48.09
26	15 pulleys	MSA-2	9 MSA-2	573782	EACH	PULLEY SINGLE 2IN DIA EA	\$2.15
27	2 lamps	MSA-2	10 MSA-2	574118	EACH	LAMP, ALCOHOL, W/METAL CAP 4 OZ EA	\$4.38
28	20 droppers	MSA-2	11 MSA-2	569723	PACK OF 12	MEDICINE DROPPER GLASS- 3IN -PK/12	\$5.68
29	20 pair dishes	MSA-2	12 MSA-2	1439670	PACK OF 30	DISH PETRI DISPOSABLE 90X15MM PK/30	\$7.34
30	20 pipettes	MSA-2	13 MSA-2	1448762	PACK OF 100	PIPETTES GRAD 1 ML CAP 3ML 138 MM PK/100	\$9.71
31	20 stop watches	MSA-2	14 MSA-2	025220	EACH	STOPWATCH - ACCUSPLIT SURVIVOR S3CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	\$13.96
32	3 heat resistant gloves	MSA-2	15 MSA-2	565561	PAIR OF 2	GLOVES HEAT RESISTANT COTTON 13IN PAIR	\$28.86
33	5 graduated cylinder sets	MSA-2	16 MSA-2	529630	PACK OF 24	CYLINDER SGL GRD PYR VISTA TC 10ML PK/24	\$224.06
34	50 goggles	MSA-2	17 MSA-2	1332710	EACH	GOGGLE ECONOMY WIDE COVER CLEAR MCS2220	\$2.73
35	50 microscope slides	MSA-2	18 MSA-2	190-2977	PACK OF 72	MICROSCOPE SLIDE GLASS PACK OF 72	\$3.45
36	50 testing tubes	MSA-2	19 MSA-2	529682	PACK OF 50	TUBE TEST PYREX VISTA 10X75MM PACK OF 50	\$16.26
37	Clay- Variety of colors	MSA-2	20 MSA-2	2003083	EACH	SCHOOL SMART MODELING CLAY PRIMARY ASSORTMENT 1LB	\$2.87
38	Microscopes- Class Set	MSA-2	21 MSA-2	No Bid			
39	MSA-3	MSA-3	MSA-3				
40	1 roll of copper wire	MSA-3	1 MSA-3	581091	EACH	WIRE BARE COPPER 18# 0.04 IN DIA 4 OZ EA	\$7.26

sort	school/item	Group	load as sequence #	School Specialty Item #	School Specialty UOM	School Specialty Description	School Specialty Price
41	1 roll of fishing (nylon) string	MSA-3	2 MSA-3	2011994	EACH	CORD NYLON PULLEY AND DEMONSTRATION	\$22.46
42	1 superconductor demo kit	MSA-3	3 MSA-3	No Bid			
43	1 VanDeGraaff Generator	MSA-3	4 MSA-3	527279	EACH	GENERATOR VAN DE GRAAF EA	\$155.44
44	10 magnifying glasses	MSA-3	5 MSA-3	130-2718	EACH	MAGNIFIER 3IN DIAM	\$6.18
45	10 microscopes	MSA-3	6 MSA-3	1396233	EACH	MICROSCOPE CORDLESS RECHARGE LED 4-10-40	\$242.20
46	10 sets of chemistry stands	MSA-3	7 MSA-3	574107	SET	RINGSTAND SET W/3 RINGS 3+4+5IN	\$35.49
47	10 tube racks	MSA-3	8 MSA-3	593836	EACH	RACK PLASTIC FOR 12 TEST TUBES EA	\$4.02
48	15 flasks	MSA-3	9 MSA-3	529657	PACK OF 12	FLASK ERLENMEYER PYREX VISTA 25ML PK/12	\$48.09
49	15 gyroscopes	MSA-3	10 MSA-3	1539815	EACH	GYROSCOPE - BICYCLE WHEEL	\$59.03
50	15 lab magnet sets	MSA-3	11 MSA-3	385814	EACH	KIT PERMANENT MAGNET ACTIVITY LEVEL 1	\$84.09
51	15 Mass Balance Scales	MSA-3	12 MSA-3	1006307	EACH	SB1200 BALANCE, LABORATORY, EA	\$53.20
52	15 mass sets	MSA-3	13 MSA-3	593866	SET OF 12	METRIC MASS SET/12	\$28.58
53	15 meter sticks	MSA-3	14 MSA-3	081901	EACH	METERSTICK WOOD PLAIN END - SCHOOL SMART	\$2.30
54	15 pie tins	MSA-3	15 MSA-3	160-0301	EACH	PAN PIE ALUMINUM FOIL 9IN	\$0.93
55	15 ping-pong balls	MSA-3	16 MSA-3	2004317	PACK OF 6	STIGA 3-STAR TABLE TENNIS BALLS	\$9.71
56	15 pulleys	MSA-3	17 MSA-3	573782	EACH	PULLEY SINGLE 2IN DIA EA	\$2.15
57	15 spring balances	MSA-3	18 MSA-3	193-2948	SET OF 6	SCALES TUBULAR SPRING S/6	\$20.66
58	15 spring sets	MSA-3	19 MSA-3	1017014	SET OF 5	SPRINGS SET/5	\$10.36
59	15 stop-watches	MSA-3	20 MSA-3	025220	EACH	STOPWATCH - ACCUSPLIT SURVIVOR S3CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	\$13.96
60	15 thermometers	MSA-3	21 MSA-3	1017386	EACH	THERMOMETER ECON 300MM TOT IMM WHI-20-110	\$2.66
61	20 droppers	MSA-3	22 MSA-3	569723	PACK OF 12	MEDICINE DROPPER GLASS- 3IN -PK/12	\$5.68
62	20 pack of styrofoam balls	MSA-3	23 MSA-3	363608	PACK OF 16	BALL STYROFOAM 1 INCH PACK OF 16	\$2.51
63	20 petri dishes	MSA-3	24 MSA-3	1439670	PACK OF 30	DISH PETRI DISPOSABLE 90X15MM PK/30	\$7.34
64	20 pipettes	MSA-3	25 MSA-3	1448762	PACK OF 100	PIPETTES GRAD 1 ML CAP 3ML 138 MM PK/100	\$9.71
65	40 Lab Goggles/Glasses	MSA-3	26 MSA-3	1332710	EACH	GOGGLE ECONOMY WIDE COVER CLEAR MCS2220	\$2.73
66	50 microscope slides	MSA-3	27 MSA-3	190-2977	PACK OF 72	MICROSCOPE SLIDE GLASS PACK OF 72	\$3.45
67	50 testing tubes	MSA-3	28 MSA-3	529682	PACK OF 50	TUBE TEST PYREX VISTA 10X75MM PACK OF 50	\$16.26
68	MSA-4	MSA-4	MSA-4				
69	16 Microscopes	MSA-4	1 MSA-4	1396233	EACH	MICROSCOPE CORDLESS RECHARGE LED 4-10-40	\$242.20
70	8 Digital Scales	MSA-4	2 MSA-4	1467715	EACH	SCALE COMPACT DIGITAL SCALE WITH BOWL 2KG	\$32.61
71	2 Bunsen burner	MSA-4	3 MSA-4	569006	EACH	BURNER BUNSEN NAT GAS NO FLAME STABILIZER	\$14.18
72	Mini Centrifuge Kit	MSA-4	4 MSA-4	2089067	EACH	SPROUT PORTABLE CENTRIFUGATION KIT	\$266.39
73	16 Microscopes	MSA-4	5 MSA-4	1396233	EACH	MICROSCOPE CORDLESS RECHARGE LED 4-10-40	\$242.20
74	MSA-5	MSA-5	MSA-5				
75	10 measuring tapes	MSA-5	1 MSA-5	200-0327	PACK OF 4	TAPE INTER METER PKG/4	\$5.90
76	10 ping pong balls	MSA-5	2 MSA-5	2004317	PACK OF 6	STIGA 3-STAR TABLE TENNIS BALLS	\$9.71
77	10 pulleys	MSA-5	3 MSA-5	573782	EACH	PULLEY SINGLE 2IN DIA EA	\$2.15
78	15 microscopes	MSA-5	4 MSA-5	1396233	EACH	MICROSCOPE CORDLESS RECHARGE LED 4-10-40	\$242.20
79	20 droppers	MSA-5	5 MSA-5	569723	PACK OF 12	MEDICINE DROPPER GLASS- 3IN -PK/12	\$5.68
80	20 magnifying glasses	MSA-5	6 MSA-5	130-2718	EACH	MAGNIFIER 3IN DIAM	\$6.18
81	200 swabs	MSA-5	7 MSA-5	446804	PACK OF 100	SWABS ART AND CRAFT 6 INCH PACK OF 100	\$2.15
82	5 scales	MSA-5	8 MSA-5	1467715	EACH	SCALE COMPACT DIGITAL SCALE WITH BOWL 2KG	\$32.61
83	50 Microscope slides	MSA-5	9 MSA-5	190-2977	PACK OF 72	MICROSCOPE SLIDE GLASS PACK OF 72	\$3.45

sort	school/item	Group	load as sequence #	School Specialty Item #	School Specialty UOM	School Specialty Description	School Specialty Price
84	500 per tubes	MSA-5	10 MSA-5	1598737	PACK OF 500	TUBES MICROCENTRIFUGE 1.5ML PACK OF 500	\$12.88
85	Baking Soda	MSA-5	11 MSA-5	1584871	EACH	ARM AND HAMMER BAKING SODA 1 LB	\$2.80
86	Balloons	MSA-5	12 MSA-5	1006395	SET OF 12	ROUND BALLOONS PACK OF 12	\$4.96
87	Clay	MSA-5	13 MSA-5	2003083	EACH	SCHOOL SMART MODELING CLAY PRIMARY ASSORTMENT 1LB	\$2.87
88	Cotton balls	MSA-5	14 MSA-5	1471357	PACK OF 2000	COTTON BALLS MED 2000/BAG	\$13.82
89	Food coloring	MSA-5	15 MSA-5	No Bid			
90	hot plates	MSA-5	16 MSA-5	571583	EACH	HOTPLATE SCHOLAR	\$163.50
91	pH sticks	MSA-5	17 MSA-5	587052	PACK OF 100	PH STICKS HYDRION BRILLIANT 0-13 PH	\$15.54
92	Pipe cleaners	MSA-5	18 MSA-5	085819	SET OF 100	CHENILLE STEMS 12 ASST COLORS SET OF 100	\$2.22
93	Popsicle sticks for crafts	MSA-5	19 MSA-5	1589972	PACK OF 150	CRAFT STICK REGULAR PACK OF 150	\$3.09
94	String	MSA-5	20 MSA-5	1459597	1 LB	TWINE TWISTED COTTON 420FT	\$7.98
95	Styrofoam rectangles for crafts	MSA-5	21 MSA-5	363674	EACH	STYROFOAM SHEET 12X36X1	\$10.00
96	Tape	MSA-5	22 MSA-5	1354239	PACK OF 12	TAPE TRANSPARENT 0.50 IN X 36 YD PACK/12	\$11.73
97	Toothpicks	MSA-5	23 MSA-5	085950	PACK OF 2500	TOOTHPICKS FLAT PACK OF 2500	\$2.80
98	Tweezers	MSA-5	24 MSA-5	201-6773	PACK OF 10	TWEEZERS METAL 4 IN PACK OF 10	\$8.70
99	Vinegar	MSA-5	25 MSA-5	No Bid			
100	MSA-6	MSA-6	MSA-6				
101	1 magnetic kit	MSA-6	1 MSA-6	050-3996	EACH	KIT ECONOMY MAGNET	\$35.13
102	1 superconductor demo kit	MSA-6	2 MSA-6	No Bid			
103	20 magnifying glasses	MSA-6	3 MSA-6	130-2718	EACH	MAGNIFIER 3IN DIAM	\$6.18
104	8 sets rocks & minerals kit	MSA-6	4 MSA-6	750-5024	EACH	HANDS-ON EXPLORATION ROCKS AND MINRLS	\$56.58
105	MSA-7	MSA-7	MSA-7				
106	Potting Soil, 8-LB Bag Quantity: 65 bags	MSA-7	1 MSA-7	191-3559	EACH	SOIL POTTING 4 L	\$4.74
107	MSA-Bell	MSA-Bell	MSA-Bell				
108	10 (100mL) glass graduated cylinders	MSA-Bell	1 MSA-Bell	529633	PACK OF 12	CYLINDER SGL GRD PYR VISTA 100ML PK/12	\$232.41
109	10 (250mL) beakers	MSA-Bell	2 MSA-Bell	529626	PACK OF 12	BEAKER GRIFFIN PYREX VISTA 250ML PK/12	\$31.89
110	10 digital scales	MSA-Bell	3 MSA-Bell	1467715	EACH	SCALE COMPACT DIGITAL SCALE WITH BOWL.2KG	\$32.61
111	10 measuring tapes	MSA-Bell	4 MSA-Bell	200-0327	PACK OF 4	TAPE INTER METER PKG/4	\$5.90
112	10 springs scales including weight	MSA-Bell	5 MSA-Bell	No Bid			
113	10 tweezers	MSA-Bell	6 MSA-Bell	201-6773	PACK OF 10	TWEEZERS METAL 4 IN PACK OF 10	\$8.70
114	12 stop watches	MSA-Bell	7 MSA-Bell	025220	EACH	STOPWATCH - ACCUSPLIT SURVIVOR S3CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	\$13.96
115	15 lab magnet sets	MSA-Bell	8 MSA-Bell	385814	EACH	KIT PERMANENT MAGNET ACTIVITY LEVEL 1	\$84.09
116	15 meter sticks	MSA-Bell	9 MSA-Bell	081901	EACH	METERSTICK WOOD PLAIN END - SCHOOL SMART	\$2.30
117	15 pulleys	MSA-Bell	10 MSA-Bell	573782	EACH	PULLEY SINGLE 2IN DIA EA	\$2.15
118	15 stirring rods	MSA-Bell	11 MSA-Bell	525526	PACK OF 12	GLASS STIRRING RODS 6IN X 5MM DIA PK/12	\$4.02
119	15 test tube racks/ holder	MSA-Bell	12 MSA-Bell	593836	EACH	RACK PLASTIC FOR 12 TEST TUBES EA	\$4.02
120	20 magnifying glasses	MSA-Bell	13 MSA-Bell	130-2718	EACH	MAGNIFIER 3IN DIAM	\$6.18
121	20 Thermometers	MSA-Bell	14 MSA-Bell	1017386	EACH	THERMOMETER ECON 300MM TOT IMM WHI-20-110	\$2.66
122	30 goggles	MSA-Bell	15 MSA-Bell	1332710	EACH	GOGGLE ECONOMY WIDE COVER CLEAR MCS2220	\$2.73
123	5 hot plates	MSA-Bell	16 MSA-Bell	571583	EACH	HOTPLATE SCHOLAR	\$163.50



sort	school/item	Group	load as sequence #	School Specialty Item #	School Specialty UOM	School Specialty Description	School Specialty Price
124	50 microscope slides (specimens)	MSA-Bell	17 MSA-Bell	190-2977	PACK OF 72	MICROSCOPE SLIDE GLASS PACK OF 72	\$3.45
125	6 funnel	MSA-Bell	18 MSA-Bell	594309	EACH	FUNNEL PP UTILITY 8 OZ 108MM TOP DIA	\$3.38
126	Litmus paper	MSA-Bell	19 MSA-Bell	569870	PACK OF 1200	LITMUS TEST PAPER RED (VIALS/100) PK/12	\$13.24
127	Nitrile Gloves - small-large sizes	MSA-Bell	20 MSA-Bell	No Bid			
128	pH paper	MSA-Bell	21 MSA-Bell	2028332	PACK OF 12	PAPER ACID NEUTRAL BASE 100 STRIPS PK/12	\$22.96
129	8 sets rocks & minerals kit	MSA-Bell	22 MSA-Bell	750-5024	EACH	HANDS-ON EXPLORATION ROCKS AND MINRLS	\$56.58
130	MSA-Santa Ana	MSA-Santa Ana	MSA-Santa Ana				
131	13 Electric Circuit kits - 4-6grade	MSA-Santa Ana	1 MSA-Santa Ana	1440108	EACH	KIT ELECTRONIC CIRCUITS	\$26.70
132	15 digital thermometer	MSA-Santa Ana	2 MSA-Santa Ana	1321295	EACH	THERMOMETER DIGITAL CALBRATED	\$36.86
133	15 plastic tray	MSA-Santa Ana	3 MSA-Santa Ana	No Bid			
134	20 stop watches	MSA-Santa Ana	4 MSA-Santa Ana	025220	EACH	STOPWATCH - ACCUSPLIT SURVIVOR S3CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	\$13.96
135	50 petri dishes - plastic	MSA-Santa Ana	5 MSA-Santa Ana	1439670	PACK OF 30	DISH PETRI DISPOSABLE 90X15MM PK/30	\$7.34
136	Alligator clips x 36	MSA-Santa Ana	6 MSA-Santa Ana	563582	PACK OF 4	CLIP ALLIGATOR 2IN PACK OF 4	\$2.15
137	Cotton-nylon spool of threads	MSA-Santa Ana	7 MSA-Santa Ana	No Bid			
138	Craft sticks -small & large sizes (2 boxes)	MSA-Santa Ana	8 MSA-Santa Ana	1589972	PACK OF 150	CRAFT STICK REGULAR PACK OF 150	\$3.09
139	Craft sticks -small & large sizes (2 boxes)	MSA-Santa Ana	8 MSA-Santa Ana	1589649	PACK OF 100	CRAFT STICK JUMBO WOOD PACK OF 100	\$3.09
140	Crayola 3lb playdough - x 4	MSA-Santa Ana	9 MSA-Santa Ana	088684	SET OF 6	DOUGH MDLNG P/6 3.3LB TUB-SCHOOL SMART	\$47.51
141	Food coloring (2 sets)	MSA-Santa Ana	10 MSA-Santa Ana	No Bid			
142	Funnels - plastic	MSA-Santa Ana	11 MSA-Santa Ana	594309	EACH	FUNNEL PP UTILITY 8 OZ 108MM TOP DIA	\$3.38
143	Hot glue guns and glues x6	MSA-Santa Ana	12 MSA-Santa Ana	1597455	EACH	GLUE GUN FULL SIZE 40 WATT DUAL TEMPERATURE	\$8.92
144	Hot glue guns and glues x6	MSA-Santa Ana	12 MSA-Santa Ana	1597451	PACK OF 50	GLUE STICK 0.43IN DIAM X 4IN LONG ALL TEMP PACK OF 50	\$6.90
145	Lab cart	MSA-Santa Ana	13 MSA-Santa Ana	572392	EACH	DIVERSIFIED WOODCRAFTS - MOBILE DEMONSTRATION CART - 36 W X 24 D X 30 H IN - LAMINATE TOP	\$832.44
146	Litmus paper	MSA-Santa Ana	14 MSA-Santa Ana	569870	PACK OF 1200	LITMUS TEST PAPER RED (VIALS/100) PK/12	\$13.24
147	Masking- duct tapes	MSA-Santa Ana	15 MSA-Santa Ana	1397106	EACH	TAPE SILVER COIN DUCT 1.88 IN X 15 YARDS	\$5.90
148	Nitrile Gloves - small-large sizes	MSA-Santa Ana	16 MSA-Santa Ana	No Bid			
149	Owl pellet kits - 36	MSA-Santa Ana	17 MSA-Santa Ana	110-2617	EACH	KIT CLASSROOM OWL PELLETT	\$81.35
150	Plastic-pipettes	MSA-Santa Ana	18 MSA-Santa Ana	No Bid			

sort	school/item	Group	load as sequence #	School Specialty Item #	School Specialty UOM	School Specialty Description	School Specialty Price
151	Ring stands, rings, and clamps x 8	MSA-Santa Ana	19 MSA-Santa Ana	574239	SET	RINGSTAND SET W/2 RINGS 3+4IN	\$24.98
152	Rubber bands - bulk	MSA-Santa Ana	20 MSA-Santa Ana	002858	EACH	RUBBER BAND ASSORTED 1 LB #54 BOX	\$10.86
153	Rubber tubing	MSA-Santa Ana	21 MSA-Santa Ana	No Bid			
154	Scissors classroom set	MSA-Santa Ana	22 MSA-Santa Ana	086343	PACK OF 12	SCISSORS STUDENT 6 1/4 IN POINTED SCHOOL SMART PACK OF 12	\$25.05
155	Siraws - 500	MSA-Santa Ana	23 MSA-Santa Ana	191-7519	PACK OF 250	STRAWS JUMBO P/250	\$3.16
156	Syringes	MSA-Santa Ana	24 MSA-Santa Ana	040-1500	PACK OF 12	DROPPERS PLAS 2.7IN PK/12	\$4.89
157	Test tube racks x 8	MSA-Santa Ana	25 MSA-Santa Ana	593836	EACH	RACK PLASTIC FOR 12 TEST TUBES EA	\$4.02
158	Test tubes ?	MSA-Santa Ana	26 MSA-Santa Ana	529682	PACK OF 50	TUBE TEST PYREX VISTA 10X75MM PACK OF 50	\$16.26
159	UV Sanitizer for goggles	MSA-Santa Ana	27 MSA-Santa Ana	1489839	EACH	CABINET GERM FREY W/10 GOG 36 GLAS	\$993.09
160	White glue- gallon	MSA-Santa Ana	28 MSA-Santa Ana	1565730	EACH	GLUE WHITE 1 GALLON SCHOOL SMART	\$14.10
161	Ziplock bags (various sizes)	MSA-Santa Ana	29 MSA-Santa Ana	No Bid			
162	MSA-San Diego	MSA-San Diego	MSA-San Diego				
163	20 Digital Scales	MSA-San Diego	1 MSA-San Diego	1467715	EACH	SCALE COMPACT DIGITAL SCALE WITH BOWL 2KG	\$32.61
164	35 pcs magnifying glass	MSA-San Diego	2 MSA-San Diego	130-2718	EACH	MAGNIFIER 3IN DIAM	\$6.18
165	40 pcs Lab Thermometers	MSA-San Diego	3 MSA-San Diego	1017386	EACH	THERMOMETER ECON 300MM TOT IMM WHI-20-110	\$2.66
166	40 pcs digital stop watches	MSA-San Diego	4 MSA-San Diego	025220	EACH	STOPWATCH - ACCUSPLIT SURVIVOR S3CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	\$13.96
167	6 hot plates	MSA-San Diego	5 MSA-San Diego	571583	EACH	HOTPLATE SCHOLAR	\$163.50
168	8 rocks & minerals kit	MSA-San Diego	6 MSA-San Diego	750-5024	EACH	HANDS-ON EXPLORATION ROCKS AND MINRLS	\$56.58

**BID**

**SSI Bid Number:** Q-141067  
**Currency:** USD  
**Customer Bid Number:** LABORATORY EQUIPMENT AND SCIENCE STEAM SUPPLIES  
**Due Date:** 12-17-2021, 7:00 PM  
**Expiration Date:** 01-31-2027  
**Customer Number:** 1579569  
**Requestor Name:**

**Bill To:** MAGNOLIA PUBLIC SCHOOLS  
 250 E 1ST ST STE 1500  
 LOS ANGELES, CA 90012-3831















Send Orders & Correspondence to:  
 Customer Care Ph. 888-388-3224  
 Email Orders: orders@schoolspecialty.com  
 Bid Team: bidnotices@schoolspecialty.com

**Lift Gate Truck Required:**

**Inside Delivery:**













**Notes:**













Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
1 MSA-1	594309	<input type="checkbox"/>		FUNNEL PP UTILITY 8 OZ 108MM TOP DIA	Each	1	\$4.69	\$3.38	\$3.38
2 MSA-1	571583	<input type="checkbox"/>		HOTPLATE SCHOLAR	Each	1	\$227.09	\$163.50	\$163.50
3 MSA-1	200-0327	<input type="checkbox"/>		TAPE INTER METER PKG/4	Pack of 4	1	\$8.19	\$5.90	\$5.90
4 MSA-1	593836	<input type="checkbox"/>		RACK PLASTIC FOR 12 TEST TUBES EA	Each	1	\$5.59	\$4.02	\$4.02
5 MSA-1	1017386	<input type="checkbox"/>		THERMOMETER ECON 300MM TOT IMM WHI-20-110	Each	1	\$3.69	\$2.66	\$2.66
6 MSA-1	525526	<input type="checkbox"/>		GLASS STIRRING RODS 6IN X 5MM DIA PK/12	Pack of 12	1	\$5.59	\$4.02	\$4.02
7 MSA-1	385814	<input type="checkbox"/>		KIT PERMANENT MAGNET ACTIVITY LEVEL 1	Each	1	\$116.79	\$84.09	\$84.09













Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
8 MSA-1	081901	<input type="checkbox"/>		METERSTICK WOOD PLAIN END - SCHOOL SMART	Each	1	\$3.19	\$2.30	\$2.30
9 MSA-1	1017014	<input type="checkbox"/>		SPRINGS SET/5	Set of 5	1	\$14.39	\$10.36	\$10.36
10 MSA-1	1017386	<input type="checkbox"/>		THERMOMETER ECON 300MM TOT IMM WHI-20-110	Each	1	\$3.69	\$2.66	\$2.66
11 MSA-1	1448762	<input type="checkbox"/>		PIPETTES GRAD 1 ML CAP 3ML 138 MM PK/100	Pack of 100	1	\$13.49	\$9.71	\$9.71
12 MSA-1	025220	<input type="checkbox"/>		STOPWATCH - ACCUSPLIT SURVIVOR S3CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	Each	1	\$19.39	\$13.96	\$13.96
13 MSA-1	081901	<input type="checkbox"/>		METERSTICK WOOD PLAIN END - SCHOOL SMART	Each	1	\$3.19	\$2.30	\$2.30
15 MSA-1	527279	<input type="checkbox"/>		GENERATOR VAN DE GRAAF EA	Each	1	\$215.89	\$155.44	\$155.44
1 MSA-2	050-3996	<input type="checkbox"/>		KIT ECONOMY MAGNET	Each	1	\$48.79	\$35.13	\$35.13
2 MSA-2	130-2718	<input type="checkbox"/>		MAGNIFIER 3IN DIAM	Each	1	\$8.59	\$6.18	\$6.18
3 MSA-2	200-0327	<input type="checkbox"/>		TAPE INTER METER PKG/4	Pack of 4	1	\$8.19	\$5.90	\$5.90
4 MSA-2	081901	<input type="checkbox"/>		METERSTICK WOOD PLAIN END - SCHOOL SMART	Each	1	\$3.19	\$2.30	\$2.30
5 MSA-2	1017386	<input type="checkbox"/>		THERMOMETER ECON 300MM TOT IMM WHI-20-110	Each	1	\$3.69	\$2.66	\$2.66











Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
6 MSA-2	593836	<input type="checkbox"/>		RACK PLASTIC FOR 12 TEST TUBES EA	Each	1	\$5.59	\$4.02	\$4.02
7 MSA-2	446804	<input type="checkbox"/>		SWABS ART AND CRAFT 6 INCH PACK OF 100	Pack of 100	1	\$2.99	\$2.15	\$2.15
8 MSA-2	529657	<input type="checkbox"/>		FLASK ERLLENMEYER PYREX VISTA 25ML PK/12	Pack of 12	1	\$66.79	\$48.09	\$48.09
9 MSA-2	573782	<input type="checkbox"/>		PULLEY SINGLE 2IN DIA EA	Each	1	\$2.99	\$2.15	\$2.15
10 MSA-2	574118	<input type="checkbox"/>		LAMP . ALCOHOL, W/METAL CAP, 4 OZ EA	Each	1	\$6.09	\$4.38	\$4.38
11 MSA-2	569723	<input type="checkbox"/>		MEDICINE DROPPER GLASS- 3IN -PK/12	Pack of 12	1	\$7.89	\$5.68	\$5.68
12 MSA-2	1439670	<input type="checkbox"/>		DISH PETRI DISPOSABLE 90X15MM PK/30	Pack of 30	1	\$10.19	\$7.34	\$7.34
13 MSA-2	1448762	<input type="checkbox"/>		PIPETTES GRAD 1 ML CAP 3ML 138 MM PK/100	Pack of 100	1	\$13.49	\$9.71	\$9.71
14 MSA-2	025220	<input type="checkbox"/>		STOPWATCH - ACCUSPLIT SURVIVOR S3CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	Each	1	\$19.39	\$13.96	\$13.96
15 MSA-2	565561	<input type="checkbox"/>		GLOVES HEAT RESISTANT COTTON 13IN PAIR	Pair of 2	1	\$40.09	\$28.86	\$28.86
16 MSA-2	529630	<input type="checkbox"/>		CYLINDER SGL GRD PYR VISTA TC 10ML PK/24	Pack of 24	1	\$311.19	\$224.06	\$224.06
17 MSA-2	1332710	<input type="checkbox"/>		GOGGLE ECONOMY WIDE COVER CLEAR MCS2220	Each	1	\$3.79	\$2.73	\$2.73













Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
18 MSA-2	190-2977	<input type="checkbox"/>		MICROSCOPE SLIDE GLASS PACK OF 72	Pack of 72	1	\$4.79	\$3.45	\$3.45
19 MSA-2	529682	<input type="checkbox"/>		TUBE TEST PYREX VISTA 10X75MM PACK OF 50	Pack of 50	1	\$22.59	\$16.26	\$16.26
20 MSA-2	2003083	<input type="checkbox"/>		SCHOOL SMART MODELING CLAY PRIMARY ASSORTMENT 1LB	Each	1	\$3.99	\$2.87	\$2.87
1 MSA-3	581091	<input type="checkbox"/>		WIRE BARE COPPER 18# 0.04 IN DIA 4 OZ EA	Each	1	\$10.09	\$7.26	\$7.26
2 MSA-3	2011994	<input type="checkbox"/>		CORD NYLON PULLEY AND DEMONSTRATION	Each	1	\$31.19	\$22.46	\$22.46
4 MSA-3	527279	<input type="checkbox"/>		GENERATOR VAN DE GRAAF EA	Each	1	\$215.89	\$155.44	\$155.44
5 MSA-3	130-2718	<input type="checkbox"/>		MAGNIFIER 3 IN DIAM	Each	1	\$8.59	\$6.18	\$6.18
6 MSA-3	1396233	<input type="checkbox"/>		MICROSCOPE CORDLESS RECHARGE LED 4-10-40	Each	1	\$336.39	\$242.20	\$242.20
7 MSA-3	574107	<input type="checkbox"/>		RINGSTAND SET W/3 RINGS 3+4+5IN	Set	1	\$49.29	\$35.49	\$35.49
8 MSA-3	593836	<input type="checkbox"/>		RACK PLASTIC FOR 12 TEST TUBES EA	Each	1	\$5.59	\$4.02	\$4.02
9 MSA-3	529657	<input type="checkbox"/>		FLASK ERLLENMEYER PYREX VISTA 25ML PK/12	Pack of 12	1	\$66.79	\$48.09	\$48.09
10 MSA-3	1539815	<input type="checkbox"/>		GYROSCOPE - BICYCLE WHEEL	Each	1	\$81.99	\$59.03	\$59.03

Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
11 MSA-3	385814	<input type="checkbox"/>		KIT PERMANENT MAGNET ACTIVITY LEVEL 1	Each	1	\$116.79	\$84.09	\$84.09
12 MSA-3	1006307	<input type="checkbox"/>		SB1200 BALANCE, LABORATORY, EA	Each	1	\$73.89	\$53.20	\$53.20
13 MSA-3	593866	<input type="checkbox"/>		METRIC MASS SET/12	Set of 12	1	\$39.69	\$28.58	\$28.58
14 MSA-3	081901	<input type="checkbox"/>		METERSTICK WOOD PLAIN END - SCHOOL SMART	Each	1	\$3.19	\$2.30	\$2.30
15 MSA-3	160-0301	<input type="checkbox"/>		PAN PIE ALUMINUM FOIL 9IN	Each	1	\$1.29	\$0.93	\$0.93
16 MSA-3	2004317	<input type="checkbox"/>		STIGA 3-STAR TABLE TENNIS BALLS	Pack of 6	1	\$13.49	\$9.71	\$9.71
17 MSA-3	573782	<input type="checkbox"/>		PULLEY SINGLE 2IN DIA EA	Each	1	\$2.99	\$2.15	\$2.15
18 MSA-3	193-2948	<input type="checkbox"/>		SCALES TUBULAR SPRING 5/6	Set of 6	1	\$28.69	\$20.66	\$20.66
19 MSA-3	1017014	<input type="checkbox"/>		SPRINGS SET/5	Set of 5	1	\$14.39	\$10.36	\$10.36
20 MSA-3	025220	<input type="checkbox"/>		STOPWATCH - ACCUSPLIT SURVIVOR S3CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	Each	1	\$19.39	\$13.96	\$13.96
21 MSA-3	1017386	<input type="checkbox"/>		THERMOMETER ECON 300MM TOT IMIM WHI-20-110	Each	1	\$3.69	\$2.66	\$2.66
22 MSA-3	569723	<input type="checkbox"/>		MEDICINE DROPPER GLASS- 3IN -PK/12	Pack of 12	1	\$7.89	\$5.68	\$5.68













Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
23 MSA-3	363608	<input type="checkbox"/>		BALL STYROFOAM 1 INCH PACK OF 16	Pack of 16	1	\$3.49	\$2.51	\$2.51
24 MSA-3	1439670	<input type="checkbox"/>		DISH PETRI DISPOSABLE 90X15MM PK/30	Pack of 30	1	\$10.19	\$7.34	\$7.34
25 MSA-3	1448762	<input type="checkbox"/>		PIPETTES GRAD 1 ML CAP 3ML 138 MM PK/100	Pack of 100	1	\$13.49	\$9.71	\$9.71
26 MSA-3	1332710	<input type="checkbox"/>		GOGGLE ECONOMY WIDE COVER CLEAR MCS2220	Each	1	\$3.79	\$2.73	\$2.73
27 MSA-3	190-2977	<input type="checkbox"/>		MICROSCOPE SLIDE GLASS PACK OF 72	Pack of 72	1	\$4.79	\$3.45	\$3.45
28 MSA-3	529682	<input type="checkbox"/>		TUBE TEST PYREX VISTA 10X75MM PACK OF 50	Pack of 50	1	\$22.59	\$16.26	\$16.26
1 MSA-4	1396233	<input type="checkbox"/>		MICROSCOPE CORDLESS RECHARGE LED 4-10-40	Each	1	\$336.39	\$242.20	\$242.20
2 MSA-4	1467715	<input type="checkbox"/>		SCALE COMPACT DIGITAL SCALE WITH BOWL 21KG	Each	1	\$45.29	\$32.61	\$32.61
3 MSA-4	569006	<input type="checkbox"/>		BURNER BUNSEN NAT GAS NO FLAME STABILIZER	Each	1	\$19.69	\$14.18	\$14.18
4 MSA-4	2089067	<input type="checkbox"/>		SPROUT PORTABLE CENTRIFUGATION KIT	Each	1	\$369.99	\$266.39	\$266.39
5 MSA-4	1396233	<input type="checkbox"/>		MICROSCOPE CORDLESS RECHARGE LED 4-10-40	Each	1	\$336.39	\$242.20	\$242.20
1 MSA-5	200-0327	<input type="checkbox"/>		TAPE INTER METER PKG/4	Pack of 4	1	\$8.19	\$5.90	\$5.90

Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
2 MSA-5	2004317	<input type="checkbox"/>		STIGA 3-STAR TABLE TENNIS BALLS	Pack of 6	1	\$13.49	\$9.71	\$9.71
3 MSA-5	573782	<input type="checkbox"/>		PULLEY SINGLE 2IN DIA EA	Each	1	\$2.99	\$2.15	\$2.15
4 MSA-5	1396233	<input type="checkbox"/>		MICROSCOPE CORDLESS RECHARGE LED 4-10-40	Each	1	\$336.39	\$242.20	\$242.20
5 MSA-5	569723	<input type="checkbox"/>		MEDICINE DROPPER GLASS- 3IN -PK/12	Pack of 12	1	\$7.89	\$5.68	\$5.68
6 MSA-5	130-2718	<input type="checkbox"/>		MAGNIFIER 3IN DIAM	Each	1	\$8.59	\$6.18	\$6.18
7 MSA-5	446804	<input type="checkbox"/>		SWABS ART AND CRAFT 6 INCH PACK OF 100	Pack of 100	1	\$2.99	\$2.15	\$2.15
8 MSA-5	1467715	<input type="checkbox"/>		SCALE COMPACT DIGITAL SCALE WITH BOWL 2KG	Each	1	\$45.29	\$32.61	\$32.61
9 MSA-5	190-2977	<input type="checkbox"/>		MICROSCOPE SLIDE GLASS PACK OF 72	Pack of 72	1	\$4.79	\$3.45	\$3.45
10 MSA-5	1598737	<input type="checkbox"/>		TUBES MICROCENTRIFUGE 1.5ML PACK OF 500	Pack of 500	1	\$17.89	\$12.88	\$12.88
11 MSA-5	1584871	<input type="checkbox"/>		ARM AND HAMMER BAKING SODA 1 LB	Each	1	\$3.89	\$2.80	\$2.80
12 MSA-5	1006395	<input type="checkbox"/>		ROUND BALLOONS PACK OF 12	Set of 12	1	\$6.89	\$4.96	\$4.96
13 MSA-5	2003083	<input type="checkbox"/>		SCHOOL SMART MODELING CLAY PRIMARY ASSORTMENT 1LB	Each	1	\$3.99	\$2.87	\$2.87













Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
14 MSA-5	1471357	<input type="checkbox"/>		COTTON BALLS MED 2000/BAG	Pack of 2000	1	\$19.19	\$13.82	\$13.82
16 MSA-5	571583	<input type="checkbox"/>		HOTPLATE SCHOLAR	Each	1	\$227.09	\$163.50	\$163.50
17 MSA-5	587052	<input type="checkbox"/>		PH STICKS HYDRION BRILLIANT 0-13 PH	Pack of 100	1	\$21.59	\$15.54	\$15.54
18 MSA-5	085819	<input type="checkbox"/>		CHEVILLE STEMS 12 ASST COLORS SET OF 100	Set of 100	1	\$3.09	\$2.22	\$2.22
19 MSA-5	1589972	<input type="checkbox"/>		CRAFT STICK REGULAR PACK OF 150	Pack of 150	1	\$4.29	\$3.09	\$3.09
20 MSA-5	1459597	<input type="checkbox"/>		TWINE TWISTED COTTON 420FT	1 Lb	1	\$11.09	\$7.98	\$7.98
21 MSA-5	363674	<input type="checkbox"/>		STYROFOAM SHEET 12X36X1	Each	1	\$13.89	\$10.00	\$10.00
22 MSA-5	1354239	<input type="checkbox"/>		TAPE TRANSPARENT 0.50 IN X 36 YD PACK/12	Pack of 12	1	\$16.29	\$11.73	\$11.73
23 MSA-5	085950	<input type="checkbox"/>		TOOTHPICKS FLAT PACK OF 2500	Pack of 2500	1	\$3.89	\$2.80	\$2.80
24 MSA-5	201-6773	<input type="checkbox"/>		TWEEZERS METAL 4 IN PACK OF 10	Pack of 10	1	\$12.09	\$8.70	\$8.70
1 MSA-6	050-3996	<input type="checkbox"/>		KIT ECONOMY MAGNET	Each	1	\$48.79	\$35.13	\$35.13
3 MSA-6	130-2718	<input type="checkbox"/>		MAGNIFIER 3IN DIAM	Each	1	\$8.59	\$6.18	\$6.18













Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
4 MSA-6	750-5024	<input type="checkbox"/>		HANDS-ON EXPLORATION ROCKS AND MINRLS	Each	1	\$78.59	\$56.58	\$56.58
1 MSA-7	191-3559	<input type="checkbox"/>		SOIL POTTING 4 L	Each	1	\$6.59	\$4.74	\$4.74
1 MSA-Bell	529633	<input type="checkbox"/>		CYLINDER SGL GRD PYR VISTA 100ML PK/12	Pack of 12	1	\$322.79	\$232.41	\$232.41
2 MSA-Bell	529626	<input type="checkbox"/>		BEAKER GRIFFIN PYREX VISTA 250ML PK/12	Pack of 12	1	\$44.29	\$31.89	\$31.89
3 MSA-Bell	1467715	<input type="checkbox"/>		SCALE COMPACT DIGITAL SCALE WITH BOWL 2KG	Each	1	\$45.29	\$32.61	\$32.61
4 MSA-Bell	200-0327	<input type="checkbox"/>		TAPE INTER METER PKG/4	Pack of 4	1	\$8.19	\$5.90	\$5.90
6 MSA-Bell	201-6773	<input type="checkbox"/>		TWEEZERS METAL 4 IN PACK OF 10	Pack of 10	1	\$12.09	\$8.70	\$8.70
7 MSA-Bell	025220	<input type="checkbox"/>		STOPWATCH - ACCUSPLIT SURVIVOR S3CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	Each	1	\$19.39	\$13.96	\$13.96
8 MSA-Bell	385814	<input type="checkbox"/>		KIT PERMANENT MAGNET ACTIVITY LEVEL 1	Each	1	\$116.79	\$84.09	\$84.09
9 MSA-Bell	081901	<input type="checkbox"/>		METERSTICK WOOD PLAIN END - SCHOOL SMART	Each	1	\$3.19	\$2.30	\$2.30
10 MSA-Bell	573782	<input type="checkbox"/>		PULLEY SINGLE 2IN DIA EA	Each	1	\$2.99	\$2.15	\$2.15
11 MSA-Bell	525526	<input type="checkbox"/>		GLASS STIRRING RODS 6IN X 5MM DIA PK/12	Pack of 12	1	\$5.59	\$4.02	\$4.02







Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
12 MSA-Bell	593836	<input type="checkbox"/>		RACK PLASTIC FOR 12 TEST TUBES EA	Each	1	\$5.59	\$4.02	\$4.02
13 MSA-Bell	130-2718	<input type="checkbox"/>		MAGNIFIER 3 IN DIAM	Each	1	\$8.59	\$6.18	\$6.18
14 MSA-Bell	1017386	<input type="checkbox"/>		THERMOMETER ECON 300MM TOT IMM WHI-20-110	Each	1	\$3.69	\$2.66	\$2.66
15 MSA-Bell	1332710	<input type="checkbox"/>		GOGGLE ECONOMY WIDE COVER CLEAR MCS2220	Each	1	\$3.79	\$2.73	\$2.73
16 MSA-Bell	571583	<input type="checkbox"/>		HOTPLATE SCHOLAR	Each	1	\$227.09	\$163.50	\$163.50
17 MSA-Bell	190-2977	<input type="checkbox"/>		MICROSCOPE SLIDE GLASS PACK OF 72	Pack of 72	1	\$4.79	\$3.45	\$3.45
18 MSA-Bell	594309	<input type="checkbox"/>		FUNNEL PP UTILITY 8 OZ 108MM TOP DIA	Each	1	\$4.69	\$3.38	\$3.38
19 MSA-Bell	569870	<input type="checkbox"/>		LITMUS TEST PAPER RED (VIALS/100) PK/12	Pack of 1200	1	\$18.39	\$13.24	\$13.24
21 MSA-Bell	2028332	<input type="checkbox"/>		PAPER ACID NEUTRAL BASE 100 STRIPS PK/12	Pack of 12	1	\$31.89	\$22.96	\$22.96
22 MSA-Bell	750-5024	<input type="checkbox"/>		HANDS-ON EXPLORATION ROCKS AND MINRALS	Each	1	\$78.59	\$56.58	\$56.58
1 MSA-Santa Ana	1440108	<input type="checkbox"/>		KIT ELECTRONIC CIRCUITS	Each	1	\$37.09	\$26.70	\$26.70
2 MSA-Santa Ana	1321295	<input type="checkbox"/>		THERMOMETER DIGITAL CALBRATED	Each	1	\$51.19	\$36.86	\$36.86



Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
4 MSA- Santa Ana	025220	<input type="checkbox"/>		STOPWATCH - ACCUSPLIT SURVIVOR 53CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	Each	1	\$19.39	\$13.96	\$13.96
5 MSA- Santa Ana	1439670	<input type="checkbox"/>		DISH PETRI DISPOSABLE 90X15MM PK/30	Pack of 30	1	\$10.19	\$7.34	\$7.34
6 MSA- Santa Ana	563582	<input type="checkbox"/>		CLIP ALLIGATOR 2IN PACK OF 4	Pack of 4	1	\$2.99	\$2.15	\$2.15
8 MSA- Santa Ana	1589972	<input type="checkbox"/>		CRAFT STICK REGULAR PACK OF 150	Pack of 150	1	\$4.29	\$3.09	\$3.09
8 MSA- Santa Ana	1589649	<input type="checkbox"/>		CRAFT STICK JUMBO WOOD PACK OF 100	Pack of 100	1	\$4.29	\$3.09	\$3.09
9 MSA- Santa Ana	088684	<input type="checkbox"/>		DOUGH MDLNG P/6 3.3LB TUB-SCHOOL SMART	Set of 6	1	\$65.99	\$47.51	\$47.51
11 MSA- Santa Ana	594309	<input type="checkbox"/>		FUNNEL PP UTILITY 8 OZ 108MM TOP DIA	Each	1	\$4.69	\$3.38	\$3.38
12 MSA- Santa Ana	1597455	<input type="checkbox"/>		GLUE GUN FULL SIZE 40 WATT DUAL TEMPERATURE	Each	1	\$12.39	\$8.92	\$8.92
12 MSA- Santa Ana	1597451	<input type="checkbox"/>		GLUE STICK 0.43IN DIAM X 4IN LONG ALL TEMP PACK OF 50	Pack of 50	1	\$9.59	\$6.90	\$6.90
13 MSA- Santa Ana	572392	<input type="checkbox"/>		DIVERSIFIED WOODCRAFTS - MOBILE DEMONSTRATION CART - 36 W X 24 D X 30 H IN - LAMINATE TOP	Each	1	\$945.95	\$832.44	\$832.44
14 MSA- Santa Ana	569870	<input type="checkbox"/>		LITMUS TEST PAPER RED (VIALS/100) PK/12	Pack of 1200	1	\$18.39	\$13.24	\$13.24
15 MSA- Santa Ana	1397106	<input type="checkbox"/>		TAPE SILVER COIN DUCT 1.88 IN X 15 YARDS	Each	1	\$8.19	\$5.90	\$5.90

Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
17 MSA-Santa Ana	110-2617	<input type="checkbox"/>		KIT CLASSROOM OWL PELLET	Each	1	\$112.99	\$81.35	\$81.35
19 MSA-Santa Ana	574239	<input type="checkbox"/>		RINGSTAND SET W/2 RINGS 3+4IN	Set	1	\$34.69	\$24.98	\$24.98
20 MSA-Santa Ana	002858	<input type="checkbox"/>		RUBBER BAND ASSORTED 1 LB #54 BOX	Each	1	\$15.09	\$10.86	\$10.86
22 MSA-Santa Ana	086343	<input type="checkbox"/>		SCISSORS STUDENT 6 1/4 IN POINTED SCHOOL SMART PACK OF 12	Pack of 12	1	\$34.79	\$25.05	\$25.05
23 MSA-Santa Ana	191-7519	<input type="checkbox"/>		STRAWS JUMBO P/250	Pack of 250	1	\$4.39	\$3.16	\$3.16
24 MSA-Santa Ana	040-1500	<input type="checkbox"/>		DROPPERS PLAS 2.7IN PK/12	Pack of 12	1	\$6.79	\$4.89	\$4.89
25 MSA-Santa Ana	593836	<input type="checkbox"/>		RACK PLASTIC FOR 12 TEST TUBES EA	Each	1	\$5.59	\$4.02	\$4.02
26 MSA-Santa Ana	529682	<input type="checkbox"/>		TUBE TEST PYREX VISTA 10X75MM PACK OF 50	Pack of 50	1	\$22.59	\$16.26	\$16.26
27 MSA-Santa Ana	1499839	<input type="checkbox"/>		CABINET GERM FREY W/10 GOG 36 GLAS	Each	1	\$1,379.29	\$993.09	\$993.09
28 MSA-Santa Ana	1565730	<input type="checkbox"/>		GLUE WHITE 1 GALLON SCHOOL SMART	Each	1	\$19.59	\$14.10	\$14.10
1 MSA-San Diego	1467715	<input type="checkbox"/>		SCALE COMPACT DIGITAL SCALE WITH BOWL 2KG	Each	1	\$45.29	\$32.61	\$32.61
2 MSA-San Diego	130-2718	<input type="checkbox"/>		MAGNIFIER 3IN DIAM	Each	1	\$8.59	\$6.18	\$6.18

Customer Item #	SSI Item	Alt Item	Image	Item Description	Pack Size	Item Qty	List Price	Your Price	Extended Price
3 MSA-San Diego	1017386	<input type="checkbox"/>		THERMOMETER ECON 300MM TOT IMM WHI-20-110	Each	1	\$3.69	\$2.66	\$2.66
4 MSA-San Diego	025220	<input type="checkbox"/>		STOPWATCH - ACCUSPLIT SURVIVOR S3CL DEDICATED CUMULATIVE/LAP SPLIT WITH MAGNUM XL DISPLAY	Each	1	\$19.39	\$13.96	\$13.96
5 MSA-San Diego	571583	<input type="checkbox"/>		HOTPLATE SCHOLAR	Each	1	\$227.09	\$163.50	\$163.50
6 MSA-San Diego	750-5024	<input type="checkbox"/>		HANDS-ON EXPLORATION ROCKS AND MINRLS	Each	1	\$78.59	\$56.58	\$56.58

**Subtotal** \$6,383.22  
**Estimated Taxes**  
**Total** \$6,383.22



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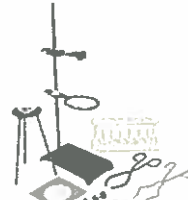
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Innovative equipment, precision instrumentation, and essential science classroom supplies for students from K-12.



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PHYSICAL SCIENCE**



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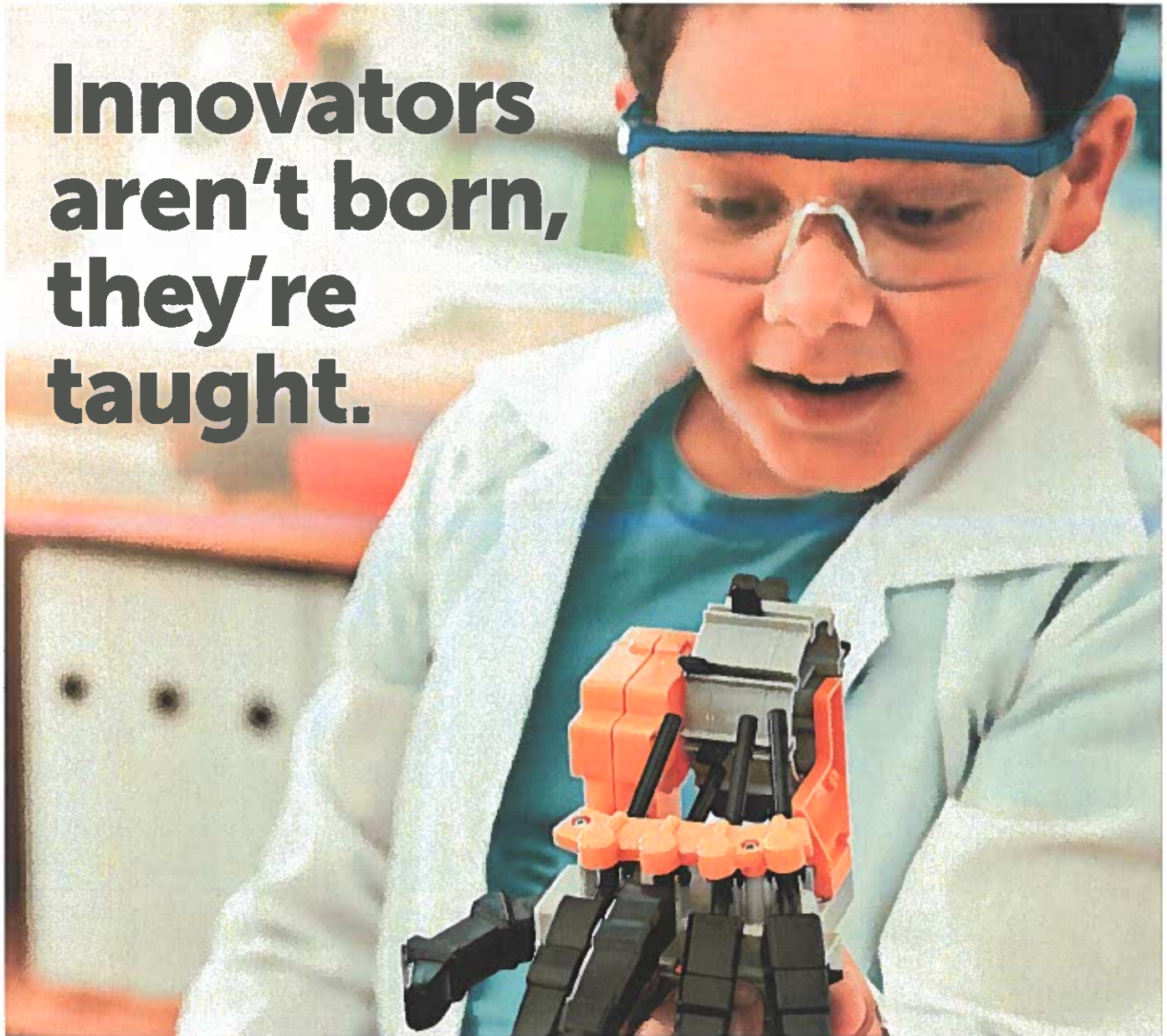
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**Innovators  
aren't born,  
they're  
taught.**

Inspire the next generation of inventors. Introduce students to lifelong, marketable skills in critical thinking and problem solving through robotics and coding. Your students will enjoy building their own robots and controlling their actions through code. From drag-and-drop to hard coding, our programs help develop STEM literacy in students of all ages and proficiency levels.

# Robotics & STEM

w:onder  
workshop

Students learn the nuts and bolts of coding with these creative robotic sets. Grades K-8.

ITEM #	DESCRIPTION
<a href="#">2013862</a>	Wonder Workshop® Whiteboard Mat for Sketch Kit
<a href="#">2002951</a>	Wonder Workshop® Challenge Cards
<a href="#">2013558</a>	Wonder Workshop® Dash™ and Cue™ Sketch Kit, 8 x 5 x 5 Inches
<a href="#">2041517</a>	Wonder Workshop® K-5 Classroom Pack with Class Connect (3-year subscription)
<a href="#">2041505</a>	Wonder Workshop® Dash™ STEAM Pack with Class Connect (3-year subscription)
<a href="#">2024741</a>	Wonder Workshop® Cue™ Starter Pack + Curriculum



## ozobot

Discover a solution to bring coding & creativity to your classroom. Teach coding two ways: online with OzoBlockly and screen-free with Color Codes. OzoBlockly, powered by Google's Blockly, has five skill levels for beginner to master coding. Color Codes, made with markers on paper, teach basic STEAM skills, critical thinking, and debugging. Grades K-12.



ITEM #	DESCRIPTION
<a href="#">2019256</a>	Ozobot® Evo Educator Entry Kit
<a href="#">2028624</a>	Ozobot® Evo Class Kit, Pack Of 12
<a href="#">2028623</a>	Ozobot® Evo Class Kit, Pack Of 18

## sphero

Sphero® provides a toolset that combines robotic toys, digital apps, and entertainment experiences to unlock the true potential of play and inspire students with collaborative STEAM activities. Grades K-12.

ITEM #	DESCRIPTION
<a href="#">2040828</a>	Sphero® Bolt
<a href="#">2040823</a>	Sphero® Bolt Education Pack
<a href="#">2040400</a>	Sphero® Specdrums Education, 12-Pack with Cards
<a href="#">2040399</a>	Sphero® Mini Education, 16-Pack with Cards





# cubelets

ROBOT BLOCKS

These magnetic robot blocks create an incredibly diverse learning vehicle for educators, while students find that building and learning from robots has never been easier or more rewarding. Grades K–12.

ITEM #	DESCRIPTION
<a href="#">2010471</a>	Cubelets® Brilliant Builder Pack
<a href="#">1575471</a>	Cubelets® Mini Makers Education Pack
<a href="#">1575472</a>	Cubelets® Creative Constructors Pack
<a href="#">1575473</a>	Cubelets® Inspired Inventors Pack



## iRobot

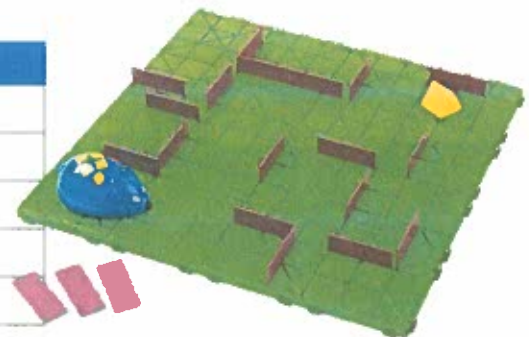
Students access the iRobot® online coding platform to make robots that can draw, scan, detect, see, hear, glow, climb, and play. App includes lessons, projects, and activities to begin hands-on problem solving. Interfaces vary from graphical blocks for nonreaders to full text for advanced coders.



ITEM #	DESCRIPTION
<a href="#">2028346</a>	iRobot Root® Coding Robot
<a href="#">2028344</a>	iRobot Root® Intro Pack, 2 Root Coding Robots
<a href="#">2028345</a>	iRobot Root® Classroom Pack, 6 Root Coding Robots
<a href="#">2028343</a>	iRobot Root® Technology Pack, 12 Root Coding Robots
<a href="#">2028342</a>	iRobot Root® School Pack, 30 Root Coding Robots
<a href="#">2041026</a>	iRobot Root® Brick Top

### EARLY CHILDHOOD

ITEM #	DESCRIPTION
<a href="#">2026789</a>	Matatalab Coding Set
<a href="#">2014128</a>	Kids First Coding and Robotics
<a href="#">1603667</a>	Botley® The Coding Robot Classroom Set
<a href="#">1533500</a>	Code & Go Robot Mouse STEM Activity Set
<a href="#">2013790</a>	Yellow Door Pre-coding Penguin Stones, Set of 18



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*See reverse for examples of Site-based Workshops.*

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**Site-Based Workshops**
**STEM**

Workshop Title	Duration	Brief Description
<b>Modular Robotics: Constructing Explanations and Designing Solutions at K-8</b>	1 or 3 hour	Encourage inquisitiveness and unlock your students' inner inventor with Cubelets—blocks that magnetically connect to make robots. Use the robotic operations THINK, SENSE, and ACT to solve problems, create, then design solutions. Answer questions like "What sensory input is needed to solve my design challenge?" with Cubelets!
<b>Math Integration Through Inquiry-based Science</b>	1 or 3 hour	Are your students having trouble solving word problems? Do they always use the correct units? Are you struggling with how to teach unit conversion? Participants will learn the benefits of introducing dimensional analysis to middle or high school students. Compare guided inquiry to a traditional lesson and play the Conversion Chain Game.
<b>SAIL into STEM</b>	1 or 3 hour	Take a classic car and ramp experiment and combine it with technology. Extend the investigation with an engineering design problem and you have a "SAIL CAR!" See a series of fantastic inquiry-based investigations that teach about basic types of friction, forces, and related motion concepts that will benefit elementary, middle AND high school science or math students.
<b>Energy Quest: Visualizing Cell Pathways using Augmented Reality</b>	1 or 3 hour	Get ENERGIZED about teaching energy pathways with a module featuring cutting-edge Augmented Reality. Through collaborative game board play and manipulating 3D imagery with a swipe of a finger, students will be clamoring to earn 32 ATP and synthesize glucose molecules.

To learn more, visit  
**[SchoolSpecialty.com/professionaldevelopment](https://www.schoolspecialty.com/professionaldevelopment)**



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**SAVE HOURS**  
Create & save shopping lists, track orders, and utilize approval workflows.

**Track** orders, access all your invoices, and more through our online dashboard.

**Share** shopping lists with your staff to streamline ordering.

**Create** an approval workflow that aligns to your purchasing needs.

**Add** multiple buyers and assign them roles.

**Gain** more accurate ordering by seeing item numbers clearly displayed.

**Know** the status of any back-ordered item in real time

**Receive** your products faster—online orders ship faster than faxed orders.

# save money.

When you're logged into your School Specialty Select account, you automatically see your discounted or best pricing on every item—everywhere on the site.

**See** your discounts automatically reflected in onscreen pricing.

**Avoid** PO-invoice mismatches.

**Manage** budgets with ease.

**Set up** approval workflows, ensuring no orders are processed without your approval.

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# Quick Instructions: Order Status, Tracking and Invoices

## Reviewing Order Status, Tracking, and Invoices

Our website provides users the ability to view their order history, track orders, see delivery details, easily re-order items, copy previously ordered items to a current cart, and save items to a shopping list. Additionally, administrators can view all activity from their organization.

### Login:

- Visit [select.schoolspecialty.com](https://select.schoolspecialty.com)
- Under **Account Sign In** enter your Username and Password, click **SIGN IN**

### Accessing Orders and Order History:

- Click **My Dashboard** then, **Orders**. Your order(s) will display showing payment, PO number, shipping location, ship date and status

Quick Stats	Notifications
1	Carts to Approve   You have 1 carts awaiting your approval
1	User to Approve   You have 1 user accounts awaiting your approval
1	My Saved Carts   You have 1 saved carts
	All Carts from Organization
2	Shared Shopping Lists   2 shopping lists have been shared with you.



# Quick Instructions: Order Status, Tracking and Invoices

## Accessing Orders and Order History: (continued)

- Click on an **order number** to view more details
- Click **ACTIONS** to Reorder, Copy items into your Current Cart, or Save items to a Shopping List

Order Filters: All Mine 08/01/2020 To 01/25/2021

The list below includes your 13 orders

Showing 10 Orders 1 - 10 of 13 < 1 2 >

Order #	Creator	Payment	POB	Ship To	Ship Date	Status
<a href="#">100427684</a>	ASHLEY FERSONE	Invoice \$36.36	27254 - RPlaster	MILTON ELEMENTARY MIDDLE SCHOOL	10/01/2020	Order shipped
<a href="#">100427687</a>	ASHLEY FERSONE	Invoice \$161.92	27235 - KAnsonovich	MILTON ELEMENTARY MIDDLE SCHOOL	09/15/2020	Order shipped
<a href="#">100427695</a>	ASHLEY FERSONE	Invoice \$562.00	27238 - ABurton	MILTON ELEMENTARY MIDDLE SCHOOL	09/15/2020	Order processing
<a href="#">100427699</a>	ASHLEY FERSONE	Invoice \$272.71	27237 - CPeley	MILTON ELEMENTARY MIDDLE SCHOOL	09/15/2020	Order shipped
<a href="#">100427647</a>	ASHLEY FERSONE	Invoice \$27.93	27256 - ARTWMS	MILTON ELEMENTARY MIDDLE SCHOOL	09/15/2020	Order shipped
<a href="#">100427634</a>	ASHLEY FERSONE	Invoice \$290.36	27225 - MSmith	MILTON ELEMENTARY MIDDLE SCHOOL	09/15/2020	Order shipped
<a href="#">100427630</a>	ASHLEY FERSONE	Invoice \$34.00	27233 - LLeone	MILTON ELEMENTARY MIDDLE SCHOOL	09/15/2020	Order processing

- Click the **tracking number** to view delivery dates and signatures

Order Status: Order shipped

Step To: MILTON ELEMENTARY MIDDLE SCHOOL, 43 HERPICK AVE, MILTON VT 05470-1007

Payment: By Invoice 100-187, Business Order # 27254 - RPlaster, MILTON TOWN SCHOOL DISTRICT 12, 43 HERPICK AVE, MILTON Vermont 05470, United States

Order Summary:
 

Subtotal	\$36.36
+ Estimated Tax	\$2.22
+ Shipping	\$2.95
+ Handling Charge	\$6.00
Order Total	\$47.53
Order Refund Total	\$0.00

1 Item

Product	Quantity	Unit Price	Total Price
Stanley Buckle-On Over-Door Fasteners Electric Power Shopper Blue 1 pc # 12725	1	\$46.21	\$46.21

Tracking Number: [1Z14G2H483708](#)

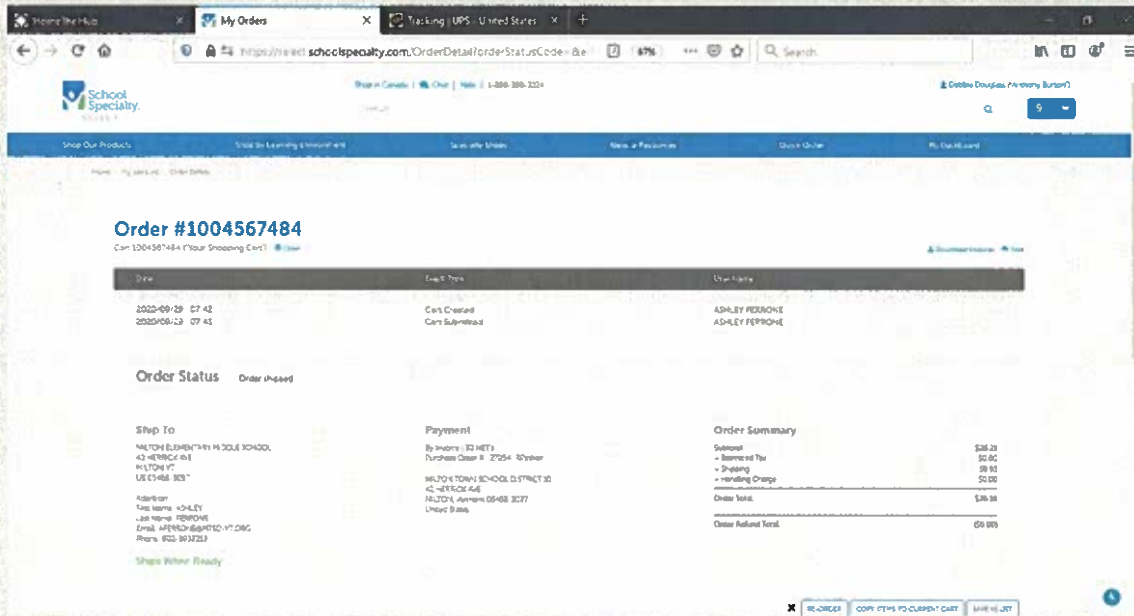




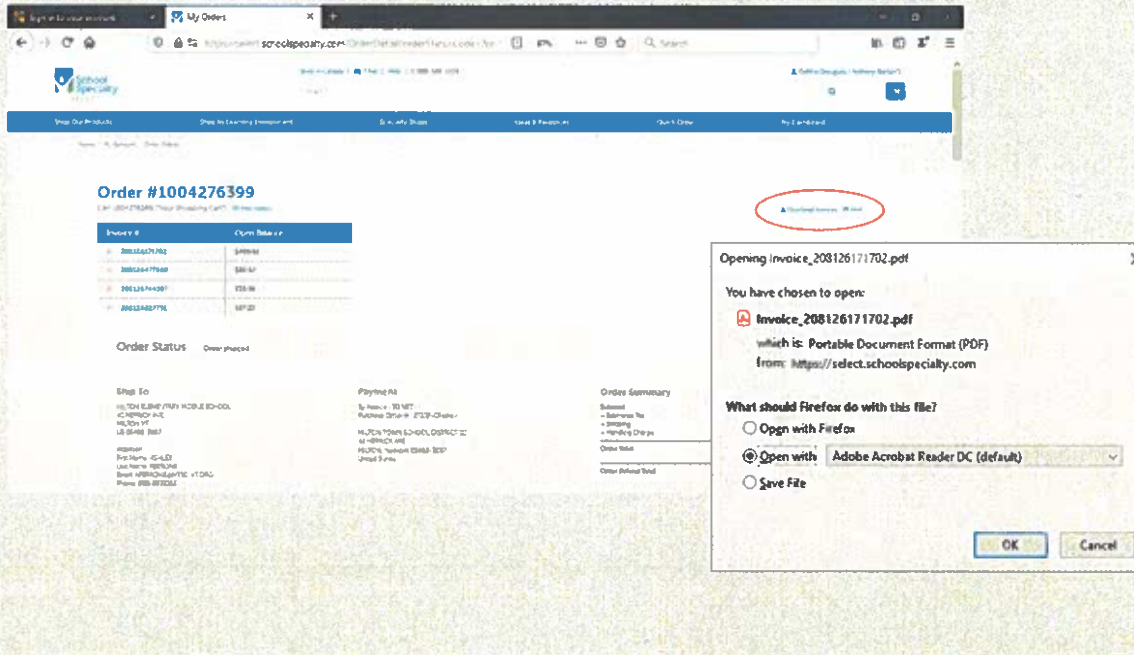
# Quick Instructions: Order Status, Tracking and Invoices

## Accessing Orders and Order History: (continued)

- Click **View History** to view dates and people who submitted, reviewed, and modified the cart before submitting as an order



- Select **Download Invoices** to view and print a PDF of all invoices related to an order







**REQUEST FOR PROPOSALS (RFP)**

**Laboratory Equipment and Science/STEAM supplies**

Issued by:  
**MAGNOLIA PUBLIC SCHOOLS**  
250 East 1st Street Los Angeles, Suite 1500, CA 90012  
[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

**Issue Date:** Friday, December 10, 2021

**Closing Date for Submission and Receipt:** Friday, December 17, 2021, at 5 p.m. PST

Proposals are to be submitted in (2) copies to:

Contact Name: Jenny Obuchi  
Title: Academic Assistant  
Address: 250 E 1st St., Suite 1500  
Office: (213) 628 – 3634  
Fax: (714) 362-9588  
Email: [jobuchi@magnoliapublicschools.org](mailto:jobuchi@magnoliapublicschools.org)  
[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

**Note:** Please use the proposal name above on all RFP correspondence.

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### **1- Background and Purpose**

Established in 2001, Magnolia Public Schools (MPS) is a network of Public Charter Schools consisting of a central office(CMO) and ten school sites located throughout Southern California, serving 3,900-4,000 students in grades TK-12.

MPS is soliciting proposals to establish a cost-effective Master Agreement (“Agreement”) to acquire the products and services outlined below. The period of the initial contract term shall hold pricing constant for at least a period of five (5) years from contract execution.

The products would be purchased as a consortium to include all schools. Billing would be managed through Magnolia Public Schools. An itemized invoice would be needed per order, showing the percentage due by the size of each school site. In addition, a cost breakdown must be broken down per site to make calculations for budgeting. Any award/contract will be pending the Magnolia Public Schools Board approval and availability of funds.

### **2- Scope of Work and Qualifications**

It is preferred to establish a supply contract for a full-line catalog of laboratory equipment and science/STEM/STEAM supplies. The supplier must provide service and timely deliveries to all Magnolia Science Academies. No new laboratory equipment and science supplies have been excluded from this RFP. All products, supplies, and accessories carried in supplier’s catalog(s), price book(s), or otherwise available by special order are part of this solicitation.

#### **2.1- Detailed Laboratory Equipment and Science supplies**

The drafted list of the immediate need for TK-12th grade laboratory equipment and science/STEM/STEAM supplies can be found in Appendix A. Our goal is to outfit all science classrooms across Magnolia Public Schools with basic materials. Please note that items in this list may be removed or added at any point during the initial and subsequent orders.

#### **2.2- Customer Service and Customer Experience**

MPS has listed the following preferences as it relates to customer service and experience responsibilities that describe your capabilities:

- Dedicated knowledgeable, experienced representatives with quick turnaround times to inquiries
- Change order, exchanges, and cancellations (provide your policy)
- Describe the policy and procedure for invoice discrepancies
- A user-friendly and intuitive website that can support an e-commerce punch-out environment.
- Describe the quote-to-invoice process
- The ability to provide tracking and order information after an order has been placed
- The ability to have accurate pricing and suggested lower price alternatives that can also take into account quantity into consideration when generating the pricing

#### **2.3- Delivery**

Timely delivery is essential to MPS. The supplier needs to specify their capabilities to deliver as needed and their willingness to work with MPS to ensure that their requirements are met

- It is expected that deliveries shall be made before or within 5-7 business days from the date of order, with the exception of high-volume items.

- Backorder products are products that exceed the promised delivery date and actual delivery time. Therefore, it is expected that the supplier(s) will be proactive in minimizing backorder products.

### 3- Key Dates

<b>RFP Issue Date</b>	Friday, Dec 10, 2021
<b>Deadline for Questions</b>	Wednesday, December 15, 2021 to Erdinc Acar (213) 628 – 3634 <a href="mailto:eracar@magnoliapublicschools.org">eracar@magnoliapublicschools.org</a>
<b>Submit Sealed Proposals By</b>	Friday, December 17, 2021, at 5:00 p.m. PST All proposals received after the date and time set for receipt will be REJECTED. Submissions received after the time and date set will not be considered.

Magnolia Public Schools reserves the right to modify this schedule at its discretion. Notification of changes in the RFP due date and the deadline for questions will be via e-mail. Changes in any other anticipated dates will not be released unless deemed necessary at the sole discretion of Magnolia Public Schools.

### 4- Proposal Requirements

The desired partner is one who has provided a wide range of products and services to small, medium, and large-sized institutions. It is expected that the selected company will be able to provide the following information:

- 1- Provide an overview of the ordering process.
- 2- Provide contract price, exclusive offers, discounts, exclusions, and freight estimates.
- 3- Attach any relevant marketing materials and data sheets in the Appendices.
- 4- Describe the features, functions, and capabilities of your business as they relate to these key educational programs of MPS.

### Project Approach

- 1- Describe your firm's understanding of the proposed assignment and the products it will provide.
- 2- Provide a complete definition of the process that will be employed to meet the objectives of this project (e.g., approach to be taken, etc.).
- 3- Provide a list of laboratory equipment and science supplies that can be used with TK-12 grades across MPS
- 4- Provide detailed Customer service and experience protocols that support ordering, returning, and exchanging in the future.
- 5- Provide background information on delivery.

### Additional Services

List any additional services your company may offer with a pricing structure.

### **Pricing**

Provide an outline of the project budget with costs for each major element and any options for a payment schedule. A cost breakdown must be broken down per site for budgeting purposes.

### **5- Submission Guidelines**

Proposals for furnishing the services described herein will be received until Friday, December 17, 2021, 5:00 p.m. PST. Vendors are responsible for the delivery of their proposals. Proposals received after the official date and time will be rejected.

Proposals must be submitted in both email and **hard copy formats**. Email proposals must be in PDF format, digitally signed. Email proposals should be addressed to [jobuchi@magnoliapublicschools.org](mailto:jobuchi@magnoliapublicschools.org). Hard copy formats (2) copies should be mailed to:

**Contact Name: Jenny Obuchi**  
**Title: Academic Assistant**  
**Address: 250 E 1st St. Suite 1500**  
**Office: (213) 628 – 3634**  
**Fax: (714) 362-9588**  
**Email: [jobuchi@magnoliapublicschools.org](mailto:jobuchi@magnoliapublicschools.org)**  
**[www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)**

The RFP proposal submission deadline must clearly appear on the proposal's cover.

**All questions should be submitted to [eracar@magnoliapublicschools.org](mailto:eracar@magnoliapublicschools.org) on or before December 17, 2021.**

**This solicitation & any addendum are posted on our website at: [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)**

There will be an optional public bid opening at the aforementioned time and place (attendance at the bid opening is not required.)

**Submission Format:** Bidders should submit their response in the preferred format (recommended but not required):

- Provide a letter of Introduction
- Table of Contents. Should include a list of all sections and appendices in the RFP response and indicate corresponding page numbers, if appropriate.
- Organization's name, contact person, address, telephone number(s), fax number, and company qualifications. A brief introduction of the company and/or managing staff. Bids should be signed by the person(s) authorized to bind the company to their proposed offer (RFP response).
- Attach other information as deemed necessary by the RFP, including customer feedback, key staff bios or resumes, and other relevant information.
- Proposal Content. Full details of the bidder's Proposal, including general approach, methods, and explanations of how all RFP specifications will be achieved.
- Cost breakdown including add-ons. Bidders should include various cost models associated with products and delivery. Provide contract price, exclusive offers, discounts, exclusions, and freight estimates.
- Appendices
- Bidders will provide the following with their Proposal: Three (3) references, including contact information of the end-user for services of a similar nature, including the dollar value where available.

- **Vendor Services Agreement:** The vendor should include any proposed contract and maintenance agreement language for review.

## 6- RFP Conditions

### Evaluation Criteria

A committee will evaluate proposals against the following weighted criteria. Each area of the evaluation criteria must be addressed in detail in the proposal. The award will be based on the following criteria:

Criteria	Possible Points
Availability to meet outcomes and expectations stated in the RFP	50
Overall Pricing	25
Discounts offered on the most current catalog	15
Freight including timely delivery	10
<b>TOTAL</b>	<b>100</b>

### Acceptance of Proposal

- The bid will be awarded in writing to the bidder whose proposal is determined to be the best fit for individual school goals, as determined under the sole discretion of the school's evaluation committee and approved by the Board afterward.
- MPS and the Board of Directors reserve the right to reject any or all Proposals or waive any formality or technicality in the best interest of each school.
- MPS reserves the right to make a single award or to make multiple awards at its discretion.

### Specific Information

Proposals shall be signed by an authorized representative of the bidder. All information requested must be submitted. Failure to submit all information requested may result in the Purchasing Agency requiring prompt submission of missing information and/or giving a lowered evaluation of the proposal. Proposals that are substantially incomplete or lack key information may be rejected by the purchasing agency.

Proposals should be prepared simply and economically, providing a straightforward, concise description of capabilities to satisfy the requirements of the RFP. Emphasis should be placed on completeness and clarity of content.

Proposals should be organized in the order in which the requirements are presented in the RFP. The information which the bidder desires to present that does not fall within any of the requirements of the RFP should be inserted at an appropriate place or be attached at the end of the proposal and designated as additional material. Proposals that are not organized in this manner risk elimination from consideration if the evaluators are unable to find the RFP requirements are specifically addressed.



**Bids must be valid for at least 120 days from the bid opening. Submission of a response to the request for proposal constitutes an acknowledgment and acceptance of all bid specifications by the responding vendor.**

**Proposal Revisions**

**Proposal revisions must be received prior to the RFP submission closing date and time. Disclosure All documents submitted by bidders shall become the property of MPS. Proposal information is proprietary and as such shall be treated as confidential until such time as a Provider is selected by MPS and an award is made when all submissions considered by MPS become public record.**

**Information pertaining to the schools obtained by the bidder as a result of participation in this project is confidential and must not be disclosed without written authorization from MPS.**

## Appendix A - K-12th grade laboratory equipment and science/STEM/STEAM supplies

MSA-1	MSA-2	MSA-3
10 funnels	1 magnet kit	1 roll of copper wire
10 Hot plates	10 Magnifying glasses	1 roll of fishing (nylon) string
10 measuring tapes	10 measuring tapes	1 superconductor demo kit
10 Test tube racks	10 meter sticks	1 VanDeGraaff Generator
10 thermometers	10 thermometers	10 magnifying glasses
12 Stirring Rods	10 tube racks	10 microscopes
15 lab Magnet sets	100 swabs	10 sets of chemistry stands
15 Meter sticks	15 Erlenmmyer flasks	10 tube racks
15 Spring Sets	15 pulleys	15 flasks
15 thermometer	2 lamps	15 gyroscopes
20 pipettes	20 droppers	15 lab magnet sets
20 stop watches	20 petri dishes	15 Mass Balance Scales
60 meter sticks	20 pipettes	15 mass sets
Nitrile Gloves- small, med. & lar.	20 stop watches	15 meter sticks
Van De Graaff Generator	3 heat resistant gloves	15 pie tins
	5 graduated cylinder sets	15 ping-pong balls
	50 goggles	15 pulleys
	50 microscope slides	15 spring balances
	50 testing tubes	15 spring sets
	Clay- Variety of colors	15 stop-watches
	Microscopes- Class Set	15 thermometers
		20 droppers
		20 pack of styrofoam balls
		20 petri dishes
		20 pipettes
		40 Lab Goggles/Glasses
		50 microscope slides
		50 testing tubes

**K-12th grade laboratory equipment and science/STEM/STEAM supplies - Continued**

<b>MSA-5</b>	<b>MSA-6</b>	<b>MSA-7</b>
10 measuring tapes	1 magnetic kit	Potting Soil, 8-LB Bag Quantity: 65 bags
10 ping pong balls	1 superconductor demo kit	
10 pulleys	20 magnifying glasses	
15 microscopes	8 sets rocks & minerals kit	
20 droppers		
20 magnifying glasses		
200 swabs		
5 scales		
50 Microscope slides		
500 pcr tubes		
Baking Soda		
Balloons	<b>MSA-4</b>	
Clay	16 Microscopes	
Cotton balls	8 Digital Scales	
Food coloring	2 Bunsen burner	
hot plates	Mini Centrifuge Kit	
pH sticks	16 Microscopes	
Pipe cleaners		
Popsicle sticks for crafts		
String		
Styrofoam rectangles for crafts		
Tape		
Toothpicks		
Tweezers		
Vinegar		

## K-12th grade laboratory equipment and science/STEM/STEAM supplies - Continued

MSA-Bell	MSA-Santa Ana	MSA-San Diego
10 (100mL) glass graduated cylinders	13 Electric Circuit kits - 4-6grade	20 Digital Scales
10 (250mL) beakers	15 digital thermometer	35 pcs magnifying glass
10 digital scales	15 plastic tray	40 pcs Lab Thermometers
10 measuring tapes	20 stop watches	40 pcs digital stop watches
10 springs scales including weight	50 petri dishes - plastic	6 hot plates
10 tweezers	Alligator clips x 36	8 rocks & minerals kit
12 stop watches	Cotton-nylon spool of threads	
15 lab magnet sets	Craft sticks -small & large sizes (2 boxes)	
15 meter sticks	Crayola 3lb playdough - x 4	
15 pulleys	Food coloring (2 sets)	
15 stirring rods	Funnels - plastic	
15 test tube racks/ holder	Hot glue guns and glues x6	
20 magnifying glasses	Lab cart	
20 Thermometers	Litmus paper	
30 goggles	Masking- duct tapes	
5 hot plates	Nitrile Gloves - small-large sizes	
50 microscope slides (specimens)	Owl pellet kits - 36	
6 funnel	Plastic pipettes	
Litmus paper	Ring stands, rings, and clamps x 8	
Nitrile Gloves - small-large sizes	Rubber bands - bulk	
pH paper	Rubber tubing	
8 sets rocks & minerals kit	Scissors classroom set	
	Straws - 500	
	Syringes	
	Test tube racks x 8	
	Test tubes ?	
	UV Sanitizer for goggles	
	White glue- gallon	
	Ziplock bags (various sizes)	

Fri, Dec 17, 2021

Laboratory Equipment and Science/STEAM supplies

Hi Jenny,

Thank you for the opportunity to bid for Laboratory Equipment and Science/STEAM supplies.

I have included our Fisher Science Education catalog 2020 catalog as we no longer print these.

I would be happy to send the actual 2020 print version if you would like.

Our website is [www.fisheredu.com](http://www.fisheredu.com)

1. The Magnolia Public Schools standard discount can vary and is 19-33% off list price for most items. (we quote for most accurate pricing)
2. Free shipping on all items.
3. Haz Mat Fee of \$10/ order when applicable
4. Orders for in-stock items will ship the next day with 4 day transit time – most other items are shipping in 2-4 weeks.
5. As your dedicated local Sales representative here in CA, I have 20 years working with our K-12 customers and can provide the very best sales and customer service.

Thank you,

Roger

**Roger Wedig**

California Sales Representative  
Fisher Science Education

Thermo Fisher Scientific

8355 Station Village Ln | San Diego, CA 92108

Mobile (619) 200-0944 | Cust Serv (800) 955-1177 | Fax (800) 955-0740

[roger.wedig@thermofisher.com](mailto:roger.wedig@thermofisher.com) | [www.fishersci.com](http://www.fishersci.com) [www.fisheredu.com](http://www.fisheredu.com)

# Fisher Science Education 2020





Preparing today's students to be the innovators of tomorrow isn't always easy, but finding the right teaching tools can be. From basic lab supplies to state-of-the-art classroom technology, the Fisher Science Education team has everything you need to create a 21st century STEM learning environment. Visit [fisheredu.com](https://fisheredu.com) to get started.

### Looking for STEM support?

Find what you need in our STEM and Career Education section starting on [page 4](#) or visit [fisheredu.com/STEM](https://fisheredu.com/STEM) for additional resources.

### Need help managing your chemistry classroom?

We offer a full line of educational chemicals and laboratory resources, including our free cloud-based inventory management app, ChemAssist. See [page 170](#) or visit [fisheredu.com/chemicals](https://fisheredu.com/chemicals) to learn more.

### Have a career training program?

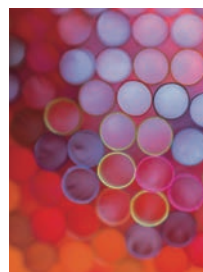
Whether you're starting a new program or adding to an established one, we have the products you need to train tomorrow's professionals. Browse the STEM and Career Education section on [page 4](#) or visit [fisheredu.com/ctenursing](https://fisheredu.com/ctenursing) for details.

### Want to customize aspects of your curriculum?

Explore custom kits to meet the unique demands of your classroom. Visit [fisheredu.com/customkitting](https://fisheredu.com/customkitting) to learn more.

### Concerned about shipping and handling fees?

We offer \$12 flat-rate shipping on most orders and our hazardous material fee is just \$15 — the lowest in the country.



### On the cover: Straws

Single-use plastic straws take up to 200 years to break down, but don't ever fully degrade. They often end up in our oceans and ultimately release harmful chemicals into the environment. Visit [fisheredu.com/headlinediscoveries](https://fisheredu.com/headlinediscoveries) to read more.

Connect with us on social media to catch up on the latest science news and interact with educators across the country.



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We are committed to offering quality products and exceptional value. Many of the most prestigious, well-known, and respected suppliers on the market have partnered with us to bring you the best in science education resources. Visit [fisheredu.com/featuredsuppliers](https://fisheredu.com/featuredsuppliers) to learn more about the following suppliers and their products.



# TABLE OF CONTENTS

We've updated our categories for your convenience. Please use the table of contents below to find the items you need. And you can always shop our full catalog at [fisheredu.com](https://fisheredu.com) where you can explore 27,000 products, plus services, and more.



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## Look for These Icons to Help Guide Your Buying Decisions



Denotes the new products we've added to the catalog.



Denotes items that must be shipped by truck for regulatory reasons — no air delivery.



Highlights furniture that meets the Americans with Disabilities Act.



Indicates goggles that protect against accidental splashes of hazardous chemicals or potentially infectious materials.

## Guarantee

The Fisher Science Education team is committed to providing the highest quality products and services. If you're not 100% satisfied with your purchase, contact our customer service team within 30 days of your invoice date and we'll either exchange, repair, or replace the product, or give you a credit for the full purchase price. Call us toll-free for a return authorization number.

*Special order items, furniture, and closeouts cannot be exchanged or credited.*

## Your Satisfaction Is Our Goal

The Fisher Science Education team is full of helpful, knowledgeable people dedicated to serving you.

**Phone:** 1-800-955-1177 • 7 a.m. to 5:30 p.m.

Central Time, Monday through Friday

**Fax:** 1-800-955-0740 • 24 hours a day, 7 days a week

**Email:** [fse.custserv@thermofisher.com](mailto:fse.custserv@thermofisher.com)

**Website:** [fisheredu.com](https://fisheredu.com)

**Address:** Fisher Science Education  
4500 Turnberry Drive  
Hanover Park, IL 60133

For international orders, see **page 480**. All prices are subject to change.



# Custom-Built Kits for Your Classroom

The **Fisher Science Education** team is proud to bring you the convenience of custom educational kits for elementary- to college-level instruction.



- 
- 1 Outline the Project
  - 2 Review Your Curriculum
  - 3 Develop a Plan
  - 4 Align on Production
  - 5 Place Your Order
  - 6 Await Delivery
- 

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**Trust | Deliver | Learn**

Your source for reliable and innovative science education products.

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## Launch Your School's Biotech Program

Find the curriculum, products, and support you need for every step of your journey.

Visit [fishersci.com/biotechresources](https://fishersci.com/biotechresources) to learn more.

 **fisher science**  
education  
part of Thermo Fisher Scientific

# STEM and Career Education

Visit [fisheredu.com/stem](https://fisheredu.com/stem) to view our full offering of products.

**STEM** (Science, Technology, Engineering, and Math) is an interdisciplinary approach to teaching that encourages problem-solving skills and emphasizes the application of knowledge to real-world situations. This initiative aims to make the U.S. globally competitive by increasing the number of students who enter and succeed in STEM-related fields.

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## 3B SCIENTIFIC



### Realistic, High-Quality Simulators and Models

Advance healthcare education with 3B Scientific™ medical simulators for scenario-based training and anatomical models cast from actual specimens.

**S96636** \$992.00

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# NEW Featured Products



## Designed for All Ages

Avoid wires while teaching students about electrical connections.

Description	Cat. No.	Price
Brown Dog Gadgets™ Paper Circuits, Standard Kit	<b>S30214</b>	\$25.00
Brown Dog Gadgets Paper Circuits, Classroom Kit	<b>S30215</b>	\$100.00
Brown Dog Gadgets Maker Tape, 20m	<b>S30219</b>	\$10.00



## A Variety of Options

Explore electrical circuits with conductive and insulative dough.

Description	Cat. No.	Price
Squishy Circuits™ Conductivity Kit, Lite	<b>S29666</b>	\$15.00
Squishy Circuits Conductivity Kit, Standard	<b>S29667</b>	\$35.00
Squishy Circuits Conductivity Kit, Deluxe	<b>S29668</b>	\$75.00
Squishy Circuits Conductivity Kit, Group	<b>S29669</b>	\$275.00
Squishy Circuits Conductivity Kit, Dough	<b>S29670</b>	\$20.00



## Introduce Electronics and Programming

Create your own projects with LEDs, buzzers, clocks, and more.

Description	Cat. No.	Price
DduinoKit™ Essentials and Accessory Pack	<b>S72779</b>	\$312.00
Dduinokit Jr.	<b>S72780</b>	\$166.00



## Investigative Learning

Learn about different areas of forensics with various methods and experiments.

Description	Cat. No.	Price
Kemtec™ Dustless Fingerprints	<b>S30807</b>	\$117.00
Kemtec Ballistics, Sacco and Vanzetti	<b>S30808</b>	\$720.00
Kemtec Ballistics, Materials Expansion	<b>S30809</b>	\$687.00



## Prepare for Real Emergencies

Teach students the importance of CPR and proper training.

Description	Cat. No.	Price
3B Scientific™ CPRLilly PRO+ without Tablet	<b>S30514</b>	\$2125.00



**STEM Lab and Makerspace**

**Robotics and Engineering**

## Eisco Sense Programming System

Allows users to explore, solve problems and advance computer programming abilities.



- Allows expanding by over 45 different NeuLog sensors to create solutions and codes
- Students program Sense via RoblockySense programming platform

Cat. No.	Description	Price
S24399	Sense Programming System	86.00/Ea

## Vernier™ mBot™ Robots and STEM Activities Modules



Vernier™ mBot and STEM Activities Module provides students with a fun and tactile way to learn entry-level coding with simple scratch-based software.

- Easy assembly, no soldering - mBot assembles in 10–15 minutes and has color-labeled RJ25 ports for convenient wiring.
- Drag-and-drop graphical programming - mBlock app (IOS/Android) and software (Windows/OS/Chrome) are based on the popular Scratch software and provide a quick way to learn to code. As students advance, they can program mBot using the Arduino™ IDE.
- Programmed for fun - mBot comes programmed with three preset control modes: obstacle-avoidance, line-following, and manual control to make implementing projects even easier.
- Wirelessly connected - mBot uses Bluetooth™ wireless technology to automatically connect to mobile devices.
- Endless creations - mBot is compatible with the vast catalog of Makeblock platform components and most LEGO™ pieces, so students are limited only by their imaginations.
- Includes:
  - STEM Activities Module: *Coding with mBot: Self-Driving Vehicles*
  - mBlock Software (free download)
  - IR remote



### mBot (Pink) or mBot (Blue)

- Choose pink or blue robot kit.

### mBot Interactive Light and Sound Add-on Pack

- With the Interactive Light and Sound Add-on Pack, students can program mBot to respond to changes in light and sound.
- Using the included light sensor, RGB LED, and sound sensor, students can build a Light Chasing Robot, Scorpion Robot, and Intelligent Desk Light.

### mBot 6-Legged Robot Add-on Pack

- The Six-Legged Robot Add-on Pack includes various beams that attach to mBot's wheels to modify its movement.
- Students can program mBot to mimic the movement of a Beetle, Mantis, and Crazy Frog.

### Me 7-Segment Serial Display

- 4 digit red alpha-numeric display with one decimal point per digit
- Adjustable LED brightness makes display visible even in daylight
- Compatible with Makeblock™ beams (16mm interval M4 mounting holes)
- 2.54mm breakout pins for connecting with jumper wires
- Connects to mBot via simple RJ25 cable
- Easily programmed through mBlock™ or Arduino™ IDE software

Cat. No.	Description	Price
S29803	Bot (Pink)	123.00/Ea
S39804	mBot (Blue)	100.00/Ea
S29806	Light and Sound Add-on Pack	26.75/Ea
S29808	Six-Legged Robot Add-on Pack	26.75/Ea
S29809	Me 7-Segment Serial Display	13.00/Ea

## Vernier mBot™ Ranger by Makeblock®



mBot Ranger is a three-in-one STEM educational robot kit that supports three building forms. mBot™ Ranger robot takes coding and robotics to new territories with three preset building forms—Off-Road Land Raider, Dashing Raptor, and Self-Balancing Nervous Bird—that students can use for their own designs. Using the included sensors, students can also program their robots to perform advanced functions, including obstacle avoidance, line following, balancing, and more. mBot Ranger requires more construction and programming skills than mBot, but it offers a wider range of possibilities for student-generated projects.



### Each mBot Ranger features the following:

- Equipped with a Me Auriga mainboard
- Built-in temperature sensor, gyroscope, light level sensor, and sound level sensor
- Connects to peripheral Ultrasonic Sensor, Line-Follower Sensor
- Compatible with and Makeblock platforms and LEGO® blocks

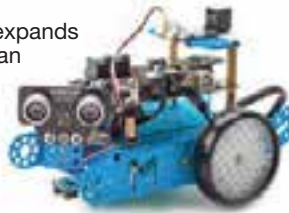
Cat. No.	Description	Price
S40801	mBot Ranger by Makeblock	153.00/Ea

## Vernier™ mBot™ Servo Pack Add-on Pack



Vernier™ mBot™ Servo Pack Add-on Pack is a 3-in-1 pack that expands the types of projects students can create with mBot.

- The 3-in-1 Servo Add-on Pack expands the types of projects students can create with mBot.
- Included in the pack is a servo motor, RGB LED, additional hardware, and instructions for repositioning mBot's ultrasonic sensor to create a Dancing Cat, Head-Shaking Cat, and Light-Emitting Cat.



Cat. No.	Description	Price
S39807	mBot Servo Pack Add-on Pack	26.75/Ea

## Vernier™ Me LED Matrix

Vernier™ Me LED Matrix can be programed to create expressions, scrolling captions, and other customized animation.

- 8 × 16 dot matrix is loaded with 128 blue LEDs for a clear and bright display.
- The translucent acrylic composition enhances the visibility of animations.
- Matrix is easily programmed with mBlock, a graphical program environment based on Scratch.

Cat. No.	Description	Price
S39810	Me LED Matrix	13.75/Ea

## fischertechnik™ Education Robotics Mini Bots Set

Make it easy for kids to discover the evolving world of robotic technology. fischertechnik™ Education Robotics: Mini Bots Set makes STEM concepts accessible to students.

- Ideal introduction to mobile robotics
- Comes with pre-programmed module--no coding required
- Build a line follower, an obstacle detector, and more!



**WARRANTY:**  
2 years from date of purchase

Cat. No.	Description	Price
S35687	Robotics Mini Bots Set	144.00/Ea

## IQ KEY Perfect 600 Robotic STEM Kit

For students to learn about engineering and its applications.

Stimulates right brain creativity by encouraging students to design and build machines of their own.

- With plans to build twenty different machines
- Identify different simple machines working together to transfer and transform energy
- Used to teach with Common Core, National Next Generation Science Standards, also encourages STEM education
- Requires 2 × AA batteries, not included
- Includes teacher's guide



**CERTIFICATIONS:**  
CE

Cat. No.	Description	Price
S13168	IQ KEY Perfect 600 Robotic Stem Kit	84.75/Ea



## Eisco Basic Circuits Kit

An inventive way to teach series-parallel circuits.

- Contains everything required to study series-parallel circuits and batteries
- Battery holders, knife switches and lamp holders feature clip or screw contacts for easy assembly and disassembly



### INCLUDES:

Single-pole, single-throw switch; five miniature lamps; two lamp sockets; two D batteries and battery holders; 10 ft. (3m) of wire

Cat. No.	Description	Price
S63323A	Basic Circuits Kit; With Instructions	26.75/Ea

## Snap Circuits Sets

Create exciting experiments.

Enjoy hours of educational fun while building projects such as AM radios, burglar alarms, flashlights, doorbells and electronic games.

Project components feature easy-snap assembly with no tools required.



- Snap Circuits offers more than 300 project options; requires four AA batteries (not included)
- Snap Circuits Jr. offers over 100 project options; requires two AA batteries (not included)

### INCLUDES:

Instruction manuals

Cat. No.	Description	Price
S66934	Snap Circuits™ 300 Experiment	95.00/Ea
S66934A	Snap Circuits™ Jr.™ 100 Experiment	48.75/Ea

## Elementary Snap Circuits Kit

Great introduction to the world of electricity and electronics.

- More than 30 parts easily snap together
- Build over 100 experiments without any additional tools
- Full-color manual includes information about resistors, capacitors, transistors, motors, batteries, series/parallel circuits and more
- Teaching (S68213TG) guide helps integrate more advanced topics in electronics



### INCLUDES:

Storage case

### REQUIRES:

Two AA batteries (S43921)

Cat. No.	Description	Price
S68214	Circuits Elementary	68.00/Ea

## Intermediate Snap Circuits Kit

Puts the excitement into electricity and electronics.

More than 60 modular parts to build over 300 experiments.

- Full-color manual relates information about resistors, capacitors, transistors, motors, various types of circuits and more
- Parts are stored in a lightweight, durable case with custom foam inserts

### ORDERING INFORMATION:

Teaching guides (S68213TG) help integrate more advanced topics in electronics.

Optional computer interface takes learning to the next level with an additional 73 experiments.



### REQUIRES:

Four AA batteries (S43921)

Cat. No.	Description	Price
S68213	Snap Circuits Educational Series 300	147.00/Ea

## United Scientific™ Create-a-Circuit

Handy kit makes it easy to create a circuit.

Build your own series or parallel circuit using this kit. It comes complete with one battery holder (D size battery not included), one knife switch, two miniature light bulbs, two lamp holders, and four alligator clip connecting cords. Includes activity guide.



Cat. No.	Description	Price
S05820	Create-a-Circuit Kit	21.50/Ea

## Eisco Series and Parallel Circuit Demonstration Board

Helps student to distinguish between series and parallel circuits.

- Helps student come up with conceptual and mathematical understanding of how voltage, current, and resistance behave in series or parallel circuit
- Depending on the configuration, luminosity of lightbulbs vary to show how parallel and series circuits differ
- Connects to power source (such as battery) using spade terminal connections (battery and connectors not included)



### INCLUDES:

Sturdy base, (5) 1.5V lightbulbs, 8 detachable metal bars, 10 thumb screws, Instructions

Cat. No.	Description	Price
S13003	Series and Parallel Circuit Demonstration Board	62.75/Ea



## Eisco Build-A-DC Motor Kit

Classic activity used to teach crucial scientific and physics concepts.

This kit contains everything needed to build a working DC motor and learn its parts from the inside out. Classic activity used for many years to teach crucial scientific and physics concepts. Wind your own armature and field coil; build the commutator with two snap together pieces.



**Kit includes:**

- Copper wire coils (2)
- Plastic base
- Field poles
- Armature core
- Brushes and fasteners

Cat. No.	Description	Price
<b>S13013</b>	Build A DC Motor Kit	9.75/Ea

## STEAM Accelerator Sets

Explore physical models of structures and explore concepts in disciplines including biology, chemistry, math, physics, engineering and more. Lux Blox STEAM Accelerator brings STEAM concepts to life.



- Unlimited opportunities for creativity and imagination
- Excellent manipulatives for younger students
- All sets include laminated starter guide and extensive teacher's primer
- Durable plastic storage unit
- Made in USA



**Introductory Set, Bright Color Palette (S72524)**

- 300 Lux Squares - 100 each of Neon Green, Neon Pink and Purple
- 100 Lux Trigons in White
- 10 Large Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 10 Small Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 10 Large Lux Axles
- 10 Medium Lux Axles
- 10 Small Lux Axles
- 10 Giant 7 in. Rubber Bands

- 20 Large Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 20 Small Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 20 Large Lux Axles
- 20 Medium Lux Axles
- 20 Small Lux Axles
- 20 Giant 7 in. Rubber Bands

- 40 Large Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 40 Small Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 40 Large Lux Axles
- 40 Medium Lux Axles
- 40 Small Lux Axles
- 40 Giant 7 in. Rubber Bands

**Introductory Set, Primary Color Palette (S72523)**

- 300 Lux Squares - 100 each of Red, Royal Blue and Yellow
- 100 Lux Trigons in White
- 10 Large Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 10 Small Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 10 Large Lux Axles
- 10 Medium Lux Axles
- 10 Small Lux Axles
- 10 Giant 7 in. Rubber Bands

**Small Group Set, Neutral Color Palette (S72521)**

- 400 Lux Squares - 100 each of Black, Gray, Olive and White
- 200 Lux Trigons - 100 each of Black and White
- 20 Large Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 20 Small Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 20 Large Lux Axles
- 20 Medium Lux Axles
- 20 Small Lux Axles
- 20 Giant 7 in. Rubber Bands

**Deluxe Classroom Set, Neutral Color Palette (S72519)**

- 800 Lux Squares - 200 each of Black, Gray, Olive and White
- 300 Lux Trigons - 100 each of Black, Olive and White
- 40 Large Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 40 Small Lux Multi-Wheels, Which Also Function as Gears and Pulleys
- 40 Large Lux Axles
- 40 Medium Lux Axles
- 40 Small Lux Axles
- 40 Giant 7 in. Rubber Bands

**Small Group Set, Bright Color Palette (S72522)**

- 400 Lux Squares - 100 each of Neon Green, Neon Orange, Neon Pink and Purple
- 200 Lux Trigons - 100 each of Black and White

**Deluxe Classroom Set, Bright Color Palette (S72520)**

- 800 Lux Squares - 100 each of Neon Green, Neon Orange, Neon Pink, Purple, Red, Royal Blue, Teal Blue, and Yellow
- 300 Lux Trigons - 100 each of Black, Olive and White

Cat. No.	Description	Price
<b>S72524</b>	Intro Set, Bright Color	176.00/Ea
<b>S72523</b>	Intro Set, Primary Color	176.00/Ea
<b>S72522</b>	Small Group Set, Bright Color	228.00/Ea
<b>S72521</b>	Small Group Set, Neutral Color	228.00/Ea
<b>S72520</b>	Deluxe Set, Bright Color	332.00/Ea
<b>S72519</b>	Deluxe Set, Neutral Color	332.00/Ea



## K'NEX Education™ Introduction to Simple Machines Building Sets

Bring STEM concepts to life as your students build fully functioning replicas of real-world machines, one at a time.

- Each set includes instructions to build seven or more replicas of real-world machines, one model at a time
- Sets include K'NEX™ parts, building instructions, key facts and photos of actual machines
- Packs of four
- Grades 3 to 5

### Key Concepts Include:

- Making Work Easier
- $W=Fd$  (Work equals force times distance)
- Changing the Direction of Force
- Ideal Mechanical Advantage
- Actual Mechanical Advantage
- Wedge Screw
- Gear Ratios
- Mechanical Systems
- Gear Types
- Lever Classes
- Pulley Systems

### Gears Set Includes:

- 198 K'NEX pieces per set
- Building instructions for seven replicas of real-world machines
- Demonstrates gear configurations, including spur and crown gears, mechanical advantage, gear ratios, how gears are used to change the amount of applied force to an object and more

### Levers and Pulleys Set Includes:

- 178 K'NEX pieces per set
- Building instructions for eight replicas of real-world machines
- Demonstrates lever classes and pulley systems, showing how and why simple machines make work easier



### Wheels/Axles and Inclined Planes Set Includes:

- 221 K'NEX pieces per set
- Building instructions for seven replicas of real-world machines
- Explore examples of wheels and axles and identify the differences between an inclined plane, wedge and screw

Cat. No.	Description	Price
S67347	Gears 7-Model Set	43.25/Ea
S67348	Levers and Pulleys 8-Model Set	43.25/Ea
S67349	Wheel and Axle 7 Model Set	43.25/Ea

## Bridge Building Class Pack

Challenge students' mathematical skills with this analytical exercise in creativity.

- Supports a wide variety of curricula including geometry, physics, technology, mathematics and general science
- Build the strongest bridge with the smallest amount of materials
- Bridge efficiency is judged as the ratio of the weight held by the bridge to the weight of the bridge

### ORDERING INFORMATION:

- Select 360 pieces of either 0.13 × 0.13 × 24 in. (0.31 × 0.31 × 60cm) balsa wood or 0.14 × 0.14 × 24 in. (0.34 × 0.34 × 60cm) basswood
- Class size: 24 students

### INCLUDES:

All materials required:

- Wood
- Adhesive
- Competition design parameters
- Booklet: "Teaching with Model Bridge Building Programs"



Cat. No.	Description	Price
S41893B*	Balsa Bridge Building Kit	121.00/Ea

\* California - WARNING: Cancer [www.P65Warnings.ca.gov](http://www.P65Warnings.ca.gov)  
 \*\* California - WARNING: Reproductive Harm [www.P65Warnings.ca.gov](http://www.P65Warnings.ca.gov)  
 \*\*\* California - WARNING: Cancer and Reproductive Harm - [www.P65Warnings.ca.gov](http://www.P65Warnings.ca.gov)

## fischertechnik™ Education Introduction to STEM I Kit

Provides an ideal pathway for introducing students to everyday technology and to enable them to understand how the things around them actually work. fischertechnik™ Education Introduction to STEM I Kit helps students to construct 12 easy-to-understand models such as hand dryer, windshield wipers, lighthouse with blinking light, merry-go-round, or an automatic sliding door.

- Hands-on, standards focused STEM solution for grades 2,3, and 4
- Introduce students to world of STEM with examples from everyday technology
- Complete with downloadable curriculum, including worksheets, teachers answer sheets, rubrics, and more

Constructing explanations,  
Designing solutions

**WARRANTY:**  
2 years from date of purchase



**Explore essential STEM concepts, including:**

Simple machines, Electrical fundamentals, Introduction to Ohms Law, Motor fundamentals, Introduction to coding (programming), Matter and weight, Cause and effect, Systems and system models, Developing and using models, Structure and function, Stability and change, Energy and motion, How is energy transferred? Analyzing and interpreting data,

Cat. No.	Description	Price
S35676	Introduction to STEM I Kit	100.00/Ea

## Biomaterials To Make Your Own Contact Lenses

Engineers play an integral role in finding a ratio of materials to maximize the desired properties and decrease the negative effects of other properties. Students will engineer a lens using 2 different materials



- Determine the correct material and the concentration that has similar properties as a contact lens, while discovering the correct optical properties, tensile strength and hydrophobicity.
- A hydrogel is a polymer like plastic, which has favorable optical properties and favorable flexibility/strength but like paper and glasses/ceramics is hydrophilic, which is necessary for a contact lens to function properly.
- Aligned to the Next Generation Science Standards™ (NGSS)
- Disciplinary Core Ideas: ETS1.A; ETS1.B; ETS1.C; PS1.A
- Performance Expectations: MS-ETS1-1; MS- ETS1-3; MS- ETS1-4; HS-PS1-3; HS-ETS1-2
- Cross Cutting Concepts: Influence of Science, Engineering and Technology on Society and the Natural World; Patterns
- Engineering Practices: Asking Questions and Defining Problems; Analyzing and
- Interpreting Data; Constructing Explanations and Designing Solutions; Planning and Carrying Out Investigations



**DISCLAIMERS:**

Next Generation Science Standards is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards was involved in the production of, and does not endorse, this product.

Cat. No.	Description	Price
S40765	Make Your Own Contact Lenses Kit	53.75/Ea

## E3 Education 3D Printer with WiFi

Robo E3 education-focused smart 3D printer with Wi-Fi lets users tackle any project right from a Google Chromebook™ or iPad™ using RoboCloud cloud 3D printing service.

Every Robo E3 comes with an extended 2 year warranty, spare parts pack, 2 hours of online training, and a starter plan to MyStemKits K-12 curriculum

- Print size - 5 × 5 × 6 in / 127 × 127 × 152.4mm, Size (W × H × D) 13 × 18.25 × 12.75 in. / 330.2 × 463.55 × 323.85mm
- Layer resolution 20–300 microns
- Print speed Up to 16mm³/s
- Travel speed Up to 250mm/s
- Nozzle diameter- 0.4mm nozzle
- Nozzle temp Up to 290°C
- Weight - 20.8 lbs.
- Print head Quick change nozzle
- Print technology - Fused filament fabrication
- XYZ accuracy - 12.5, 12.5, 5 microns
- Print plate leveling tech - Automatic leveling calibration

### INCLUDES:

Robo C2 Printer, Power Cable, Spool of Filament, Quick Start Guide, USB with 3D Models, 1-year Autodesk Fusion 360, Tool Kit

### WARRANTY:

12 - Month Warranty



**NEW**

Cat. No.	Description	Price
S72787	Education 3D Printer with WiFi	1000.00/Ea
S72786	1 Hour Online Training	200.00/Ea

## MyStemKits

Deliver STEM education to students in an interactive and engaging manner. Uses 3D printing to create more than 180 manipulatives.

Hands-on learning for grades K-12.

**Classroom Plan** — One-year, single-user unlimited plan.

**E3 Classroom Bundle** — One-year subscription to the Classroom Plan (one teacher user account), 2 Robo C2 3D Printers, 10 × 500g rolls of filament and 2 hours of online training.

**School Plan** — One-year, multi-user unlimited plan.

**E3 School Bundle** — One-year subscription to the Classroom Plan (8 teacher user accounts), 2 Robo C2 3D Printers, 10 × 500g rolls of filament and 2 hours of online training.

Cat. No.	Description	Price
S72788	Classroom Plan	1500.00/Ea
S72790	Classroom - Robo C2 Bundle	3500.00/Ea
S72789	School Plan	4000.00/Ea
S72791	School - Robo C2 Bundle	6000.00/Ea



**NEW**

## PLA Filament

PLA filament is easy-to-use, non-toxic, odorless and biodegradable. Ideal for making a wide range of durable prints with Robo 3D printers.

Cat. No.	Description	Price
S72793	Black	20.00/Ea
S72794	Blue	20.00/Ea
S72795	Red	20.00/Ea
S72797	White	20.00/Ea
S72796	Green	20.00/Ea
S72792	Filament 10 Pack	200.00/Ea



**NEW**

# Products to Complete Your Makerspace

Stock up on the products you need to continue making, learning, and exploring in your classroom.



Description	Cat. No.	Quantity	Price
<b>Cups</b>			
Clear Plastic Cups, 2.5 oz.	S04589	45/Pack	\$5.75
Clear Plastic Cups, 7 oz.	S04202	100/Pack	\$32.00
Clear Plastic Cups, 9 oz.	S042015BO	100/Pack	\$18.50
Clear Plastic Cups, 16 oz.	S04170	50/Pack	\$15.50
Foam Cups, 6 oz.	S04195	1000/Pack	\$67.50
Foam Cups, 8 oz.	S04196	1000/Pack	\$77.00
Paper Cups, 4 oz.	S04199	100/Pack	\$8.60
Paper Cups, 4 oz.	S04198	500/Pack	\$70.75
Paper Cups, 8 oz.	S04200	100/Pack	\$16.75
Translucent Cups, 7 oz.	S04575	100/Pack	\$14.25
<b>Pans</b>			
Aluminum Pie Pans, Dia.: 9 in.	S04171	10/Pack	\$8.60
Foil Pans, L x W: 8 x 8 in.	S04203	6/Pack	\$7.20
Foil Pan, Dia.: 4.9 in.	S04204	Each	\$5.20
<b>Pencils</b>			
Colored Pencils, Assorted Colors	S04194	12/Pack	\$4.35
Wax Pencils, Black	S04191	Each	\$1.05
<b>Containers and Trays</b>			
Deli Container, PET, 16 oz., Without Lid	S39380KWW	Each	\$0.35
Foam Trays, White, 9 x 12 in.	S04188	Each	\$0.30
Plastic Shoe Box	S394421MW	Each	\$3.85

Visit [fisheredu.com](https://www.fisheredu.com) or contact your Fisher Science Education sales representative to access our full selection of products.



# Products to Complete Your Makerspace



Description	Cat. No.	Quantity	Price
<b>Utensils</b>			
Metal Teaspoon, L: 6 in.	S045864RR	Each	\$0.35
Plastic Forks	S04176	100/Pack	\$10.25
Plastic Teaspoons	S04175MKC	100/Pack	\$3.80
Stainless-Steel Scoop, L: 6 in.	S04582	Each	\$6.95
<b>Miscellaneous</b>			
Balloons, Assorted Colors	S04187	144/Pack	\$30.00
Coffee Filters	S041853MM	200/Pack	\$6.35
Diecast Toy Cars, Assorted Styles	S04578MKC	Each	\$3.15
Dowel Rod, Dia. x L: 0.5 x 15 in.	S04172	Each	\$2.70
Electrical Tape, Black, 0.75 in. x 30 yd.	S04192	Roll	\$2.50
Fine Sand	S39377KWW	4 Cups	\$3.80
Flat Washer, I.D. x O.D.: 0.31 x 0.75 in.	S04584KPP	Each	\$0.15
Magnifying Glass, with Handle	S04173	Each	\$4.00
Marbles, Assorted Colors	S04581	16/Pack	\$6.70
Modeling Clay, 4 Colors	S04179MKC	Each	\$3.20
Paper Towels, 70 Sheets/Roll	S04573MKC	Each	\$2.55
Pipe Cleaners, Assorted Colors	S04193	1,000/Pack	\$79.00
Plastic Funnel, O.D. x L: 3.9 x 3.35 in.	S04580	Each	\$4.50
Potting Soil	S394632WAW	6 Cups	\$2.55
Potting Soil	S042858	8 Cups	\$10.25
Ring Magnet, O.D.: 1.14 in. (2.9cm)	S04585	Each	\$1.85
Round Toothpicks	S04180MKC	800/Pack	\$2.05
Rubber Bands, No. 64	S04189	1 lb./Pack	\$17.00
Steel Wool, No. 1	S04183	16/Pack	\$14.25
Styrofoam Balls, White, Dia.: 1 in.	S04571	12/Pack	\$11.25
Vegetable Oil	S04587A	24 oz.	\$10.75
White Vinegar	S04577	32 oz.	\$7.20
Resealable Bags, L x W: 6 x 6 in.	S04588	100/Box	\$11.25

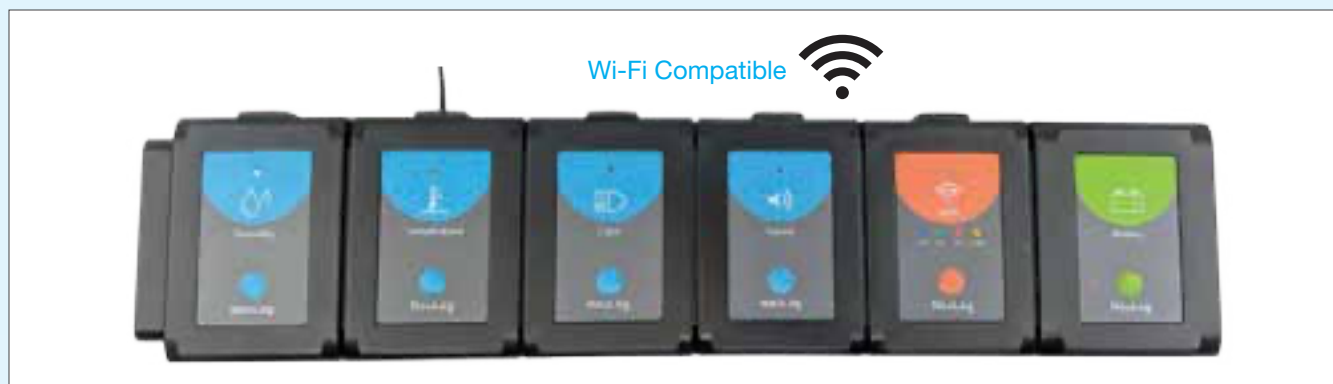
Visit [fisheredu.com](https://www.fisheredu.com) or contact your Fisher Science Education sales representative to access our full selection of products.

# CAREER AND TECHNOLOGY EDUCATION NeuLog™ Neuron Logger Sensors



## Flexible, Fast, and Simple

The NeuLog system is so powerful and flexible because each sensor is like a tiny computer, a datalogger with flash memory, and a sensor all in one. Turn science study into an easy and fun classroom experience.



### Compatible with Many Devices

- Smartphones
- Tablets
- PC or Mac

### Multiple Connection Options

- WiFi
- USB
- Stand-alone

### Designed to Work with Future Technologies

- Browser-based software will work with any hardware and software of the future without the need for upgrades

### Cost-Effective Solution

- No need to purchase expensive hubs or additional software

### Adaptable

- Use probes simultaneously
- Interchangeable sensors
- Ideal for any experiment
- Suitable for any age level

### Modular Plug and Play

- Allows connection of sensors in any order
- No calibration required
- Instant readings
- No set-up time

Visit [fisheredu.com/neulog](https://fisheredu.com/neulog) to learn more.

## Sales Quotation

*Quote Nbr	Creation Date	Due Date	Page
1322-7533-88	11/18/2021		1 of 5
Payment Terms		Delivery Terms	
NET 30 DAYS		DEST	
Valid To		Prepared By	
12/31/2021		LARKINS, GUYWRINGLEY	
Customer Reference		Sales Representative	
RFQ MAGNOLIA SCIENCE ACADEMY-1		ROGER WEDIG	
To place an order	Ph: 800-955-1177	Fx: 800-955-0740	
Submitted To:		Customer Account: <b>885032-001</b>	
CARLA WHITE 818-609-0507		MAGNOLIA SCIENCE ACADEMY 18238 SHERMAN WAY RESEDA CA 91335-4550	



Part of Thermo Fisher Scientific

FISHER SCIENCE EDUCATION  
4500 TURNBERRY DRIVE  
HANOVER PARK IL 60133-5491





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**\*Please reference this Quote Number on all correspondence.**

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For complete Terms and Conditions, please [click here.](#)

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
1	1	PK	10 500 6	HD UTILITY FUNNEL 80-89 12/PK Fisherbrand Heavy-Duty/Utility Funnels, Capacity: 100 mL, Diameter op: 8.7cm, 3.44 in., Height: 11 cm, Polypropylene, Autoclavable: Yes, Length Stem: 0.90 in. Vendor Catalog # 300800-0314 This item is being sold as 12 each per pack	44.44	44.44
						
2	10	EA	HP88854200	ISOTEMP 4X4 HP 100-120V Fisherbrand Isotemp Hotplate, Size: 4.25 x 4.25 in., Top Plate Material: Ceramic, Plug Type: US-Style, Shape: Square, Temperature: Ambient to 540 deg.C, Hot Plate, Voltage: 100/120 V, Certifications/Compliance: cCSAus, Description: Hotplate, Dimensions: 10 x 5 x 3.6 in. (25.4 x 12.7 x 9.1 cm) Vendor Catalog # HP88854200 This item is being sold as 1 per each	211.00	2,110.00
						
3	10	EA	19 313 571	TAPE MEASURE KOMELON USA 1EA ORS Nasco Komelon Professional Power Tape, Yellow, Recommended Applications: Safety, Weight: 0.56 lb., 0.25kg Vendor Catalog # 416-4916 This item is being sold as 1 per each	15.64	156.40
						
4	10	EA	14 770	SUPPORT FOR THIRTEEN TUBES Fisherbrand Wood Test Tube Racks, Holds: 20 to 26 mm Tubes, Autoclavable: Not Autoclavable, Positions: 13, Diameter Opening: 26 mm, Dimensions: 9.56 x 3.12 x 7.87 in. (24.3 x 7.9 x 20cm), Height: 7.87 in., 20 cm, Length: 9.56 in., 24.3 cm, Width: 3.12 in., 7.9 cm	46.43	464.30
						

## Sales Quotation



Quote Nbr	Customer Reference	Page
1322-7533-88	RFQ MAGNOLIA SCIENCE ACADEMY-1	2 of 5

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
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Vendor Catalog # BWS 2445

This item is being sold as 1 per each

5	1	EA	14 648 44	TRACE-WATERPROOF THERMOMETER	30.86	30.86
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Fisherbrand Traceable Digital Thermometers with Stainless-Steel Stem and 0.25 in. LCD Screen, Model: Shockproof/Water-resistant Thermometer, Temperature Range: -50 deg. to 300 deg.C, -58 deg. to 572 deg.F, Accuracy: +/-1 deg.C, Certifications/Compliance: ISO 17025, A2LA, NIST, Display: Digital LCD

Vendor Catalog # 9000867

Hazardous Material

This item is being sold as 1 per each

6	1	CS	S63448	GLASS STIRRING ROD 150MM 1/CS	18.76	18.76
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Fisherbrand Soft Glass Rods, Diameter: 0.19 in., 5mm, Length: 5.9 in., 150mm, Includes: Rounded and fire polished ends, Quantity: 72 Pack, Recommended Applications: Education

Vendor Catalog # 11380B

This item is being sold as 1 per case

7	1	PK	S95957	MAGNETS ALNICO PAIR 3IN 2PK	8.54	8.54
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Eisco Bar Magnet Set, Size: L, Bar magnet set, Includes: Keepers, Recommended Applications: Education

Vendor Catalog # PH0789NX8

Hazardous Material

This item is being sold as 2 each per pack

8	1	EA	S32051	HARDWOOD MAPLE METERSTICK	4.62	4.62
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Solid Hard Maple Meter Sticks, Includes: Plain end, Solid Hard Meter Stick, Calibration Type: Millimeters on one side and inches in 0.125 in. increments on the other, Maple Wood, Recommended Applications: Education, Surface Coating: Laquere, Thickness: 0.8cm, Width: 1.125 in., 2.85cm

Vendor Catalog # S32051

This item is being sold as 1 per each

9	1	EA	S24868	ASSORTED SPRING	59.42	59.42
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Eisco Assorted Spring Set, Recommended Applications: Education

Vendor Catalog # PH0115AS






This item is being sold as 1 per each



## Sales Quotation




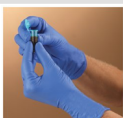
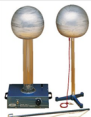

Quote Nbr	Customer Reference	Page
1322-7533-88	RFQ MAGNOLIA SCIENCE ACADEMY-1	3 of 5

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
10	15	EA	14 648 44	 TRACE-WATERPROOF THERMOMETER Fisherbrand Traceable Digital Thermometers with Stainless-Steel Stem and 0.25 in. LCD Screen, Model: Shockproof/Water-resistant Thermometer, Temperature Range: -50 deg. to 300 deg.C, -58 deg. to 572 deg.F, Accuracy: +/-1 deg.C, Certifications/Compliance: ISO 17025, A2LA, NIST, Display: Digital LCD Vendor Catalog # 9000867 Hazardous Material This item is being sold as 1 per each	30.86	462.90
11	1	CS	14 955 233	 5 ML SEROLOGICAL PIPET 200/CS Basix Polystyrene Serological Pipets, Volume: 5 mL, Blue, Graduations: 1/10, Sterile, Aspirator Plug: 5mL, Graduated: Yes, Plastic/Paper Vendor Catalog # 14955233 Shelf Life 3Y This item is being sold as 200 each per case	46.01	46.01
12	20	EA	S111008	 DIGITAL STOPWATCH United Scientific Digital Stopwatch, Alarms: Audible, Visual, Display: Digital, Digital Stopwatch/Timer, Black, Increments: 1/100th second Vendor Catalog # STOPWD-DIG Hazardous Material This item is being sold as 1 per each	1.98	39.60
13	60	EA	S32051	 HARDWOOD MAPLE METERSTICK Solid Hard Maple Meter Sticks, Includes: Plain end, Solid Hard Meter Stick, Calibration Type: Millimeters on one side and inches in 0.125 in. increments on the other, Maple Wood, Recommended Applications: Education, Surface Coating: Laquere, Thickness: 0.8cm, Width: 1.125 in., 2.85cm Vendor Catalog # S32051 This item is being sold as 1 per each	4.62	277.20
14	1	PK	19 041 171B	 NITRILE 3M PF TEX SM 200PK Fisherbrand Comfort Nitrile Gloves, Small, Size: Small, Certifications/Compliance: ISO 9001 certified QMS; 510K approved for medical use in the US, Blue, Disposable: Yes, Latex Free: Yes, Length: 9.5 in., 24.13 cm, Powdered: Powder Free, Exam, Thickness: 3 mil, 0.07 mm Vendor Catalog # 19041171B	39.65	39.65

## Sales Quotation



Quote Nbr	Customer Reference	Page
1322-7533-88	RFQ MAGNOLIA SCIENCE ACADEMY-1	4 of 5

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
				Shelf Life 3Y This item is being sold as 200 each per pack Medical Device Product - Non-Returnable		
15	1	PK	19 041 171C	NITRILE 3M PF TEX MD 200PK	39.65	39.65
				 Fisherbrand Comfort Nitrile Gloves, Medium, Size: Medium, Certifications/Compliance: ISO 9001 certified QMS; 510K approved for medical use in the US, Blue, Disposable: Yes, Latex Free: Yes, Length: 9.5 in., 24.13 cm, Powdered: Powder Free, Exam, Thickness: 3 mil, 0.07 mm Vendor Catalog # 19041171C Shelf Life 3Y This item is being sold as 200 each per pack Medical Device Product - Non-Returnable		
16	1	PK	19 041 171D	NITRILE 3M PF TEX LG 200PK	39.65	39.65
				 Fisherbrand Comfort Nitrile Gloves, Large, Size: Large, Certifications/Compliance: ISO 9001 certified QMS; 510K approved for medical use in the US, Blue, Disposable: Yes, Latex Free: Yes, Length: 9.5 in., 24.13 cm, Powdered: Powder Free, Exam, Thickness: 3 mil, 0.07 mm Vendor Catalog # 19041171D Shelf Life 3Y This item is being sold as 200 each per pack Medical Device Product - Non-Returnable		
17	1	EA	S43207	VAN DE GRAAF GENERATOR	569.99	569.99
				 Deluxe Van de Graaff Generator, For Use With: Demonstrating static electricity, Voltage: 110VAC, Height: 30 in., 76cm Vendor Catalog # N-100E This item is being sold as 1 per each		
18	25	EA	S72422	FSE COMPACT SCALE 220G X 0.1G	66.70	1,667.50
				 Fisher Science Education Compact Scale, Capacity: 220 g, Readability: 0.1 g, Display Type: LCD, Stabilization Time: 2 sec, Certifications/Compliance: IEC/EN 61010-1, CAN/CSA C22.2 No. 61010-1, UL Std. No. 61010-1, Height: 55 mm, Includes: 3 AA Batteries, Length: 235 mm Vendor Catalog # 30467774		




## Sales Quotation



Fisher Science Education

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Quote Nbr	Customer Reference	Page
1322-7533-88	RFQ MAGNOLIA SCIENCE ACADEMY-1	5 of 5

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
This item is being sold as 1 per each						
19	16	EA	S72581	CMPD MONO 0.65NA 4/10/40 LED Fisher Science Education Middle-High School Series Upright Microscope, Condenser Type: Abbe Condenser NA0.65 Disc Diaphragm, Objective Types: Achromatic Objectives 4X, 10X, 40Xs, Power Supply Details: Rechargeable battery; External DC plug, Design Type: Plain Stage Vendor Catalog # S72581 Hazardous Material This item is being sold as 1 per each	115.91	1,854.56
						
20	1	EA	S96420	BASIC PREPARED SLIDE SET OF 25 United Scientific Supplies Basic Prepared Slides, Quantity: 25/pk., Recommended Applications: Education, Basic prepared slide set Vendor Catalog # SLD025-SET/25 This item is being sold as 1 per each	39.03	39.03
						
21	1	DZ	14 070 10A	RUBR BULB 5 ML F/PIPET 12EA/DZ Walter Stern Rubber Bulb for Pipets, Volume: 5 mL, Autoclavable: Not Autoclavable, For Use With: Pipet Vendor Catalog # WS200-5 Shelf Life 2Y This item is being sold as 12 each per 12	37.34	37.34
						
MERCHANDISE TOTAL						8,010.42
Hazardous Material Charge						10.00
Estimated Sales Tax						761.95
TOTAL						8,782.37

**NOTES:****Returns are subject to manufacturer terms and conditions.**

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## Sales Quotation

*Quote Nbr	Creation Date	Due Date	Page
1323-7539-53	11/19/2021		1 of 1
Payment Terms		Delivery Terms	
NET 30 DAYS		DEST	
Valid To		Prepared By	
12/31/2021		BECK, JODY A.	
Customer Reference		Sales Representative	
RFQ MAGNOLIA SCIENCE ACADEMY-7		ROGER WEDIG	
To place an order	Ph: 800-955-1177	Fx: 800-955-0740	
Submitted To:		Customer Account: <b>885032-001</b>	
CARLA WHITE  310-637-3806		MAGNOLIA SCIENCE ACADEMY 18238 SHERMAN WAY FILL IN ADDRESS RESEDA CA 91335-4550	



FISHER SCIENCE EDUCATION  
4500 TURNBERRY DRIVE  
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Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
1	NOBID		*--NO BID--*	FB0673/# NOT VALID		

MERCHANDISE TOTAL	.00
Estimated Sales Tax	.00

**NOTES:**

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## Sales Quotation

*Quote Nbr	Creation Date	Due Date	Page
1323-7539-66	11/19/2021		1 of 3
Payment Terms		Delivery Terms	
NET 30 DAYS		DEST	
Valid To		Prepared By	
12/31/2021		BECK, JODY A.	
Customer Reference		Sales Representative	
RFQ MAGNOLIA SCIENCE ACADEMY-SAN DIEGO		ROGER WEDIG	
To place an order	Ph: 800-955-1177	Fx: 800-955-0740	
Submitted To:		Customer Account: <b>885032-001</b>	
CARLA WHITE  310-637-3806		MAGNOLIA SCIENCE ACADEMY 18238 SHERMAN WAY FILL IN ADDRESS RESEDA CA 91335-4550	



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Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
1	20	EA	01 922 342	CR621 Ohaus Compass CR Series Scale, Capacity: 620 g Vendor Catalog # 30428205 Hazardous Material This item is being sold as 1 per each	110.32	2,206.40
						
2	35	EA	S99446	HAND LENS MAGNIFIER 50 MM EA United Scientific Supplies Hand Lens, Diameter Outer: 1.96 in., 5cm, Includes: Bakelite handle, Glass, Recommended Applications: Education Vendor Catalog # MFG050 This item is being sold as 1 per each	2.28	79.80
						
3	40	EA	14 648 44	TRACE-WATERPROOF THERMOMETER Fisherbrand Traceable Digital Thermometers with Stainless-Steel Stem and 0.25 in. LCD Screen, Model: Shockproof/Water-resistant Thermometer, Temperature Range: -50 deg. to 300 deg.C, -58 deg. to 572 deg.F, Accuracy: +/-1 deg.C, Certifications/Compliance: ISO 17025, A2LA, NIST, Display: Digital LCD Vendor Catalog # 9000867 Hazardous Material This item is being sold as 1 per each	30.86	1,234.40
						
4	40	EA	S111008	DIGITAL STOPWATCH United Scientific Digital Stopwatch, Alarms: Audible, Visual, Display: Digital, Digital Stopwatch/Timer, Black, Increments: 1/100th second Vendor Catalog # STOPWD-DIG	1.98	79.20
						

## Sales Quotation



Quote Nbr	Customer Reference	Page
1323-7539-66	RFQ MAGNOLIA SCIENCE ACADEMY-SAN DIEGO	2 of 3

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
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Hazardous Material

This item is being sold as 1 per each

5	6	EA	HP88854200	ISOTEMP 4X4 HP 100-120V	211.00	1,266.00
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Fisherbrand Isotemp Hotplate, Size: 4.25 x 4.25 in., Top Plate  
 Material: Ceramic, Plug Type: US-Style, Shape: Square, Temperature:  
 Ambient to 540 deg.C, Hot Plate, Voltage: 100/120 V,  
 Certifications/Compliance: cCSAus, Description: Hotplate, Dimensions:  
 10 x 5 x 3.6 in. (25.4 x 12.7 x 9.1 cm)  
 Vendor Catalog # HP88854200  
 This item is being sold as 1 per each

6	8	PK	S84011	CLASSROOM COLLECTION 50/PK	27.88	223.04
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Classroom Rock and Mineral Collection, Includes: Manual and  
 description key, Quantity: 50 Specimens, Recommended Applications:  
 Education, Specimen Size: 1 x 1in.  
 Vendor Catalog # 1250-00S  
 This item is being sold as 50 each per pack

7	16	EA	S72581	CMPD MONO 0.65NA 4/10/40 LED	115.91	1,854.56
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Fisher Science Education Middle-High School Series Upright  
 Microscope, Condenser Type: Abbe Condenser NA0.65 Disc Diaphragm,  
 Objective Types: Achromatic Objectives 4X, 10X, 40Xs, Power Supply  
 Details: Rechargeable battery; External DC plug, Design Type: Plain  
 Stage  
 Vendor Catalog # S72581  
 Hazardous Material  
 This item is being sold as 1 per each

8	1	EA	S96420	BASIC PREPARED SLIDE SET OF 25	39.03	39.03
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United Scientific Supplies Basic Prepared Slides, Quantity: 25/pk.,  
 Recommended Applications: Education, Basic prepared slide set  
 Vendor Catalog # SLD025-SET/25  
 This item is being sold as 1 per each

MERCHANDISE TOTAL	6,982.43
Hazardous Material Charge	10.00
Estimated Sales Tax	664.29
<b>TOTAL</b>	<b>7,656.72</b>

## NOTES:

# Sales Quotation



**Fisher Science Education**

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Quote Nbr	Customer Reference	Page
1323-7539-66	RFQ MAGNOLIA SCIENCE ACADEMY-SAN DIEGO	3 of 3

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## Sales Quotation

*Quote Nbr	Creation Date	Due Date	Page
1323-7539-56	11/19/2021		1 of 4
Payment Terms		Delivery Terms	
NET 30 DAYS		DEST	
Valid To		Prepared By	
12/31/2021		BECK, JODY A.	
Customer Reference		Sales Representative	
RFQ MAGNOLIA SCIENCE ACADEMY-BELL		ROGER WEDIG	
To place an order	Ph: 800-955-1177	Fx: 800-955-0740	
Submitted To:		Customer Account: <b>885032-001</b>	
CARLA WHITE  310-637-3806		MAGNOLIA SCIENCE ACADEMY 18238 SHERMAN WAY FILL IN ADDRESS RESEDA CA 91335-4550	



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Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
1	10	EA	03 007 33	FB GRAD CYL PMP 100ML 1EA  Fisherbrand Polymethylpentene Graduated Cylinders, Capacity: 100mL, Graduations: 1mL, PMP (Polymethylpentene), Autoclavable: Yes, Base Type: Circular, Ribbed, Calibration: To contain/to deliver, Subdivision: 1mL Vendor Catalog # 300450-0100 This item is being sold as 1 per each	27.78	277.80
2	1	PK	FB101250	BEAKER HEVI DUTY 250ML 12/PK  Fisherbrand Reusable Glass Heavy-Duty Low-Form Beakers, 250mL, Capacity: 250 mL, 8.45 oz., Borosilicate Glass, Accuracy: +/-5%, Certifications/Compliance: USP, ASTM E438, ASTM E960, Description: Beaker, Diameter Outer: 2.63 in., 6.7 cm, Disposable: No Vendor Catalog # FS14005-250 This item is being sold as 12 each per pack	101.25	101.25
3	10	EA	S72422	FSE COMPACT SCALE 220G X 0.1G  Fisher Science Education Compact Scale, Capacity: 220 g, Readability: 0.1 g, Display Type: LCD, Stabilization Time: 2 sec, Certifications/Compliance: IEC/EN 61010-1, CAN/CSA C22.2 No. 61010-1, UL Std. No. 61010-1, Height: 55 mm, Includes: 3 AA Batteries, Length: 235 mm Vendor Catalog # 30467774 This item is being sold as 1 per each	66.70	667.00



## Sales Quotation








Quote Nbr	Customer Reference	Page
1323-7539-56	RFQ MAGNOLIA SCIENCE ACADEMY-BELL	2 of 4

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
4	10	EA	19 313 571	TAPE MEASURE KOMELON USA 1EA  ORS Nasco Komelon Professional Power Tape, Yellow, Recommended Applications: Safety, Weight: 0.56 lb., 0.25kg Vendor Catalog # 416-4916 This item is being sold as 1 per each	15.64	156.40
5	10	EA	S04393C	SRPING SCALE 500G/5N  Eisco Dual Scale Spring Scales, Capacity: 500 g, 18 oz., Model: PH0024C, Dual scale transparent spring scale, Format: Gram, Newton, Includes: Zero adjustable device with flat easy-to-read anodized Metal scale, Acrylic, Recommended Applications: Education, Weight: 1.65 lb., 0.75kg Vendor Catalog # PH0024C This item is being sold as 1 per each	4.02	40.20
6	12	EA	S111008	DIGITAL STOPWATCH  United Scientific Digital Stopwatch, Alarms: Audible, Visual, Display: Digital, Digital Stopwatch/Timer, Black, Increments: 1/100th second Vendor Catalog # STOPWD-DIG Hazardous Material This item is being sold as 1 per each	1.98	23.76
7	8	PK	S95957	MAGNETS ALNICO PAIR 3IN 2PK  Eisco Bar Magnet Set, Size: L, Bar magnet set, Includes: Keepers, Recommended Applications: Education Vendor Catalog # PH0789NX8 Hazardous Material This item is being sold as 2 each per pack	8.54	68.32
8	15	EA	S32051	HARDWOOD MAPLE METERSTICK  Solid Hard Maple Meter Sticks, Includes: Plain end, Solid Hard Meter Stick, Calibration Type: Millimeters on one side and inches in 0.125 in. increments on the other, Maple Wood, Recommended Applications: Education, Surface Coating: Laquere, Thickness: 0.8cm, Width: 1.125 in., 2.85cm Vendor Catalog # S32051 This item is being sold as 1 per each	4.62	69.30

## Sales Quotation



Quote Nbr	Customer Reference	Page
1323-7539-56	RFQ MAGNOLIA SCIENCE ACADEMY-BELL	3 of 4

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
9	15	EA	S09596	PULLEY SINGLE ALUMINUM  GSC Go Science Crazy Low Friction Aluminum Pulley, Aluminum Single Pulley, Recommended Applications: Education Vendor Catalog # 16080-10 This item is being sold as 1 per each Product - Non-Returnable	2.27	34.05
10	1	EA	S09596	PULLEY SINGLE ALUMINUM  GSC Go Science Crazy Low Friction Aluminum Pulley, Aluminum Single Pulley, Recommended Applications: Education Vendor Catalog # 16080-10 This item is being sold as 1 per each Product - Non-Returnable	2.27	2.27
11	20	EA	14 648 44	TRACE-WATERPROOF THERMOMETER  Fisherbrand Traceable Digital Thermometers with Stainless-Steel Stem and 0.25 in. LCD Screen, Model: Shockproof/Water-resistant Thermometer, Temperature Range: -50 deg. to 300 deg.C, -58 deg. to 572 deg.F, Accuracy: +/-1 deg.C, Certifications/Compliance: ISO 17025, A2LA, NIST, Display: Digital LCD Vendor Catalog # 9000867 Hazardous Material This item is being sold as 1 per each	30.86	617.20
12	5	EA	HP88854200	ISOTEMP 4X4 HP 100-120V  Fisherbrand Isotemp Hotplate, Size: 4.25 x 4.25 in., Top Plate Material: Ceramic, Plug Type: US-Style, Shape: Square, Temperature: Ambient to 540 deg.C, Hot Plate, Voltage: 100/120 V, Certifications/Compliance: cCSAus, Description: Hotplate, Dimensions: 10 x 5 x 3.6 in. (25.4 x 12.7 x 9.1 cm) Vendor Catalog # HP88854200 This item is being sold as 1 per each	211.00	1,055.00
13	8	EA	S24419	SLOTTED MASSES S.  Eisco Set of Masses with Hanger, Recommended Applications: Education Vendor Catalog # PH0258MSS This item is being sold as 1 per each	13.56	108.48

**Sales Quotation****Fisher Science Education**

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Quote Nbr	Customer Reference	Page
1323-7539-56	RFQ MAGNOLIA SCIENCE ACADEMY-BELL	4 of 4

MERCHANDISE TOTAL	3,221.03
Estimated Sales Tax	305.99
<b>TOTAL</b>	<b>3,527.02</b>

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## Sales Quotation

*Quote Nbr	Creation Date	Due Date	Page
1327-7602-30	11/23/2021		1 of 5
Payment Terms		Delivery Terms	
NET 30 DAYS		DESTINATION	
Valid To		Prepared By	
12/31/2021		WEDIG, ROGER	
Customer Reference		Sales Representative	
RFQ MAGNOLIA SCIENCE ACADEMY-3		ROGER WEDIG	
To place an order	Ph: 800-955-1177	Fx: 800-955-0740	
Submitted To:		Customer Account: <b>885032-001</b>	
CARLA WHITE 310-637-3806		MAGNOLIA SCIENCE ACADEMY 18238 SHERMAN WAY RESEDA CA 91335-4550	



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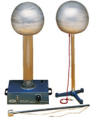

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Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
1	1	EA	15 545 1A	WIRE BARE COPPER 1/4LB 16 GA Arcor Electronics Multiple-Use Bare Copper Wire, Diameter Outer: 0.05 in., 1.3mm, Gauge: 16, Quantity: 126 Ft./lb., Weight: 0.25 lb., 113g, Certifications/Compliance: QQ-W-343, TYPE S, MIL-W-3861, TYPE S, ASTM-B-3 Vendor Catalog # BARE 16GA This item is being sold as 1 per each	12.34	12.34
						
2	NOBID		*--NO BID--*			
3	NOBID		*--NO BID--*			
4	1	EA	S43207	VAN DE GRAAF GENERATOR Deluxe Van de Graaff Generator, For Use With: Demonstrating static electricity, Voltage: 110VAC, Height: 30 in., 76cm Vendor Catalog # N-100E This item is being sold as 1 per each	569.99	569.99
						
5	10	EA	S99446	HAND LENS MAGNIFIER 50 MM EA United Scientific Supplies Hand Lens, Diameter Outer: 1.96 in., 5cm, Includes: Bakelite handle, Glass, Recommended Applications: Education Vendor Catalog # MFG050 This item is being sold as 1 per each	2.28	22.80
						

## Sales Quotation







Quote Nbr	Customer Reference	Page
1327-7602-30	RFQ MAGNOLIA SCIENCE ACADEMY-3	2 of 5

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
6	10	EA	S72581	 CMPD MONO 0.65NA 4/10/40 LED Fisher Science Education Middle-High School Series Upright Microscope, Condenser Type: Abbe Condenser NA0.65 Disc Diaphragm, Objective Types: Achromatic Objectives 4X, 10X, 40Xs, Power Supply Details: Rechargeable battery; External DC plug, Design Type: Plain Stage Vendor Catalog # S72581 Hazardous Material This item is being sold as 1 per each	115.91	1,159.10
7	NOBID		*--NO BID--*	S01974A		
8	NOBID		*--NO BID--*			
9	1	PK	FB501250	 FLASK ERLLENM WM GLS 250ML 12PK Fisherbrand Reusable Glass Wide-Mouth Erlenmeyer Flasks, Capacity: 250 mL, Graduation Range: 50 to 225 mL, Height: 5.11 in., 13 cm, Closure Size: 8, Borosilicate Glass, Description: Top style: Heavy duty tooled with capacity scale, Diameter Outer: 3.03 in., 77 mm, Disposable: No, Graduations: 25 mL Vendor Catalog # FS26650-250 This item is being sold as 12 each per pack	72.44	72.44
10	15	EA	S13998	 GYROSCOPE ON STAND Eisco Gyroscope, Diameter: 7.5cm, Includes: Three pair of adjustable pivots fitted on a stand, Recommended Applications: Education Vendor Catalog # PH0342 This item is being sold as 1 per each	57.48	862.20
11	8	PK	S95957	 MAGNETS ALNICO PAIR 3IN 2PK Eisco Bar Magnet Set, Size: L, Bar magnet set, Includes: Keepers, Recommended Applications: Education Vendor Catalog # PH0789NX8 Hazardous Material This item is being sold as 2 each per pack	8.54	68.32
12	15	EA	S97280	 FB TRIPLE BEAM BAL 610GX.1G Fisher Science Education Triple-Beam Balance, Capacity: 1.34 lb., 0.61 kg, Recommended Applications: Education, Triple beam mechanical balance, Warranty: 1 Year Vendor Catalog # 80252054 This item is being sold as 1 per each	89.78	1,346.70

## Sales Quotation








Quote Nbr	Customer Reference	Page
1327-7602-30	RFQ MAGNOLIA SCIENCE ACADEMY-3	3 of 5

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
13	15	EA	S24450	9 WGHTS, 1 HNGR EA50G  Eisco Zinc-Cast Slotted Masses Set, Weight: 500g, Quantity: Set of 9 x 50g weights and 1 x 50g hanger, Zinc die-cast, Powder-coated slotted mass set, Recommended Applications: Education Vendor Catalog # PHZNW500SET This item is being sold as 1 per each	12.32	184.80
14	15	EA	S32051	HARDWOOD MAPLE METERSTICK  Solid Hard Maple Meter Sticks, Includes: Plain end, Solid Hard Meter Stick, Calibration Type: Millimeters on one side and inches in 0.125 in. increments on the other, Maple Wood, Recommended Applications: Education, Surface Coating: Laquere, Thickness: 0.8cm, Width: 1.125 in., 2.85cm Vendor Catalog # S32051 This item is being sold as 1 per each	4.62	69.30
15	NOBID		*--NO BID--*			
16	NOBID		*--NO BID--*			
17	15	EA	S09596	PULLEY SINGLE ALUMINUM  GSC Go Science Crazy Low Friction Aluminum Pulley, Aluminum Single Pulley, Recommended Applications: Education Vendor Catalog # 16080-10 This item is being sold as 1 per each Product - Non-Returnable	2.27	34.05
18	NOBID		*--NO BID--*			
19	15	EA	S04393C	SRPING SCALE 500G/5N  Eisco Dual Scale Spring Scales, Capacity: 500 g, 18 oz., Model: PH0024C, Dual scale transparent spring scale, Format: Gram, Newton, Includes: Zero adjustable device with flat easy-to-read anodized Metal scale, Acrylic, Recommended Applications: Education, Weight: 1.65 lb., 0.75kg Vendor Catalog # PH0024C This item is being sold as 1 per each	4.02	60.30

## Sales Quotation



Quote Nbr	Customer Reference	Page
1327-7602-30	RFQ MAGNOLIA SCIENCE ACADEMY-3	4 of 5

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
20	15	EA	S111008	DIGITAL STOPWATCH  United Scientific Digital Stopwatch, Alarms: Audible, Visual, Display: Digital, Digital Stopwatch/Timer, Black, Increments: 1/100th second Vendor Catalog # STOPWD-DIG Hazardous Material This item is being sold as 1 per each	1.98	29.70
21	15	EA	14 648 44	TRACE-WATERPROOF THERMOMETER  Fisherbrand Traceable Digital Thermometers with Stainless-Steel Stem and 0.25 in. LCD Screen, Model: Shockproof/Water-resistant Thermometer, Temperature Range: -50 deg. to 300 deg.C, -58 deg. to 572 deg.F, Accuracy: +/-1 deg.C, Certifications/Compliance: ISO 17025, A2LA, NIST, Display: Digital LCD Vendor Catalog # 9000867 Hazardous Material This item is being sold as 1 per each	30.86	462.90
22	1	PK	50 199 6618	DROPPER POLY 5ML PK/20  Disposable, see-through transfer pipets. Made of unbreakable LPDE. Inert to biological fluids and most acids. Can be sealed, refrigerated, or gas sterilized. Vendor Catalog # 2749320 Hazardous Material This item is being sold as 20 each per pack	23.94	23.94
23	NOBID		*--NO BID--*			
24	1	PK	09 720 500	PTRI DSH 47MM ASPTC MOLD 150PK  Fisherbrand Disposable Petri Dishes, Petri Dishes, without pads, Quantity: 150 Pack, Diameter: 47 mm, Molded Polystyrene, Sterile, Disposable: Yes Vendor Catalog # PDF204700 This item is being sold as 150 each per pack	62.13	62.13
25	1	CS	14 955 233	5 ML SEROLOGICAL PIPET 200/CS  Basix Polystyrene Serological Pipets, Volume: 5 mL, Blue, Graduations: 1/10, Sterile, Aspirator Plug: 5mL, Graduated: Yes, Plastic/Paper Vendor Catalog # 14955233 This item is being sold as 200 each per case COMMENTS: ITEM IS ONLY SOLD IN U/M CASE.200 EA/CASE.	46.01	46.01

**Sales Quotation****Fisher Science Education**

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Quote Nbr	Customer Reference	Page
1327-7602-30	RFQ MAGNOLIA SCIENCE ACADEMY-3	5 of 5

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
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26 NOBID \*--NO BID--\*

27 NOBID \*--NO BID--\*

28 NOBID \*--NO BID--\*

MERCHANDISE TOTAL	5,087.02
Hazardous Material Charge	10.00
Estimated Sales Tax	484.23
<b>TOTAL</b>	<b>5,581.25</b>

**NOTES:**

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## Sales Quotation

*Quote Nbr	Creation Date	Due Date	Page
1323-7539-58	11/19/2021		1 of 3
Payment Terms		Delivery Terms	
NET 30 DAYS		DEST	
Valid To		Prepared By	
12/31/2021		BECK, JODY A.	
Customer Reference		Sales Representative	
RFQ MAGNOLIA SCIENCE ACADEMY-SANTA ANA		ROGER WEDIG	
To place an order	Ph: 800-955-1177	Fx: 800-955-0740	
Submitted To:		Customer Account: <b>885032-001</b>	
CARLA WHITE  310-637-3806		MAGNOLIA SCIENCE ACADEMY 18238 SHERMAN WAY FILL IN ADDRESS RESEDA CA 91335-4550	



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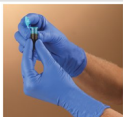

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Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
1	5	EA	S27537	SERIES PARALLEL CIRCUITS Kemtec Series and Parallel Circuits Kit, Includes: D-Cell Batteries, Max. Age: 12, Max. Grade Level: 6, Min. Age: 8, Min. Grade Level: 3, Size: 13 x 12 x 5 in., Weight: 11 lb. Vendor Catalog # 1-194 Hazardous Material This item is being sold as 1 per each	197.65	988.25
						
2	15	EA	14 648 44	TRACE-WATERPROOF THERMOMETER Fisherbrand Traceable Digital Thermometers with Stainless-Steel Stem and 0.25 in. LCD Screen, Model: Shockproof/Water-resistant Thermometer, Temperature Range: -50 deg. to 300 deg.C, -58 deg. to 572 deg.F, Accuracy: +/-1 deg.C, Certifications/Compliance: ISO 17025, A2LA, NIST, Display: Digital LCD Vendor Catalog # 9000867 Hazardous Material This item is being sold as 1 per each	30.86	462.90
						
3	15	EA	S29352	LAB TRAY POLY 15X12X3IN Eisco Polypropylene Laboratory Tray, Dimensions: 37 x 30 x 7.5 cm, Autoclavable: Autoclavable, White, Height: 7.5 cm, Length: 37 cm, Polyethylene, Deep Tray, Width: 30 cm, Quantity: 1, Recommended Applications: Education, Shape: Rectangular Vendor Catalog # BI0189B This item is being sold as 1 per each	8.88	133.20
						

## Sales Quotation



Quote Nbr	Customer Reference	Page
1323-7539-58	RFQ MAGNOLIA SCIENCE ACADEMY-SANTA ANA	2 of 3

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
4	15	EA	S111008	DIGITAL STOPWATCH  United Scientific Digital Stopwatch, Alarms: Audible, Visual, Display: Digital, Digital Stopwatch/Timer, Black, Increments: 1/100th second Vendor Catalog # STOPWD-DIG Hazardous Material This item is being sold as 1 per each	1.98	29.70
5	50	PK	09 720 500	PTRI DSH 47MM ASPTC MOLD 150PK  Fisherbrand Disposable Petri Dishes, Petri Dishes, without pads, Quantity: 150 Pack, Diameter: 47 mm, Molded Polystyrene, Sterile, Disposable: Yes Vendor Catalog # PDF204700 This item is being sold as 150 each per pack	62.13	3,106.50
6	3	PK	S13983	CONNECTING LEADS - RED 300MM  Eisco Red 4mm Connecting Leads, Recommended Applications: Education Vendor Catalog # PH1053BPK12 This item is being sold as 12 each per pack	31.94	95.82
7	1	PK	19 041 171B	NITRILE 3M PF TEX SM 200PK  Fisherbrand Comfort Nitrile Gloves, Small, Size: Small, Certifications/Compliance: ISO 9001 certified QMS; 510K approved for medical use in the US, Blue, Disposable: Yes, Latex Free: Yes, Length: 9.5 in., 24.13 cm, Powdered: Powder Free, Exam, Thickness: 3 mil, 0.07 mm Vendor Catalog # 19041171B Shelf Life 3Y This item is being sold as 200 each per pack Medical Device Product - Non-Returnable	39.65	39.65
8	1	PK	19 041 171C	NITRILE 3M PF TEX MD 200PK  Fisherbrand Comfort Nitrile Gloves, Medium, Size: Medium, Certifications/Compliance: ISO 9001 certified QMS; 510K approved for medical use in the US, Blue, Disposable: Yes, Latex Free: Yes, Length: 9.5 in., 24.13 cm, Powdered: Powder Free, Exam, Thickness: 3 mil, 0.07 mm Vendor Catalog # 19041171C Shelf Life 3Y This item is being sold as 200 each per pack	39.65	39.65

**Sales Quotation****Fisher Science Education**

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Quote Nbr	Customer Reference	Page
1323-7539-58	RFQ MAGNOLIA SCIENCE ACADEMY-SANTA ANA	3 of 3

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
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Medical Device  
Product - Non-Returnable

9	1	PK	19 041 171D	NITRILE 3M PF TEX LG 200PK	39.65	39.65
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Fisherbrand Comfort Nitrile Gloves, Large, Size: Large,  
Certifications/Compliance: ISO 9001 certified QMS; 510K approved for  
medical use in the US, Blue, Disposable: Yes, Latex Free: Yes,  
Length: 9.5 in., 24.13 cm, Powdered: Powder Free, Exam, Thickness: 3  
mil, 0.07 mm  
Vendor Catalog # 19041171D  
Shelf Life 3Y  
This item is being sold as 200 each per pack  
Medical Device  
Product - Non-Returnable

MERCHANDISE TOTAL	4,935.32
Estimated Sales Tax	468.85
<b>TOTAL</b>	<b>5,404.17</b>

**NOTES:**

**Returns are subject to manufacturer terms and conditions.**

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## Sales Quotation

*Quote Nbr	Creation Date	Due Date	Page
1323-7538-68	11/19/2021		1 of 1
Payment Terms		Delivery Terms	
NET 30 DAYS		DEST	
Valid To		Prepared By	
12/31/2021		BECK, JODY A.	
Customer Reference		Sales Representative	
RFQ MAGNOLIA SCIENCE ACADEMY-6		ROGER WEDIG	
To place an order	Ph: 800-955-1177	Fx: 800-955-0740	
Submitted To:		Customer Account: <b>885032-001</b>	
CARLA WHITE 310-637-3806		MAGNOLIA SCIENCE ACADEMY 18238 SHERMAN WAY RESEDA CA 91335-4550	



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Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
1	8	PK	S95957	MAGNETS ALNICO PAIR 3IN 2PK  Eisco Bar Magnet Set, Size: L, Bar magnet set, Includes: Keepers, Recommended Applications: Education Vendor Catalog # PH0789NX8 Hazardous Material This item is being sold as 2 each per pack	8.54	68.32
2	20	EA	S99446	HAND LENS MAGNIFIER 50 MM EA  United Scientific Supplies Hand Lens, Diameter Outer: 1.96 in., 5cm, Includes: Bakelite handle, Glass, Recommended Applications: Education Vendor Catalog # MFG050 This item is being sold as 1 per each	2.28	45.60
3	8	PK	S84011	CLASSROOM COLLECTION 50/PK  Classroom Rock and Mineral Collection, Includes: Manual and description key, Quantity: 50 Specimens, Recommended Applications: Education, Specimen Size: 1 x 1in. Vendor Catalog # 1250-00S This item is being sold as 50 each per pack	27.88	223.04
MERCHANDISE TOTAL						336.96
Estimated Sales Tax						32.01
TOTAL						368.97

### NOTES:

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## Sales Quotation

*Quote Nbr	Creation Date	Due Date	Page
1323-7538-50	11/19/2021		1 of 2
Payment Terms		Delivery Terms	
NET 30 DAYS		DEST	
Valid To		Prepared By	
12/31/2021		BECK, JODY A.	
Customer Reference		Sales Representative	
RFQ MAGNOLIA SCIENCE ACADEMY-4		ROGER WEDIG	
To place an order	Ph: 800-955-1177	Fx: 800-955-0740	
Submitted To:		Customer Account: <b>885032-001</b>	
CARLA WHITE 310-637-3806		MAGNOLIA SCIENCE ACADEMY 18238 SHERMAN WAY FILL IN ADDRESS RESEDA CA 91335-4550	



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Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
1	16	EA	S72581	CMPD MONO 0.65NA 4/10/40 LED  Fisher Science Education Middle-High School Series Upright Microscope, Condenser Type: Abbe Condenser NA0.65 Disc Diaphragm, Objective Types: Achromatic Objectives 4X, 10X, 40Xs, Power Supply Details: Rechargeable battery; External DC plug, Design Type: Plain Stage Vendor Catalog # S72581 Hazardous Material This item is being sold as 1 per each	115.91	1,854.56
2	8	EA	S72422	FSE COMPACT SCALE 220G X 0.1G  Fisher Science Education Compact Scale, Capacity: 220 g, Readability: 0.1 g, Display Type: LCD, Stabilization Time: 2 sec, Certifications/Compliance: IEC/EN 61010-1, CAN/CSA C22.2 No. 61010-1, UL Std. No. 61010-1, Height: 55 mm, Includes: 3 AA Batteries, Length: 235 mm Vendor Catalog # 30467774 This item is being sold as 1 per each	66.70	533.60
3	2	EA	S13930	BUNSEN BURNER, SIMPLE LPG  Eisco Simple Bunsen Burner, LPG, Gas Type: LPG, Diameter Outer Mixing Tube: 0.4 in., 11 mm, For Use With: Heating, sterilization, and combustion, Height: 5.5 in., 140 mm, Recommended Applications: Education Vendor Catalog # CH0088C This item is being sold as 1 per each	11.28	22.56

**Sales Quotation****Fisher Science Education**

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Quote Nbr	Customer Reference	Page
1323-7538-50	RFQ MAGNOLIA SCIENCE ACADEMY-4	2 of 2

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
4	1	EA	14 127 556	PORTABLE CENTRIFUGE KIT  Fisherbrand Portable Centrifuge Kit, Capacity: 6 x 1.5/2mL tubes (rotor 1: adapters for 0.5mL and 0.2mL tubes), Hertz: 50 to 60Hz, Max. RCF: 2999 x G, Max. Speed: 6000rpm, Refrigerated: No, Voltage: 100/240V, Electrical Requirements: Universal plug; Car adapter, For Use With: Mini centrifuge Vendor Catalog # HS120620 This item is being sold as 1 per each	411.48	411.48

MERCHANDISE TOTAL	2,822.20
Hazardous Material Charge	10.00
Estimated Sales Tax	269.07
<b>TOTAL</b>	<b>3,101.27</b>

**NOTES:**

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## Sales Quotation

*Quote Nbr	Creation Date	Due Date	Page
1322-7533-89	11/18/2021		1 of 5
Payment Terms		Delivery Terms	
NET 30 DAYS		DEST	
Valid To		Prepared By	
12/31/2021		LARKINS, GUYWRINGLEY	
Customer Reference		Sales Representative	
RFQ MAGNOLIA SCIENCE ACADEMY-2		ROGER WEDIG	
To place an order	Ph: 800-955-1177	Fx: 800-955-0740	
Submitted To:		Customer Account: <b>885032-001</b>	
CARLA WHITE 818-758-0300		MAGNOLIA SCIENCE ACADEMY 17125 VICTORY BLVD LAKE BALBOA CA 91406	



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Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
1	1	PK	S95957	MAGNETS ALNICO PAIR 3IN 2PK  Eisco Bar Magnet Set, Size: L, Bar magnet set, Includes: Keepers, Recommended Applications: Education Vendor Catalog # PH0789NX8 Hazardous Material This item is being sold as 2 each per pack	8.54	8.54
2	10	EA	S99446	HAND LENS MAGNIFIER 50 MM EA  United Scientific Supplies Hand Lens, Diameter Outer: 1.96 in., 5cm, Includes: Bakelite handle, Glass, Recommended Applications: Education Vendor Catalog # MFG050 This item is being sold as 1 per each	2.28	22.80
3	10	EA	19 313 571	TAPE MEASURE KOMELON USA 1EA  ORS Nasco Komelon Professional Power Tape, Yellow, Recommended Applications: Safety, Weight: 0.56 lb., 0.25kg Vendor Catalog # 416-4916 This item is being sold as 1 per each	15.64	156.40
4	10	EA	S32051	HARDWOOD MAPLE METERSTICK  Solid Hard Maple Meter Sticks, Includes: Plain end, Solid Hard Meter Stick, Calibration Type: Millimeters on one side and inches in 0.125 in. increments on the other, Maple Wood, Recommended Applications: Education, Surface Coating: Laquere, Thickness: 0.8cm, Width: 1.125 in., 2.85cm Vendor Catalog # S32051 This item is being sold as 1 per each	4.62	46.20

## Sales Quotation



Quote Nbr	Customer Reference	Page
1322-7533-89	RFQ MAGNOLIA SCIENCE ACADEMY-2	2 of 5






Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
5	10	EA	14 648 44	 TRACE-WATERPROOF THERMOMETER Fisherbrand Traceable Digital Thermometers with Stainless-Steel Stem and 0.25 in. LCD Screen, Model: Shockproof/Water-resistant Thermometer, Temperature Range: -50 deg. to 300 deg.C, -58 deg. to 572 deg.F, Accuracy: +/-1 deg.C, Certifications/Compliance: ISO 17025, A2LA, NIST, Display: Digital LCD Vendor Catalog # 9000867 Hazardous Material This item is being sold as 1 per each	30.86	308.60
6	10	EA	14 770	 SUPPORT FOR THIRTEEN TUBES Fisherbrand Wood Test Tube Racks, Holds: 20 to 26 mm Tubes, Autoclavable: Not Autoclavable, Positions: 13, Diameter Opening: 26 mm, Dimensions: 9.56 x 3.12 x 7.87 in. (24.3 x 7.9 x 20cm), Height: 7.87 in., 20 cm, Length: 9.56 in., 24.3 cm, Width: 3.12 in., 7.9 cm Vendor Catalog # BWS 2445 This item is being sold as 1 per each	46.43	464.30
7	1	PK	22 363 160	 FB SWAB CTN 6 NS WD CLNRM M/PK Fisherbrand Wood Handled Cotton Swabs and Applicators, Length: 6 in., 15 cm, Quantity: 1000/pk, Non-sterile, Cotton swab, Autoclavable: Yes, For Use With: Useful in bacteriology labs for inoculating broths or plated media or for obtaining culture specimens and for cleaning delicate instruments Vendor Catalog # 22363160 This item is being sold as 1000 each per pack Product - Non-Returnable	35.44	35.44
8	1	PK	FB501250	 FLASK ERLNEM WM GLS 250ML 12PK Fisherbrand Reusable Glass Wide-Mouth Erlenmeyer Flasks, Capacity: 250 mL, Graduation Range: 50 to 225 mL, Height: 5.11 in., 13 cm, Closure Size: 8, Borosilicate Glass, Description: Top style: Heavy duty tooled with capacity scale, Diameter Outer: 3.03 in., 77 mm, Disposable: No, Graduations: 25 mL Vendor Catalog # FS26650-250 This item is being sold as 12 each per pack	72.44	72.44



## Sales Quotation






Quote Nbr	Customer Reference	Page
1322-7533-89	RFQ MAGNOLIA SCIENCE ACADEMY-2	3 of 5

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
9	15	EA	S09596	PULLEY SINGLE ALUMINUM  GSC Go Science Crazy Low Friction Aluminum Pulley, Aluminum Single Pulley, Recommended Applications: Education Vendor Catalog # 16080-10 This item is being sold as 1 per each Product - Non-Returnable	2.27	34.05
10	NOBID		*--NO BID--*			
11	1	PK	50 199 6618	DROPPER POLY 5ML PK/20  Disposable, see-through transfer pipets. Made of unbreakable LPDE. Inert to biological fluids and most acids. Can be sealed, refrigerated, or gas sterilized. Vendor Catalog # 2749320 Hazardous Material This item is being sold as 20 each per pack	23.94	23.94
12	1	PK	09 720 500	PTRI DSH 47MM ASPTC MOLD 150PK  Fisherbrand Disposable Petri Dishes, Petri Dishes, without pads, Quantity: 150 Pack, Diameter: 47 mm, Molded Polystyrene, Sterile, Disposable: Yes Vendor Catalog # PDF204700 This item is being sold as 150 each per pack	62.13	62.13
13	1	CS	14 955 233	5 ML SEROLOGICAL PIPET 200/CS  Basix Polystyrene Serological Pipets, Volume: 5 mL, Blue, Graduations: 1/10, Sterile, Aspirator Plug: 5mL, Graduated: Yes, Plastic/Paper Vendor Catalog # 14955233 This item is being sold as 200 each per case COMMENTS: ITEM ONLY SOLD IN CASE. 200EA PER CASE.	46.01	46.01
14	20	EA	S111008	DIGITAL STOPWATCH  United Scientific Digital Stopwatch, Alarms: Audible, Visual, Display: Digital, Digital Stopwatch/Timer, Black, Increments: 1/100th second Vendor Catalog # STOPWD-DIG Hazardous Material This item is being sold as 1 per each	1.98	39.60
15	NOBID		*--NO BID--*			

## Sales Quotation







Quote Nbr	Customer Reference	Page
1322-7533-89	RFQ MAGNOLIA SCIENCE ACADEMY-2	4 of 5

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
16	1	CS	02 540 270	GRADUATED CYLINDER VARIETY PK  Thermo Scientific Nalgene Plastic Graduated Cylinder Variety Pack, Capacity: One each of: 10, 25, 50, 100, 250, 500, 1000mL, PPCO (Polypropylene Copolymer), Certifications/Compliance: ASTM Class B, E1272 Class B and 21 CFR Part 177.1520 for food/beverage use, Includes: Blue PP base Vendor Catalog # 3662-1234 This item is being sold as 1 per case	212.22	212.22
17	NOBID		*--NO BID--*			
18	NOBID		*--NO BID--*			
19	NOBID		*--NO BID--*			
20	NOBID		*--NO BID--*			
21	NOBID		*--NO BID--*			
22	16	EA	S72581	CMPD MONO 0.65NA 4/10/40 LED  Fisher Science Education Middle-High School Series Upright Microscope, Condenser Type: Abbe Condenser NA0.65 Disc Diaphragm, Objective Types: Achromatic Objectives 4X, 10X, 40Xs, Power Supply Details: Rechargeable battery; External DC plug, Design Type: Plain Stage Vendor Catalog # S72581 Hazardous Material This item is being sold as 1 per each	115.91	1,854.56
23	8	EA	S72422	FSE COMPACT SCALE 220G X 0.1G  Fisher Science Education Compact Scale, Capacity: 220 g, Readability: 0.1 g, Display Type: LCD, Stabilization Time: 2 sec, Certifications/Compliance: IEC/EN 61010-1, CAN/CSA C22.2 No. 61010-1, UL Std. No. 61010-1, Height: 55 mm, Includes: 3 AA Batteries, Length: 235 mm Vendor Catalog # 30467774 This item is being sold as 1 per each	66.70	533.60

## Sales Quotation

Quote Nbr	Customer Reference	Page
1322-7533-89	RFQ MAGNOLIA SCIENCE ACADEMY-2	5 of 5

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
24	8	EA	01 922 342	CR621 Ohaus Compass CR Series Scale, Capacity: 620 g Vendor Catalog # 30428205 Hazardous Material This item is being sold as 1 per each	110.32	882.56
						
25	2	EA	S13930	BUNSEN BURNER, SIMPLE LPG Eisco Simple Bunsen Burner, LPG, Gas Type: LPG, Diameter Outer Mixing Tube: 0.4 in., 11 mm, For Use With: Heating, sterilization, and combustion, Height: 5.5 in., 140 mm, Recommended Applications: Education Vendor Catalog # CH0088C This item is being sold as 1 per each	11.28	22.56
						
26	1	EA	S96420	BASIC PREPARED SLIDE SET OF 25 United Scientific Supplies Basic Prepared Slides, Quantity: 25/pk., Recommended Applications: Education, Basic prepared slide set Vendor Catalog # SLD025-SET/25 This item is being sold as 1 per each	39.03	39.03
						
27	1	DZ	14 070 10A	RUBR BULB 5 ML F/PIPET 12EA/DZ Walter Stern Rubber Bulb for Pipets, Volume: 5 mL, Autoclavable: Not Autoclavable, For Use With: Pipet Vendor Catalog # WS200-5 Shelf Life 2Y This item is being sold as 12 each per 12	37.34	37.34
						
MERCHANDISE TOTAL						4,902.32
Hazardous Material Charge						10.00
Estimated Sales Tax						466.68
TOTAL						5,379.00

**NOTES:**

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## Cover Sheet

### Approval of Written Finding Per Executive Order N-3-22

<b>Section:</b>	III. Action Items
<b>Item:</b>	D. Approval of Written Finding Per Executive Order N-3-22
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Written Finding Per Executive Order N-3-22.pdf



Board Agenda Item #	III D: Action Item
Date:	January 20, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, MPS Human Resources Director
RE:	Written Finding Per Executive Order N-3-22

Proposed Board Motion

I move that the board approve the written finding per the Executive Order N-3-22.

Background

On January 11, 2022, Governor Newsom announced the Executive Order N-3-22 which gives temporary staffing flexibility in maintaining in-person services for the MPS students despite staffing shortages experienced that were caused by the Omicron driven rise in COVID-19 cases.

Analysis (If applicable)

After the board approval, the written finding letter will be sent to the authorizers and will be made available to public upon request.

Budget Implications: There are no budget implications.

Exhibits (attachments):

- Written Finding Letter
- Governor Newsom's Executive Order N-3-22



**WRITTEN FINDING PER EXECUTIVE ORDER N-3-22**

I, \_\_\_\_\_, Charter School Leader or Designee of the Charter School Leader for \_\_\_\_\_ (“Charter School”), hereby make a written finding (“Written Finding”) that temporary staffing flexibility as set forth in Governor of California Gavin Newsom’s Executive Order N-3-22 dated January 11, 2022 will support Charter School in maintaining in-person services for Charter School’s students despite staffing shortages experienced by Charter School that were caused by the Omicron-driven rise in COVID-19 cases.

This Written Finding shall be retained by Charter School and made available to any member of the public upon request.

Signed: \_\_\_\_\_

[Charter School Leader or Designee]

Dated: \_\_\_\_\_

## EXECUTIVE DEPARTMENT STATE OF CALIFORNIA

### EXECUTIVE ORDER N-3-22

**WHEREAS** on March 4, 2020, I proclaimed a State of Emergency to exist in California as a result of the threat of COVID-19; and

**WHEREAS** since then, California schools have been among the safest places in a community, providing supervised learning environments with universal mask-wearing, access to testing, superior ventilation, and staff who are vaccinated at high rates; and

**WHEREAS** billions of dollars in investments and countless hours of work by school and public health officials have reduced in-school transmission to minimal levels, far lower than community transmission; and

**WHEREAS** alternatives to in-person learning leave many students unsupervised or in environments without robust safety measures, in addition to losing the benefits to mental health, social-emotional well-being, and academic progress of in-person learning; and

**WHEREAS** the temporary statutory authorization for public schools to receive state funding for providing distance learning if they are not open for in-person instruction due to the COVID-19 pandemic sunset on June 30, 2021, as intended when it was initially authorized, and state law governing the 2021-22 school year again reflects the State's long-standing policy of requiring public schools to provide in-person instruction as a condition of receiving state funding; and

**WHEREAS** on August 16, 2021, I issued Executive Order N-12-21, Paragraph 8, waiving certain procedural requirements for retired teachers to return to the classroom and earn compensation without impacting their retirement benefits; and

**WHEREAS** on March 12, 2020, I issued Executive Order N-25-20, Paragraph 7; on March 21, 2020, I issued Executive Order N-35-20, Paragraph 3; and on August 16, 2021, I issued Executive Order N-12-21, Paragraph 7, which waived limitations for other retirees from public employment to return to work and earn compensation without impacting their retirement benefits; and

**WHEREAS** retired teachers and retired classified personnel have answered the call to return to the classroom to support the safe return to in-person instruction during the 2021-22 school year; and

**WHEREAS** California's commitment to the twin goals of COVID-19 safety and in-person learning have yielded remarkable results, with California schools accounting for less than 0.3% of school closures nationwide leading into the winter holidays, despite educating 12% of the nation's students; and

**WHEREAS** since Thanksgiving, the statewide case rates and hospitalization rates have increased dramatically; and

**WHEREAS** this surge is being driven by the recent emergence of the Omicron variant, which early data suggest is more transmissible but less virulent



than the Delta variant, and which has recently been estimated to account for approximately 70% of cases sequenced nationally; and

**WHEREAS** even when faced with the surge of cases in Fall 2021 driven by the Delta variant and the current surge of cases driven the Omicron variant, the State has remained firmly committed to using all tools available to enable schools to remain safe and open for in-person instruction; and

**WHEREAS** to that end, the State has invested further in school safety measures by supplying over 13 million at-home antigen tests to schools beginning in early December 2021, conducting over 3.6 million COVID-19 tests for students and staff through school-testing programs at over 4,400 school sites, supplying millions of N95 respirators to schools statewide, and continuously promoting the benefits of vaccination to all students ages 5 and older and making vaccines readily available to the public—efforts that have led to over 80 percent of eligible Californians receiving at least one vaccine dose so far (including 49 percent of Californians aged 5 to 17); and

**WHEREAS** because of transmission that occurred outside the school over the winter holidays, schools nationwide are experiencing short-term staffing shortages, which has put a heavy strain on school operations; and

**WHEREAS** providing temporary flexibility regarding administrative processes and other requirements will further support schools to maintain orderly operations with qualified staff, continuing to keep students in supervised learning environments with strong COVID-19 safety measures and learning opportunities; and

**WHEREAS** providing additional flexibility to support retired teachers and classified personnel who have returned to support safe, in-person learning, and eliminating barriers that may prevent additional retired teachers and classified personnel from returning to support safe, in-person learning, will also further assist schools to maintain orderly operations, continuing to keep students in supervised learning environments with strong COVID-19 safety measures and learning opportunities; and

**WHEREAS** under the provisions of Government Code section 8571, I find that strict compliance with the statutes specified in this Order would prevent, hinder, or delay appropriate actions to prevent and mitigate the effects of the COVID-19 pandemic.

**NOW, THEREFORE, I, GAVIN NEWSOM**, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes of the State of California, and in particular, Government Code sections 8567, 8571, and 8627, do hereby issue the following Order to become effective immediately:

**IT IS HEREBY ORDERED THAT:**

1. The temporary flexibilities authorized through this Order shall apply to a school district, county office of education, or charter school only if the school district superintendent, county superintendent of schools, or charter school leader, or such officials' designee, makes a written finding, which shall be signed by the official or designee and retained and made available to any member of the public upon request, that



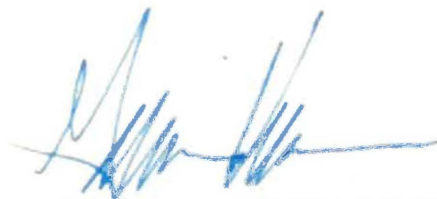
temporary staffing flexibility will support the school district, county office of education, or charter school in maintaining in-person services for students despite staffing shortages caused by the Omicron-driven rise in COVID-19 cases.

2. For the purposes of providing emergency substitute teaching services as authorized by Title 5, California Code of Regulations section 80025(b), temporary certificates may be issued pursuant to Education Code section 44332(a) without regard to whether the recipient has a pending credential or permit application or has made the statement under oath required by that section, and any contrary requirements of section 44332(a) are hereby suspended through March 31, 2022. All applicants receiving temporary certificates pursuant to section 44332(a) must meet the remaining eligibility requirements in section 80025 and all requirements of Education Code section 44332.6.
3. The limitations in California Code of Regulations, Title 5, sections 80025.1(c) and 80025.3(a) and (b), as modified via Section 47 of Assembly Bill 167, Chapter 252, Statutes of 2021, on the duration for which substitute teachers can be assigned to a single general education assignment are extended to no more than 120 days through March 31, 2022.
4. The requirement under Education Code 46300 and any related statute or regulation that students be under the direct supervision of a certificated employee of a school district or county office of education for calculating average daily attendance for apportionment is suspended for each day, or portion thereof, that a student teacher is assigned to a classroom without the supervision of a credentialed teacher through March 31, 2022.
5. The post-retirement compensation limitations in subdivisions (d), (f), and (g) of Education Code section 24214 are suspended for compensation earned during the 2021-22 school year through March 31, 2022.
6. For a retired member that has attained the normal retirement age at the time the compensation was earned, the post-retirement compensation limitations and procedural requirements in subdivisions (a) through (g) of Education Code section 24214.5 are suspended for compensation earned during the 2021-22 school year through March 31, 2022.
7. For retired classified and certificated personnel who have attained the normal retirement age at the time the compensation was earned, the 180-day break in service requirement under subdivision (g) of Government Code section 7522.56 is suspended for compensation earned from the public employers identified in Education Code section 26113(a)(1) and (3) through March 31, 2022.

**IT IS FURTHER ORDERED** that as soon as hereafter possible, this Order be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Order.

This Order is not intended to, and does not, create any rights or benefits, substantive or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

**IN WITNESS WHEREOF** I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 11th day of January 2022.



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GAVIN NEWSOM  
Governor of California

**ATTEST:**

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SHIRLEY WEBER, PH.D.  
Secretary of State

# Cover Sheet

## Approval of 2020-21 Annual Audit Report

<b>Section:</b>	III. Action Items
<b>Item:</b>	E. Approval of 2020-21 Annual Audit Report
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	MPS 2020-21 Annual Audit Report.pdf



Board Agenda Item #	III E: Action Item
Date:	January 20, 2022
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Steve Budhreja Ed.D, Chief Financial Officer
RE:	MPS 2020-21 Annual Audit Report

### Proposed Board Recommendation

I motion for the Board to approve the annual Independent Audit Report for the fiscal year 2020-21 of the consolidated audit covering all ten (10) schools and the Home Office.

### Background

**\*Presented to the MPS Audit/Facilities Committee & MPS Finance Committee on January 13, 2022\***

Under Education Code (EC) Sections 41020 through 41020.8, all charter schools must file their annual audit reports for the preceding fiscal year by December 15, with the Los Angeles County Superintendent of Schools (County Superintendent), the California Department of Education (CDE), and the State Controller’s Office (SCO). The audit shall be conducted by an auditor from the list approved by the SCO and mutually agreeable to the authorizers of the Charter School.

The Governing Board for each school district must review the annual audit report for the prior fiscal year at a public meeting. According to Ed Code Section 41020.3, the review will include: “the annual audit of a local education agency for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or management letter issue.”

The board is required to review and approve annual financial audit reports annually and submit to our various oversight entities by December 15. However, due to Covid-19 pandemic the deadline was extended through January 31, 2022.

The auditor explains that preparing the financial statements and maintaining sound internal control is management responsibility;

- The auditor explains its own responsibilities, duties and rights regarding the engagement; emphasizes the nature of the audit and states that the auditor only examines the internal controls and accounting records on a sample basis;
- The auditor gives his opinion on the financial statements:
  - An unqualified report concludes that the financial statements present fairly its affairs in all material aspects. Also known as a clean report, which implies that any changes in the accounting policies, application and effects are adequately determined and disclosed.
  - A qualified report is when there is a limitation of scope in auditor's work, or when there is disagreement with management regarding application, acceptability or adequacy of accounting policies. The issue must be material or financially worth consideration to qualify a report.
  - If issues are material and pervasive, the auditor issues a disclaimer or adverse opinion. Independent auditor's report received from Eide Bailey at the end of their audit engagement with MERF for fiscal year 2020-21 states that the financial statements present fairly, in all material aspects, the respective financial position of the Charter School, as of June 30, 2021. The changes in its net assets, its cash flows for the year that ended, in accordance with accounting principles generally accepted in the United States of America.

Budget Implications

None

Exhibits (attachments):

2020-21 Audit Report Consolidated for each MPS school and the Magnolia Education Research Foundation

Consolidated Financial Statements  
June 30, 2021 and 2020

## Magnolia Educational & Research Foundation

(Operating Magnolia Science Academy #0438,  
Magnolia Science Academy 2 #0906,  
Magnolia Science Academy 3 #0917,  
Magnolia Science Academy 4 #0986,  
Magnolia Science Academy 5 #0987,  
Magnolia Science Academy 6 #0988,  
Magnolia Science Academy 7 #0989,  
Magnolia Science Academy Bell #1236,  
Magnolia Science Academy Santa Ana #1686, and  
Magnolia Science Academy San Diego #0698)



## Magnolia Educational &amp; Research Foundation

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June 30, 2021 and 2020

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## Independent Auditor's Report

Governing Board  
Magnolia Educational & Research Foundation  
Los Angeles, California

### Report on the Consolidated Financial Statements

We have audited the accompanying consolidated financial statements of Magnolia Educational & Research Foundation and Subsidiaries (the Organization), which comprise the consolidated statement of financial position as of June 30, 2021, and the related consolidated statement of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

### Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Organization's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.



We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### **Opinion**

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the respective financial position of the Organization, as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Other Matters**

#### *Other Information*

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying supplementary information such as the Consolidated Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and other supplementary information on pages 26-50 are presented for purposes of additional analysis and are not a required part of the consolidated financial statements.

The consolidated schedule of expenditures of federal awards and the other supplementary information on pages 26-50 is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the consolidated schedule of expenditures of federal awards and the other accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

#### *Report on Summarized Comparative Information*

We have previously audited the Organization's consolidated financial statements, and we expressed an unmodified audit opinion on those audited consolidated financial statements in our report dated March 22, 2021. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020 is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated \_\_\_\_\_, 2021 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Rancho Cucamonga, California  
\_\_\_\_\_, 2021

Magnolia Educational & Research Foundation  
Consolidated Statement of Financial Position  
June 30, 2021 and 2020

	2021	2020
<b>Assets</b>		
<b>Current assets</b>		
Cash and cash equivalents	\$ 22,858,187	\$ 24,880,403
Accounts receivable	13,703,840	6,470,352
Prepaid expenses	89,418	119,785
<b>Total current assets</b>	<b>36,651,445</b>	<b>31,470,540</b>
<b>Non-current assets</b>		
Security deposit	110,000	-
Restricted cash	2,282,261	2,282,168
Property and equipment, net	52,781,413	52,645,675
<b>Total non-current assets</b>	<b>55,173,674</b>	<b>54,927,843</b>
<b>Total assets</b>	<b>\$ 91,825,119</b>	<b>\$ 86,398,383</b>
<b>Liabilities</b>		
<b>Current liabilities</b>		
Accounts payable	\$ 4,808,664	\$ 8,188,964
Accrued liabilities	498,038	-
Refundable advance	2,562,674	446,653
Refundable advance - Paycheck Protection Program (PPP)	-	5,461,600
Current portion of notes payable	104,583	99,583
Current portion of bonds payable	685,000	655,000
Current portion of revolving loan	237,272	232,597
<b>Total current liabilities</b>	<b>8,896,231</b>	<b>15,084,397</b>
<b>Long-term liabilities</b>		
Notes payable, less current portion	3,883,751	3,986,805
Bonds payable, less current portion and net of unamortized bond issuance costs	27,801,561	28,447,667
Revolving loan, less current portion	7,566,760	7,957,783
<b>Total long-term liabilities</b>	<b>39,252,072</b>	<b>40,392,255</b>
<b>Total liabilities</b>	<b>48,148,303</b>	<b>55,476,652</b>
<b>Net Assets</b>		
Without donor restrictions	43,676,816	30,921,731
<b>Total liabilities and net assets</b>	<b>\$ 91,825,119</b>	<b>\$ 86,398,383</b>

Magnolia Educational & Research Foundation  
Consolidated Statement of Activities  
Year Ended June 30, 2021 and 2020

	2021	2020
Support and revenues		
Local Control Funding Formula	\$ 41,352,580	\$ 40,431,155
Federal revenue	7,307,706	2,847,974
Other state revenue	9,080,047	6,801,756
PPP loan forgiveness revenue	5,461,600	-
Local revenues	373,024	1,290,510
Interest income	34,748	-
Total support and revenues	<u>63,609,705</u>	<u>51,371,395</u>
Expenses		
Program services	33,869,275	32,229,176
Management and general	16,985,345	16,334,191
Total expenses	<u>50,854,620</u>	<u>48,563,367</u>
Change in Net Assets	<u>12,755,085</u>	<u>2,808,028</u>
Net Assets, Beginning of Year	<u>30,921,731</u>	<u>28,113,703</u>
Net Assets, End of Year	<u><u>\$ 43,676,816</u></u>	<u><u>\$ 30,921,731</u></u>

**Magnolia Educational & Research Foundation**  
 Consolidated Statement of Functional Expenses  
 Year Ended June 30, 2021

	Program Services	Management and General	Total Expenses
Salaries	\$ 20,159,025	\$ 6,873,144	\$ 27,032,169
Employee benefits	3,129,666	452,805	3,582,471
Payroll taxes	5,527,047	1,341,398	6,868,445
Fees for services	-	2,137,003	2,137,003
Advertising and promotions	-	90,487	90,487
Office expenses	366,417	163,232	529,649
Information technology	261,994	-	261,994
Occupancy	-	2,302,178	2,302,178
Travel	-	7,430	7,430
Conferences and meeting	-	1,289	1,289
Interest	-	2,235,029	2,235,029
Depreciation and amortization	1,923,697	-	1,923,697
Insurance	-	423,720	423,720
Other expenses	517,201	957,630	1,474,831
Capital outlay	367,950	-	367,950
Special education	916,862	-	916,862
Instructional materials	254,802	-	254,802
Nutrition	23,474	-	23,474
District oversight fees	421,140	-	421,140
<b>Total functional expenses</b>	<b>\$ 33,869,275</b>	<b>\$ 16,985,345</b>	<b>\$ 50,854,620</b>

## Magnolia Educational &amp; Research Foundation

Consolidated Statement of Cash Flows  
Year Ended June 30, 2021 and 2020

	2021	2020
Operating Activities		
Change in net assets	\$ 12,755,085	\$ 2,808,028
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation expense	1,897,617	1,071,913
Interest expense attributable to the amortization of bond issuance costs	26,080	26,080
PPP loan forgiveness	(5,461,600)	-
Changes in operating assets and liabilities		
Accounts receivable	(7,233,488)	(1,599,152)
Prepaid expenses	30,367	(66,321)
Security deposits	(110,000)	-
Accounts payable	(3,380,300)	2,137,508
Accrued liabilities	498,038	-
Refundable advance	1,964,215	(1,921,197)
Refundable advance - PPP	-	5,461,600
Net Cash from Operating Activities	<u>986,014</u>	<u>7,918,459</u>
Investing Activities		
Purchases of property and equipment	<u>(2,020,541)</u>	<u>(3,226,898)</u>
Financing Activities		
Principal payments on notes	(98,054)	(93,866)
Principal payments on bonds	(655,000)	(620,000)
Principal payments on revolving loan	<u>(234,542)</u>	<u>(228,013)</u>
Net Cash used for Financing Activities	<u>(987,596)</u>	<u>(941,879)</u>
Net Change in Cash, Cash Equivalents, and Restricted Cash	(2,022,123)	3,749,682
Cash, Cash Equivalents, and Restricted Cash, Beginning of Year	<u>27,162,571</u>	<u>23,412,889</u>
Cash, Cash Equivalents, and Restricted Cash, End of Year	<u>\$ 25,140,448</u>	<u>\$ 27,162,571</u>
Cash and cash equivalents	\$ 22,858,187	\$ 24,880,403
Cash restricted to Series 2014A and 2017A Bond Reserve Fund	<u>2,282,261</u>	<u>2,282,168</u>
Total Cash, Cash Equivalents, and Restricted Cash	<u>\$ 25,140,448</u>	<u>\$ 27,162,571</u>
Supplemental Cash Flow Disclosure		
Cash paid during the period in interest	<u>\$ 2,235,029</u>	<u>\$ 2,223,875</u>

**Magnolia Educational & Research Foundation**  
Notes Consolidated to Financial Statements  
June 30, 2021 and 2020

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**Note 1 - Principal Activity and Significant Accounting Policies****Organization**

Magnolia Educational & Research Foundation (the Organization) is a California not-for-profit organization. During the fiscal year ended June 30, 2021, The organization operated ten charter schools currently serves approximately 3,870 students in grades kindergarten through twelve throughout California. The Organization dedicated to inspiring students to choose career paths in science, technology, engineering, and math (STEM), while providing a robust, standards-based education program within a supportive culture of excellence.

To ensure students have the tools to succeed, the Organization offer the following programs, which are mostly free of charge:

- Academic programs
- Student support programs
- After school programs
- Parent involvement programs

The Organization operate under the approval of the California State Board of Education, Los Angeles Unified School District and San Diego Unified School District. Each school receives public per-pupil funding from the State of California, in addition to grants from various government sources.

**Magnolia Science Academy**

Charter school number authorized by the State: 0438

Magnolia Science Academy (MSA) is a charter school located in Reseda, California that provides education for grades six through twelve. MSA was created under the approval of the Los Angeles Unified School District and the California State Board of Education and receives public per-pupil funding to help support their operation. Los Angeles County Office of Education approved a new charter agreement in 2016 for a period of five years ending in 2022. MSA is economically dependent on Federal and State funding.

**Magnolia Science Academy 2**

Charter school number authorized by the State: 0906

Magnolia Science Academy 2 (MSA 2) is a charter school located in Van Nuys, California that provides sixth through twelfth grade education to approximately 464 students. MSA 2 was created under the approval of the Los Angeles Unified School District (LAUSD) and the California State Board of Education and receives public per-pupil funding to help support their operation. Los Angeles County Office of Education approved a new charter agreement in 2018 for a period of five years ending June 30, 2022. MSA 2 is economically dependent on Federal and State funding. Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

**Magnolia Educational & Research Foundation**  
Notes Consolidated to Financial Statements  
June 30, 2021 and 2020

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**Magnolia Science Academy 3**

Charter school number authorized by the State: 0917

Magnolia Science Academy 3 (MSA 3) is a charter school located in Carson, California that provides sixth through twelfth grade education to approximately 417 students. MSA 3 was created under the approval of the Los Angeles Unified School District (LAUSD) and the California State Board of Education and receives public per-pupil funding to help support their operation. Los Angeles County Office of Education approved a new charter agreement in 2016 for a period of five years ending June 30, 2022. MSA 3 is economically dependent on Federal and State funding.

**Magnolia Science Academy 4**

Charter school number authorized by the State: 0986

Magnolia Science Academy 4 (MSA 4) is a charter school located in Los Angeles, California that provides sixth through twelfth grade education to approximately 100 students. MSA 4 was created under the approval of the Los Angeles Unified School District (LAUSD) and the California State Board of Education and receives public per-pupil funding to help support their operation. MSA 4 was granted a five-year extension through June 30, 2023. MSA 4 is economically dependent on Federal and State funding.

**Magnolia Science Academy 5**

Charter school number authorized by the State: 0987

Magnolia Science Academy 5 (MSA 5), formerly located in Hollywood, now located in Reseda, California provides sixth through ninth grade education to approximately 290 students. MSA 5 was created under the approval of the Los Angeles Unified School District and the California State Board of Education and receives public per-pupil funding to help support their operation. During 2018, MSA 5 was approved for a five -year period ending June 30, 2023 under Los Angeles County Office of Education. MSA 5 is economically dependent on Federal and State funding.

**Magnolia Science Academy 6**

Charter school number authorized by the State: 0988

Magnolia Science Academy-6 (MSA 6) is a charter school located in Los Angeles, California that provides sixth through eighth grade education to approximately 163 students. The School was created under the approval of the Los Angeles Unified School District (ending June 30, 2024) and the California State Board of Education and receives public per-pupil funding to help support their operation. The School is economically dependent on Federal and State funding.



**Magnolia Educational & Research Foundation**  
Notes Consolidated to Financial Statements  
June 30, 2021 and 2020

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**Magnolia Science Academy 7**

Charter school number authorized by the State: 0989

Magnolia Science Academy 7 (MSA 7) is a charter school located in Northridge, California that provides kindergarten through sixth grade education to approximately 294 students. MSA 7 was created under the approval of the Los Angeles Unified School District and the California State Board of Education and receives public per-pupil funding to help support their operation. Los Angeles Unified School District approved the charter on February 26, 2008 and renewed the charter agreement in 2019 for a period of five years ending in 2024. MSA 7 is economically dependent on Federal and State funding.

**Magnolia Science Academy Bell**

Charter school number authorized by the State: 1236

Magnolia Science Academy-8 (MSA Bell) is a charter school located in Bell, California that provides sixth through eighth grade education to approximately 440 students. MSA Bell was created under the approval of the Los Angeles Unified School District (ending June 30, 2025) and the California State Board of Education and receives public per-pupil funding to help support their operation. MSA Bell is economically dependent on Federal and State funding.

**Magnolia Science Academy Santa Ana**

Charter school number authorized by the State: 1686

Magnolia Science Academy Santa Ana (MSA Santa Ana), formerly Pacific Technology School Santa Ana, is a charter school located in Santa Ana, California that provides transitional kindergarten through twelfth grade education to approximately 544 students. MSA Santa Ana was created under the approval the California State Board of Education (ending June 30, 2024), and receives public per-pupil funding to help support their operation. MSA Santa Ana is economically dependent on Federal and State funding.

**Magnolia Science Academy San Diego**

Charter school number authorized by the State: 0698

Magnolia Science Academy San Diego (MSA San Diego), formerly Momentum Middle Charter School, is a charter school located in San Diego, California that provides educational activities for students in grades sixth through eighth serving approximately 441 students. The School offers a rich academic program with elective classes, tutoring, and after school clubs. It was the most improved middle school according to all API scores in the year 2007. The School was created under the approval of the San Diego Unified School District (SDUSD) and the California State Board of Education (ending June 30, 2024), and receives public per-pupil funding to help support their operation. The School is economically dependent on Federal and State funding.

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**Other Related Entity****Magnolia Properties Management, Inc. (MPM Inc.)**

On January 12, 2012, MPM Inc., a separate 501(c)(3) nonprofit public benefit corporation, was formed for the primary purposes to facilitate the development of charter schools. Additional purposes are to lease, to own, manage and operate an educational institution, to provide charter school facilities and operational and other support to charter schools, to assist philanthropists and foundations in accelerating the growth of high quality charter schools, and to provide and otherwise obtain or assist in obtaining charter school financing. MPM Inc. was formed and is operated exclusively for the benefit of, to perform the functions of, and to carry out the purposes of the Organization.

**MPM Sherman Way, LLC**

The Organization formed the MPM Sherman Way, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The MSA makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA Reseda Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

**MPM Santa Ana, LLC**

The Organization formed the MPM Santa Ana, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. MSA Santa Ana makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA Santa Ana Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

**MPM San Diego, LLC**

The Organization formed the MPM San Diego, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The MSA San Diego makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA San Diego Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

**Principles of Consolidation**

The consolidated financial statements include the accounts of the Organization and the Subsidiaries, of which include MSA, MSA 2, MSA 3, MSA 4, MSA 5, MSA 6, MSA 7, MSA Bell, MSA Santa Ana, MSA San Diego, MPM, Inc., MPM Sherman Way, LLC, MPM Santa Ana, LLC, and MPM San Diego, LLC. All significant intracompany accounts and transactions have been eliminated in consolidation. Unless otherwise noted, these consolidated entities are hereinafter referred to as the Organization.

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### Comparative Financial Information

The accompanying consolidated financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America (GAAP). Accordingly, such information should be read in conjunction with the Organization's audited consolidated financial statements for the year ended June 30, 2020, from which the summarized information was derived.

### Basis of Accounting

The accompanying consolidated financial statements were prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as applicable to nonprofit organizations. Revenues are recognized as discussed below, and expenditures are recognized in the accounting period in which the liability is incurred.

### Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor restrictions. The Governing Board has designated, from net assets without donor restrictions, net assets for an operating reserve.

*Net Assets with Donor Restrictions* – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. The Organization did not have net assets with donor restrictions for the year ended June 30, 2021.

### Cash and Cash Equivalents

The Organization considers all cash including cash in County Investment Pool and highly liquid financial instruments with original maturities of three months or less, and which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents. Cash and highly liquid financial instruments restricted to bond reserve funds or other long-term purposes are excluded from this definition.

### Restricted Cash

Non-current restricted cash in the amount of \$2,282,261 relates to the debt service reserve requirements related to the Charter School Revenue Bonds and is held as non-current to satisfy the long-term obligation.

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**Receivables and Credit Policies**

Accounts receivable consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable accounts receivable based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Accounts receivable are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding accounts receivable as of June 30, 2020 are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

**Intra-Entity Transactions**

Intra-entity transactions results from a net cumulative difference between resources provided by the home office account to each charter school and reimbursement for those resources from each charter school to the home office account. Intra-entity transfers include certain costs of shared liabilities and shared assets between the Organization.

**Capital Contribution**

MSA invested \$161,923 in a capital contribution to the MPM Sherman Way, LLC as an investment for the building improvement located at 18238 Sherman Way in the city of Reseda, CA 91335 for its campus location.

MSA Santa Ana invested \$75,554 in a capital contribution to the MPM Santa Ana, LLC as an investment for the building improvement located at 2840 West 1st Street in the city of Santa Ana, CA 92703 for its campus location.

MSA San Diego invested \$198,191 in a capital contribution to the MPM San Diego, LLC as an investment for the building improvement located at 6525 Estrella Avenue in the city of San Diego, CA 92120 for its campus location.

**Property and Equipment**

Property and equipment additions over \$5,000 are recorded at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2021.

## Magnolia Educational &amp; Research Foundation

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**Revenue and Revenue Recognition**

Revenue is recognized when earned. Operating funds for the Organization are derived principally from state and federal sources. The Organization receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. Contributions are recognized when cash or notification of an entitlement is received.

A portion of the Organization's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the consolidated statement of financial position. The Organization received cost-reimbursable grants of \$ [REDACTED] that have not been recognized at June 30, 2021 because qualifying expenditures have not yet been incurred, with an advance payment of \$2,562,674 recognized in the consolidated statement of financial position as a refundable advance.

Contributions of goods are recorded at fair value. Contributions of services are recorded at fair value as revenue at the time the service is rendered when specialized skills are required and when the Organization would otherwise purchase the services. No amounts have been reflected in the accompanying consolidated financial statements for contributed goods or services during the year being reported because items did not meet the definition above. Contributions with donor restrictions received are recorded as increases in net assets with donor restrictions. Net assets with donor restrictions received are recognized as revenue without donor restrictions when the terms of the restrictions are met, which may be in the same period if the revenue is received and the restriction satisfied during the same period. All contributions are considered to be available for use without donor restrictions unless specifically restricted by the donor.

The Organization was granted a \$5,461,600 loan under the PPP administered by a Small Business Administration (SBA) approved partner. The loan is uncollateralized and is fully guaranteed by the Federal government. The Organization has elected to account for the funding as a conditional contribution by applying ASC 958-605, *Not-for-Profit – Revenue Recognition*. The Organization initially recorded the loan as a refundable advance and subsequently recognized grant revenue in accordance with guidance for conditional contributions, that is, once the measurable performance or other barrier and right of return of the PPP loan no longer existed. The Organization has recognized \$5,461,600 as PPP loan forgiveness revenue for the year ended June 30, 2021.

**Debt Issuance Costs**

Debt issuance costs are amortized over the period the related obligation is outstanding using the straight-line method, which is a reasonable approximation of the effective interest method. Debt issuance costs are included within bonds payable in the consolidated statement of financial position. Amortization of debt issuance costs is included in interest expense in the accompanying consolidated financial statements.

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**Functional Allocation of Expenses**

The consolidated financial statements report categories of expenses that are attributed to program service activities or supporting services activities such as management and general activities and fundraising and development activities. The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates. The expenses that are allocated include salaries, employee benefits, payroll taxes, fees for services, office expenses, and other, which are allocated on the basis of estimates of time and effort.

**Income Taxes**

The Organization is organized as a California nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), and qualifies for the charitable contribution deduction under Section 170(b)(1)(A)(vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. The Organization is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Organization is subject to income tax on net income that is derived from business activities that are unrelated to its exempt purposes. The Organization determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

Management believes that the Organization has appropriate support for any tax positions taken affecting its annual filing requirements, and as such, does not have any uncertain tax positions that are material to the financial statements. The Organization would recognize future accrued interest and penalties related to unrecognized tax benefits and liabilities in income tax expense if such interest and penalties are incurred.

**Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

**Financial Instruments and Credit Risk**

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by management to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from governmental agencies supportive of the Organization's mission.

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### Recent Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases*. ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. Although the full impact of this update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases. The ASU is effective for the Organization for the year ended June 30, 2022. Management is evaluating the impact of the adoption of this standard.

### Change in Accounting Principle

As of July 1, 2019, the Organization adopted the provisions of FASB Accounting Standards Codification Topic 606, *Revenue from Contracts with Customers*, which provides a comprehensive revenue recognition model for all contracts with customers. The new model requires revenue recognition to depict the transfer of promised goods or services to customers at an amount that reflects the consideration expected to be received in exchange for those goods or services. Management has determined that the adoption of this standard did not have a significant impact on the Organization's financial statements.

In August 2018, the FASB issued ASU 2018-13, *Fair Value Measurement (Topic 820): Disclosure Framework – Changes to the Disclosure Requirements for Fair Value Measurement*, which modifies the disclosure requirements for fair value measurements by removing, modifying, or adding certain disclosures. ASU 2018-13 is effective for all entities for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. The Organization has adopted this ASU as of July 1, 2020. Management has determined that the adoption of this standard did not have a significant impact on the Organization's financial statements.

### Note 2 - Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	2021	2020
Cash and cash equivalents	\$ 22,858,187	\$ 24,880,403
Accounts receivable	13,703,840	6,470,352
 Total	 \$ 36,562,027	 \$ 31,350,755

As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due.

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**Note 3 - Property and Equipment**

Property and equipment consist of the following at June 30, 2021 and 2020:

	2021	2020
Land	\$ 2,566,854	\$ 2,566,854
Leasehold improvements	3,469,347	2,360,135
Building	49,271,682	47,628,894
Computer and equipment	5,300,434	3,606,511
Work in progress	990	2,426,372
	60,609,307	58,588,766
Total property and equipment		
Less accumulated depreciation	(7,827,894)	(5,943,091)
Total	\$ 52,781,413	\$ 52,645,675

**Note 4 - Notes Payable**

Notes payable consist of the following at June 30, 2021:

Note payable, due in monthly installments of \$42,708, principal and interest at 10%, collateralized by the Magnolia Science Academy Santa Ana school facility with a carrying value of \$11,389,575; maturing July 1, 2044.

\$ 3,988,334

Future maturities of notes payable are as follows:

Year Ending June 30,	Principal
2022	\$ 104,583
2023	109,583
2024	114,583
2025	119,583
2026	129,167
Thereafter	3,410,835
Total	\$ 3,988,334



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**Note 5 - Bonds Payable****Charter School Facilities Revenue Bonds, Series 2014A and 2014B**

On June 26, 2014, the Organization issued \$6,020,000 in uncollateralized Charter School Facilities Revenue Bonds. The bonds mature on July 1, 2044, with interest rate ranging from 5.25 to 7.00 percent. Unamortized bonds issuance costs are amortized an effective interest rate of 5.25 percent. Proceeds of the bonds will be used for based on acquisition, construction renovation, improving, and equipping certain educational facilities. The bonds require the Organization to comply with certain financial and non-financial covenants.

\$ 5,490,000

**Charter School Facilities Revenue Bonds, Series 2017A**

On September 6, 2017, the Organization issued \$25,000,000 in uncollateralized Charter School Facilities Revenue Bonds. The bonds mature on July 1, 2044, with interest rate of 5.25 percent. Unamortized bonds issuance costs are amortized based on an effective interest rate of 5.25 percent. Proceeds of the bonds will be used for based on acquisition, construction renovation, improving, and equipping certain educational facilities. The bonds require the Organization to comply with certain financial and non-financial covenants.

23,930,000

Subtotal outstanding bonds

29,420,000Bond issuance costs on Charter School Facilities Revenue Bonds,  
Series 2014A and 2014B

(307,527)

Bond issuance costs on Charter School Facilities Revenue Bonds,  
Series 2017A(625,912)

Subtotal debt issuance costs on bonds

(933,439)

Total

\$ 28,486,561

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Future maturities of bonds payable are as follows:

Year Ending June 30,	Principal
2022	\$ 685,000
2023	720,000
2024	760,000
2025	800,000
2026	845,000
Thereafter	25,610,000
	29,420,000
Less unamortized debt issuance costs	(933,439)
Total	\$ 28,486,561

**Note 6 - Revolving Loan**

MSA Santa Ana has been approved by the State of California's Charter School Facilities Program (CCSFP) for \$17,413,956 for constructing a new facility, which will cost the same amount. The State will fund 50% of the total amount of \$17,413,956; the State will fund 50% of the total project cost through a loan in the amount of \$8,706,990 and the other 50% through a grant in the amount of \$8,706,978. The loan has an annual interest rate of 3.00% and it matures 30 years after the completion of the project.

The future minimum payments are as follows:

Year Ending June 30,	Principal
2022	\$ 237,272
2023	242,040
2024	246,906
2025	251,869
2026	256,931
Thereafter	6,569,014
Total	\$ 7,804,032

**Note 7 - Operating Leases**

The Organization entered into a lease agreement with Kajima Development Corporation in which the Organization will occupy for its home office location. The term of this agreement expires on April 30, 2023. Lease expense for the fiscal year ending June 30, 2021 was \$199,785, which is included in occupancy in the statement of functional expenses.

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Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Lease Payment</u>
2022	\$ 184,600
2023	173,800
Total	<u>\$ 358,400</u>

MSA entered into a lease agreement with MPM Sherman Way, LLC in which the MSA will occupy for its campus location. The term of this agreement expires on July 1, 2044. Lease expense for the fiscal year ending June 30, 2021 was \$1,306,816, which is included in occupancy in the statement of functional expenses.

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Lease Payment</u>
2022	\$ 1,297,584
2023	1,301,956
2024	1,307,132
2025	1,312,540
2026	1,314,576
Thereafter	<u>24,737,565</u>
Total	<u>\$ 31,271,353</u>

MSA 6 entered into a lease agreement with First Lutheran Church of Culver City and Palms, California in which the MSA 6 will occupy for its campus location. The term of this agreement expires on July 31, 2021. Lease expense for the fiscal year ending June 30, 2021 was \$128,350, which is included in occupancy in the statement of functional expenses.

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Lease Payment</u>
2022	<u>\$ 10,750</u>

MSA 7 entered into a lease agreement with First Lutheran Church of Northridge in which the MSA 7 will occupy for its campus location. The term of this agreement expires on June 30, 2022. Lease expense for the fiscal year ending June 30, 2021 was \$295,122, which is included in occupancy in the statement of functional expenses.

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Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Lease Payment</u>
2022	<u>\$ 281,832</u>

MSA San Diego entered into a lease agreement with MPM San Diego, LLC in which the MSA San Diego will occupy for its campus location. The term of this agreement expires on July 1, 2044. Lease expense for the fiscal year ending June 30, 2021 was \$808,727, which is included in occupancy in the statement of functional expenses.

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Lease Payment</u>
2022	\$ 477,984
2023	481,010
2024	482,064
2025	485,876
2026	486,128
Thereafter	<u>9,349,318</u>
Total	<u>\$ 11,762,380</u>

### **Note 8 - Employee Retirement Systems**

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Organization chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plans to withdraw from this multi-employer plan.

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The details of each plan are as follows:

### **California State Teachers' Retirement System (CalSTRS)**

#### **Plan Description**

The Organization contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2019, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

#### **Benefits Provided**

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Organization contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

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The STRP provisions and benefits in effect at June 30, 2021, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	2% at 60	2% at 62
Benefit formula	5 years of service	5 years of service
Benefit vesting schedule	Monthly for life	Monthly for life
Benefit payments	60	62
Retirement age	2.0% - 2.4%	2.0% - 2.4%
Monthly benefits as a percentage of eligible compensation	10.25%	10.205%
Required employee contribution rate	16.15%	16.15%
Required employer contribution rate	10.328%	10.328%
Required state contribution rate		

### Contributions

Required member, Organization, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1% of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2021, are presented above and the Organization's total contributions were \$3,030,616.

### California Public Employees Retirement System (CalPERS)

#### Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2019, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at:  
<https://www.calpers.ca.gov/page/forms-publications>.

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**Benefits Provided**

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2021, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date		
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	7.00%
Required employer contribution rate	20.700%	20.700%

**Contributions**

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Organization is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2021, are presented above and the total Organization's contributions were \$839,465.

**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of the Organization. These payments consist of State General Fund contributions to CalSTRS in the amount of \$2,117,645 (10.328% of annual payroll). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

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**Note 9 - Contingencies, Risks, and Uncertainties**

The Organization has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

The Organization applied for and received loan forgiveness from the SBA on its PPP loan in \$5,461,600. In accordance PPP loan requirements, the Organization is required to maintain PPP loan files and certain underlying supporting documents for periods ranging from three to six years. The Organization is also required to permit access to such files upon request by the SBA. Accordingly, there is potential the PPP loan could be subject to further review by the SBA and that previously recognized forgiveness could be reversed based on the outcome of this review.

The Organization has been negatively impacted by the effects of the world-wide coronavirus pandemic. The Organization is closely monitoring its operations, liquidity, and capital resources and is actively working to minimize the current and future impact of this unprecedented situation. As of the issuance date of these financial statements, the full impact to the Organization's financial position is not known beyond increased cash flow monitoring due to state apportionment deferrals.

**Note 10 - Subsequent Events**

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through \_\_\_\_\_, 2021, which is the date the financial statements were issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

Assembly Bill 130 approved on July 9, 2021 extends the terms of all charter schools whose terms expire on or between January 1, 2022 and June 30, 2025, inclusive, by two years. No action is required of charter authorizers or charter schools for this extension.



Supplementary Information

June 30, 2021

# Magnolia Educational & Research Foundation

Magnolia Educational & Research Foundation  
Consolidated Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2021

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing/Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Treasury Passed through CDE COVID-19 Coronavirus Relief Fund (CRF)	21.019	25516	\$ 3,613,125
U.S. Department of Education Passed through California Department of Education (CDE) Special Education Cluster Basic Local Assistance	84.027	13379	<u>627,458</u>
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	1,347,391
Title II, Part A, Supporting Effective Instruction	84.367	14341	177,629
Title III, Immigrant Student Program	84.365	15146	2,663
Title III, English Learner Student Program	84.365	14346	<u>81,043</u>
Subtotal			<u>83,706</u>
COVID-19 Governor's Emergency Education Relief (GEER) Fund	84.425C	15517	136,763
COVID-19 Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	783,778
COVID-19 Elementary and Secondary School Emergency Relief (ESSER II) Fund	84.425D	15547	18,609
COVID-19 CARES Act Supplemental Meal Reimbursement	84.425D	15535	<u>2,241</u>
Subtotal			<u>941,391</u>
Title IV, Part A, Student Support and Academic Enrichment	84.424	15396	154,973
State Charter School Facilities Incentive Grant Program	84.282D	[1]	<u>291,662</u>
Total U.S. Department of Education			<u>7,237,335</u>
U.S. Department of Health and Human Services Passed through Los Angeles County Office of Education COVID-19 Epidemiology and Laboratory Capacity for Infectious Diseases (ELC)	93.323	[1]	<u>70,371</u>
Total Federal Financial Assistance			<u>\$ 7,307,706</u>

[1] Pass-Through Entity Identifying Number not available.

**Magnolia Educational & Research Foundation**  
Local Education Agency Organization Structure  
June 30, 2021

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**ORGANIZATION**

The Organization operates ten schools in California. Each school is operated on the same tax identification number as the Organization. Charters were granted for each school for up to five years, with an opportunity for renewal. Charters may be revoked by the charter authorizer for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. As of June 30, 2021, the schools operated by the Organization were as follows:

<b>Charter School Name</b>	<b>Charter Number</b>	<b>Sponsoring District</b>	<b>Charter Expiration</b>	<b>Grades Served</b>	<b>Students Served</b>
Magnolia Science Academy	0438	Los Angeles County Office of Education	June 30, 2022	6 - 12	717
Magnolia Science Academy 2	0906	Los Angeles County Office of Education	June 30, 2022	6 - 12	464
Magnolia Science Academy 3	0917	Los Angeles County Office of Education	June 30, 2022	6 - 12	417
Magnolia Science Academy 4	0986	Los Angeles Unified School District	June 30, 2023	6 - 12	100
Magnolia Science Academy 5	0987	Los Angeles County Office of Education	June 30, 2023	6 - 12	290
Magnolia Science Academy 6	0988	Los Angeles Unified School District	June 30, 2024	6 - 8	163
Magnolia Science Academy 7	0989	Los Angeles Unified School District	June 30, 2024	K - 5	294
Magnolia Science Academy Bell	1236	Los Angeles Unified School District	June 30, 2025	6 - 8	440
Magnolia Science Academy Santa Ana	1686	California Department of Education	June 30, 2024	K - 12	544
Magnolia Science Academy San Diego	0698	San Diego Unified School District	June 30, 2024	6 - 8	441

**Magnolia Educational & Research Foundation**  
Local Education Agency Organization Structure  
June 30, 2021

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**GOVERNING BOARD**

MEMBER	OFFICE	TERM EXPIRES
Rabbi Haim Beliak	Chair	No Term Limit
Umit Yapanel, Ph.D.	Vice Chair	No Term Limit
Salih Dikbas, Ph.D.	Member	No Term Limit
Sandra Covarrubias	Member	No Term Limit
Diane Gonzalez	Member	No Term Limit
Mekan Muhammedov	Member	No Term Limit

**ADMINISTRATION**

Alfredo Rubalcava	Chief Executive Officer and Superintendent
Serdar Orazov <sup>1</sup>	Chief Financial Officer
Harun Ciftci <sup>2</sup>	Interim Chief Financial Officer

<sup>1</sup> Resigned September 2021

<sup>2</sup> Started September 2021

## Magnolia Educational &amp; Research Foundation

Schedule of Instructional Time

Year Ended June 30, 2021

**Magnolia Science Academy**

Grade Level	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
	Traditional Calendar	Multitrack Calendar			
Grades 6 - 8					
Grade 6	175	N/A	-	175	Complied
Grade 7	175	N/A	-	175	Complied
Grade 8	175	N/A	-	175	Complied
Grades 9 - 12					
Grade 9	175	N/A	-	175	Complied
Grade 10	175	N/A	-	175	Complied
Grade 11	175	N/A	-	175	Complied
Grade 12	175	N/A	-	175	Complied

**Magnolia Science Academy 2**

Grade Level	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
	Traditional Calendar	Multitrack Calendar			
Grades 6 - 8					
Grade 6	180	N/A	-	180	Complied
Grade 7	180	N/A	-	180	Complied
Grade 8	180	N/A	-	180	Complied
Grades 9 - 12					
Grade 9	180	N/A	-	180	Complied
Grade 10	180	N/A	-	180	Complied
Grade 11	180	N/A	-	180	Complied
Grade 12	180	N/A	-	180	Complied

**Magnolia Science Academy 3**

Grade Level	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
	Traditional Calendar	Multitrack Calendar			
Grades 6 - 8					
Grade 6	175	N/A	-	175	Complied
Grade 7	175	N/A	-	175	Complied
Grade 8	175	N/A	-	175	Complied
Grades 9 - 12					
Grade 9	175	N/A	-	175	Complied
Grade 10	175	N/A	-	175	Complied
Grade 11	175	N/A	-	175	Complied
Grade 12	175	N/A	-	175	Complied

See Note to Supplementary Information

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## Magnolia Educational &amp; Research Foundation

Schedule of Instructional Time

Year Ended June 30, 2021

**Magnolia Science Academy 4**

Grade Level	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
	Traditional Calendar	Multitrack Calendar			
Grades 6 - 8					
Grade 6	180	N/A	-	180	Complied
Grade 7	180	N/A	-	180	Complied
Grade 8	180	N/A	-	180	Complied
Grades 9 - 12					
Grade 9	180	N/A	-	180	Complied
Grade 10	180	N/A	-	180	Complied
Grade 11	180	N/A	-	180	Complied
Grade 12	180	N/A	-	180	Complied

**Magnolia Science Academy 5**

Grade Level	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
	Traditional Calendar	Multitrack Calendar			
Grades 6 - 8					
Grade 6	181	N/A	-	181	Complied
Grade 7	181	N/A	-	181	Complied
Grade 8	181	N/A	-	181	Complied
Grades 9 - 12					
Grade 9	181	N/A	-	181	Complied
Grade 10	181	N/A	-	181	Complied
Grade 11	181	N/A	-	181	Complied
Grade 12	181	N/A	-	181	Complied

**Magnolia Science Academy 6**

Grade Level	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
	Traditional Calendar	Multitrack Calendar			
Grades 6 - 8					
Grade 6	180	N/A	-	180	Complied
Grade 7	180	N/A	-	180	Complied
Grade 8	180	N/A	-	180	Complied

## Magnolia Educational &amp; Research Foundation

Schedule of Instructional Time

Year Ended June 30, 2021

**Magnolia Science Academy 7**

Grade Level	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
	Traditional Calendar	Multitrack Calendar			
Kindergarten	181	N/A	-	181	Complied
Grades 1 - 3					
Grade 1	181	N/A	-	181	Complied
Grade 2	181	N/A	-	181	Complied
Grade 3	181	N/A	-	181	Complied
Grades 4 - 5					
Grade 4	181	N/A	-	181	Complied
Grade 5	181	N/A	-	181	Complied

**Magnolia Science Academy Bell**

Grade Level	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
	Traditional Calendar	Multitrack Calendar			
Grades 6 - 8					
Grade 6	180	N/A	-	180	Complied
Grade 7	180	N/A	-	180	Complied
Grade 8	180	N/A	-	180	Complied

**Magnolia Science Academy Santa Ana**

Grade Level	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
	Traditional Calendar	Multitrack Calendar			
Kindergarten	180	N/A	-	180	Complied
Grades 1 - 3					
Grade 1	180	N/A	-	180	Complied
Grade 2	180	N/A	-	180	Complied
Grade 3	180	N/A	-	180	Complied
Grades 6 - 8					
Grade 4	180	N/A	-	180	Complied
Grade 5	180	N/A	-	180	Complied
Grade 6	180	N/A	-	180	Complied
Grade 7	180	N/A	-	180	Complied
Grade 8	180	N/A	-	180	Complied
Grades 9 - 12					
Grade 9	180	N/A	-	180	Complied
Grade 10	180	N/A	-	180	Complied
Grade 11	180	N/A	-	180	Complied
Grade 12	180	N/A	-	180	Complied

See Note to Supplementary Information

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**Magnolia Educational & Research Foundation**  
 Schedule of Instructional Time  
 Year Ended June 30, 2021

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**Magnolia Science Academy San Diego**

Grade Level	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
	Traditional Calendar	Multitrack Calendar			
Grades 6 - 8					
Grade 6	180	N/A	-	180	Complied
Grade 7	180	N/A	-	180	Complied
Grade 8	180	N/A	-	180	Complied



**Magnolia Educational & Research Foundation**  
**Reconciliation of Annual Financial and Budget Report with Audited Financial Statements**  
**Year Ended June 30, 2021**

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There were no adjustments to the Unaudited Actual Financial Report, which required reconciliation to the audited financial statements at June 30, 2021.

**Magnolia Educational & Research Foundation**  
**Consolidating Statement of Financial Position**  
**June 30, 2021 and 2020**

	MERF	MSA	MSA 2
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	\$ 2,713,961	\$ 2,702,957	\$ 2,270,880
Accounts receivable	808,476	2,867,714	1,608,000
Intra-entity receivable	68,571	550,890	-
Prepaid expenses	17,578	7,354	5,785
<b>Total current assets</b>	<b>3,608,586</b>	<b>6,128,915</b>	<b>3,884,665</b>
<b>Non-current assets</b>			
Security deposit	100,000	-	-
Capital contribution	-	161,923	-
Restricted cash	-	-	-
Property and equipment, net	14,900	3,714,373	249,146
<b>Total non-current assets</b>	<b>114,900</b>	<b>3,876,296</b>	<b>249,146</b>
<b>Total assets</b>	<b>\$ 3,723,486</b>	<b>\$ 10,005,211</b>	<b>\$ 4,133,811</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Accounts payable	\$ 240,309	\$ 727,597	\$ 773,249
Accrued liabilities	-	74,286	83,754
Refundable advance	-	359,256	224,384
Refundable advance - Paycheck Protection Program (PPP)	-	-	-
Intra-entity payable	525,146	842,004	10,852
Current portion of notes payable	-	-	-
Current portion of bonds payable	-	-	-
Current portion of revolving loan	-	-	-
<b>Total current liabilities</b>	<b>765,455</b>	<b>2,003,143</b>	<b>1,092,239</b>
<b>Long-term liabilities</b>			
Notes payable, less current portion	-	-	-
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	-	-
Revolving loan, less current portion	-	-	-
<b>Total long-term liabilities</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total liabilities</b>	<b>765,455</b>	<b>2,003,143</b>	<b>1,092,239</b>
<b>Net Assets</b>			
Without donor restrictions	2,958,031	8,002,068	3,041,572
<b>Total liabilities and net assets</b>	<b>\$ 3,723,486</b>	<b>\$ 10,005,211</b>	<b>\$ 4,133,811</b>

**Magnolia Educational & Research Foundation**  
 Consolidating Statement of Financial Position  
 June 30, 2021 and 2020

	<u>MSA 3</u>	<u>MSA 4</u>	<u>MSA 5</u>
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	\$ 1,191,007	\$ 1,137,866	\$ 1,648,188
Accounts receivable	1,596,768	445,377	1,057,849
Intra-entity receivable	3,479	-	801,242
Prepaid expenses	4,958	3,934	330
<b>Total current assets</b>	<u>2,796,212</u>	<u>1,587,177</u>	<u>3,507,609</u>
<b>Non-current assets</b>			
Security deposit	-	-	-
Capital contribution	-	-	-
Restricted cash	-	-	-
Property and equipment, net	178,219	76,947	144,082
<b>Total non-current assets</b>	<u>178,219</u>	<u>76,947</u>	<u>144,082</u>
<b>Total assets</b>	<u>\$ 2,974,431</u>	<u>\$ 1,664,124</u>	<u>\$ 3,651,691</u>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Accounts payable	\$ 495,594	\$ 319,050	\$ 432,564
Accrued liabilities	65,309	19,250	40,959
Refundable advance	223,557	100,725	143,911
Refundable advance - Paycheck Protection Program (PPP)	-	-	-
Intra-entity payable	11,645	3,152	954
Current portion of notes payable	-	-	-
Current portion of bonds payable	-	-	-
Current portion of revolving loan	-	-	-
<b>Total current liabilities</b>	<u>796,105</u>	<u>442,177</u>	<u>618,388</u>
<b>Long-term liabilities</b>			
Notes payable, less current portion	-	-	-
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	-	-
Revolving loan, less current portion	-	-	-
<b>Total long-term liabilities</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total liabilities</b>	<u>796,105</u>	<u>442,177</u>	<u>618,388</u>
<b>Net Assets</b>			
Without donor restrictions	<u>2,178,326</u>	<u>1,221,947</u>	<u>3,033,303</u>
<b>Total liabilities and net assets</b>	<u>\$ 2,974,431</u>	<u>\$ 1,664,124</u>	<u>\$ 3,651,691</u>

**Magnolia Educational & Research Foundation**  
 Consolidating Statement of Financial Position  
 June 30, 2021 and 2020

	MSA 6	MSA 7	MSA Bell
<b>Assets</b>			
Current assets			
Cash and cash equivalents	\$ 2,037,758	\$ 1,421,162	\$ 3,386,788
Accounts receivable	528,476	941,156	1,329,705
Intra-entity receivable	-	1,691	1,802,179
Prepaid expenses	3,804	29,438	4,424
Total current assets	<u>2,570,038</u>	<u>2,393,447</u>	<u>6,523,096</u>
Non-current assets			
Security deposit	10,000	-	-
Capital contribution	-	-	-
Restricted cash	-	-	-
Property and equipment, net	82,611	498,580	361,073
Total non-current assets	<u>92,611</u>	<u>498,580</u>	<u>361,073</u>
Total assets	<u>\$ 2,662,649</u>	<u>\$ 2,892,027</u>	<u>\$ 6,884,169</u>
<b>Liabilities</b>			
Current liabilities			
Accounts payable	\$ 139,511	\$ 221,391	\$ 450,804
Accrued liabilities	23,936	31,559	66,607
Refundable advance	87,171	136,904	251,666
Refundable advance - Paycheck Protection Program (PPP)	-	-	-
Intra-entity payable	1,487	3,027	2,273
Current portion of notes payable	-	-	-
Current portion of bonds payable	-	-	-
Current portion of revolving loan	-	-	-
Total current liabilities	<u>252,105</u>	<u>392,881</u>	<u>771,350</u>
Long-term liabilities			
Notes payable, less current portion	-	-	-
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	-	-
Revolving loan, less current portion	-	-	-
Total long-term liabilities	<u>-</u>	<u>-</u>	<u>-</u>
Total liabilities	<u>252,105</u>	<u>392,881</u>	<u>771,350</u>
<b>Net Assets</b>			
Without donor restrictions	<u>2,410,544</u>	<u>2,499,146</u>	<u>6,112,819</u>
Total liabilities and net assets	<u>\$ 2,662,649</u>	<u>\$ 2,892,027</u>	<u>\$ 6,884,169</u>

**Magnolia Educational & Research Foundation**  
 Consolidating Statement of Financial Position  
 June 30, 2021 and 2020

	MSA Santa Ana	MSA San Diego	MPM Inc. / LLC
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	\$ 634,784	\$ 1,598,406	\$ 2,114,430
Accounts receivable	2,645,299	683,496	-
Intra-entity receivable	419	270	-
Prepaid expenses	7,014	4,799	-
<b>Total current assets</b>	<b>3,287,516</b>	<b>2,286,971</b>	<b>2,114,430</b>
<b>Non-current assets</b>			
Security deposit	-	-	-
Capital contribution	75,554	198,191	-
Restricted cash	-	-	2,282,261
Property and equipment, net	20,336,365	263,314	26,861,803
<b>Total non-current assets</b>	<b>20,411,919</b>	<b>461,505</b>	<b>29,144,064</b>
<b>Total assets</b>	<b>\$ 23,699,435</b>	<b>\$ 2,748,476</b>	<b>\$ 31,258,494</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Accounts payable	\$ 1,314,550	\$ 502,521	\$ -
Accrued liabilities	51,895	40,483	-
Refundable advance	304,836	283,694	446,570
Refundable advance - Paycheck Protection Program (PPP)	-	-	-
Intra-entity payable	1,126,203	701,998	-
Current portion of notes payable	104,583	-	-
Current portion of bonds payable	-	-	685,000
Current portion of revolving loan	237,272	-	-
<b>Total current liabilities</b>	<b>3,139,339</b>	<b>1,528,696</b>	<b>1,131,570</b>
<b>Long-term liabilities</b>			
Notes payable, less current portion	3,883,751	-	-
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	-	27,801,561
Revolving loan, less current portion	7,566,760	-	-
<b>Total long-term liabilities</b>	<b>11,450,511</b>	<b>-</b>	<b>27,801,561</b>
<b>Total liabilities</b>	<b>14,589,850</b>	<b>1,528,696</b>	<b>28,933,131</b>
<b>Net Assets</b>			
Without donor restrictions	9,109,585	1,219,780	2,325,363
<b>Total liabilities and net assets</b>	<b>\$ 23,699,435</b>	<b>\$ 2,748,476</b>	<b>\$ 31,258,494</b>

**Magnolia Educational & Research Foundation**  
 Consolidating Statement of Financial Position  
 June 30, 2021 and 2020

	Eliminations	2021 Consolidated	2020 Consolidated
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	\$ -	\$ 22,858,187	\$ 24,880,403
Accounts receivable	(808,476)	13,703,840	6,470,352
Intra-entity receivable	(3,228,741)	-	-
Prepaid expenses	-	89,418	119,785
<b>Total current assets</b>	<b>(4,037,217)</b>	<b>36,651,445</b>	<b>31,470,540</b>
<b>Non-current assets</b>			
Security deposit	-	110,000	-
Capital contribution	(435,668)	-	-
Restricted cash	-	2,282,261	2,282,168
Property and equipment, net	-	52,781,413	52,645,675
<b>Total non-current assets</b>	<b>(435,668)</b>	<b>55,173,674</b>	<b>54,927,843</b>
<b>Total assets</b>	<b>\$ (4,472,885)</b>	<b>\$ 91,825,119</b>	<b>\$ 86,398,383</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Accounts payable	\$ (808,476)	\$ 4,808,664	\$ 8,188,964
Accrued liabilities	-	498,038	-
Refundable advance	-	2,562,674	446,653
Refundable advance - Paycheck Protection Program (PPP)	-	-	5,461,600
Intra-entity payable	(3,228,741)	-	-
Current portion of notes payable	-	104,583	99,583
Current portion of bonds payable	-	685,000	655,000
Current portion of revolving loan	-	237,272	232,597
<b>Total current liabilities</b>	<b>(4,037,217)</b>	<b>8,896,231</b>	<b>15,084,397</b>
<b>Long-term liabilities</b>			
Notes payable, less current portion	-	3,883,751	3,986,805
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	27,801,561	28,447,667
Revolving loan, less current portion	-	7,566,760	7,957,783
<b>Total long-term liabilities</b>	<b>-</b>	<b>39,252,072</b>	<b>40,392,255</b>
<b>Total liabilities</b>	<b>(4,037,217)</b>	<b>48,148,303</b>	<b>55,476,652</b>
<b>Net Assets</b>			
Without donor restrictions	(435,668)	43,676,816	30,921,731
<b>Total liabilities and net assets</b>	<b>\$ (4,472,885)</b>	<b>\$ 91,825,119</b>	<b>\$ 86,398,383</b>

**Magnolia Educational & Research Foundation**  
 Consolidating Statement of Activities  
 Year Ended June 30, 2021 and 2020

	Magnolia Educational & Research Foundation	Magnolia Science Academy	Magnolia Science Academy 2
Support and revenues			
Local Control Funding Formula	\$ -	\$ 7,836,133	\$ 4,777,023
Federal revenue	-	1,263,525	940,843
Other state revenue	268,221	2,113,209	756,770
PPP loan forgiveness revenue	534,572	789,701	632,270
Local revenues	5,209,169	197,968	167,669
Interest income	-	2,203	-
Rental income	-	-	-
	<u>6,011,962</u>	<u>12,202,739</u>	<u>7,274,575</u>
Expenses			
Program services	1,378,352	5,486,665	3,724,637
Management and general	3,553,999	4,016,121	2,085,340
	<u>4,932,351</u>	<u>9,502,786</u>	<u>5,809,977</u>
Change in Net Assets before intra-entity transfers	<u>1,079,611</u>	<u>2,699,953</u>	<u>1,464,598</u>
Intra-entity transfers			
Transfer in	152,044	-	-
Transfer out	(228,326)	-	-
Change in Net Assets	<u>1,003,329</u>	<u>2,699,953</u>	<u>1,464,598</u>
Net Assets, Beginning of Year	<u>1,954,702</u>	<u>5,302,115</u>	<u>1,576,974</u>
Net Assets, End of Year	<u>\$ 2,958,031</u>	<u>\$ 8,002,068</u>	<u>\$ 3,041,572</u>

**Magnolia Educational & Research Foundation**  
 Consolidating Statement of Activities  
 Year Ended June 30, 2021 and 2020

	<u>Magnolia Science Academy 3</u>	<u>Magnolia Science Academy 4</u>	<u>Magnolia Science Academy 5</u>
Support and revenues			
Local Control Funding Formula	\$ 5,042,856	\$ 1,432,188	\$ 3,186,286
Federal revenue	790,803	249,562	565,235
Other state revenue	928,558	260,635	498,346
PPP loan forgiveness revenue	627,597	229,930	349,985
Local revenues	3,018	2,285	1,892
Interest income	-	-	23,553
Rental income	-	-	-
	<u>7,392,832</u>	<u>2,174,600</u>	<u>4,625,297</u>
Total support and revenues			
Expenses			
Program services	3,486,932	1,390,106	2,297,752
Management and general	2,528,289	470,836	1,401,626
	<u>6,015,221</u>	<u>1,860,942</u>	<u>3,699,378</u>
Total expenses			
Change in Net Assets before intra-entity transfers	<u>1,377,611</u>	<u>313,658</u>	<u>925,919</u>
Intra-entity transfers			
Transfer in	-	-	-
Transfer out	-	-	-
	<u>1,377,611</u>	<u>313,658</u>	<u>925,919</u>
Change in Net Assets			
Net Assets, Beginning of Year	<u>800,715</u>	<u>908,289</u>	<u>2,107,384</u>
Net Assets, End of Year	<u>\$ 2,178,326</u>	<u>\$ 1,221,947</u>	<u>\$ 3,033,303</u>



**Magnolia Educational & Research Foundation**  
 Consolidating Statement of Activities  
 Year Ended June 30, 2021 and 2020

	<u>Magnolia Science Academy 6</u>	<u>Magnolia Science Academy 7</u>	<u>Magnolia Science Academy Bell</u>
Support and revenues			
Local Control Funding Formula	\$ 1,589,787	\$ 2,997,393	\$ 4,792,000
Federal revenue	304,177	496,114	857,934
Other state revenue	327,974	847,009	907,036
PPP loan forgiveness revenue	193,294	358,254	576,190
Local revenues	-	28,865	4,500
Interest income	-	-	8,992
Rental income	-	-	-
	<u>2,415,232</u>	<u>4,727,635</u>	<u>7,146,652</u>
Expenses			
Program services	1,305,826	2,495,343	3,400,159
Management and general	550,406	1,612,038	2,421,621
	<u>1,856,232</u>	<u>4,107,381</u>	<u>5,821,780</u>
Change in Net Assets before intra-entity transfers	<u>559,000</u>	<u>620,254</u>	<u>1,324,872</u>
Intra-entity transfers			
Transfer in	-	-	-
Transfer out	-	-	-
Change in Net Assets	<u>559,000</u>	<u>620,254</u>	<u>1,324,872</u>
Net Assets, Beginning of Year	<u>1,851,544</u>	<u>1,878,892</u>	<u>4,787,947</u>
Net Assets, End of Year	<u>\$ 2,410,544</u>	<u>\$ 2,499,146</u>	<u>\$ 6,112,819</u>

**Magnolia Educational & Research Foundation**  
 Consolidating Statement of Activities  
 Year Ended June 30, 2021 and 2020

	Magnolia Science Academy Santa Ana	Magnolia Science Academy Santa Diego	MPM Inc. / LLC
Support and revenues			
Local Control Funding Formula	\$ 5,904,292	\$ 3,794,622	\$ -
Federal revenue	1,434,255	405,258	-
Other state revenue	1,307,445	864,844	-
PPP loan forgiveness revenue	751,656	418,151	-
Local revenues	93,346	55,414	361
Interest income	-	-	-
Rental income	-	-	2,387,317
	<u>9,490,994</u>	<u>5,538,289</u>	<u>2,387,678</u>
Total support and revenues			
Expenses			
Program services	5,149,377	2,976,840	777,286
Management and general	2,850,591	1,633,066	1,640,192
	<u>7,999,968</u>	<u>4,609,906</u>	<u>2,417,478</u>
Total expenses			
Change in Net Assets before intra-entity transfers	<u>1,491,026</u>	<u>928,383</u>	<u>(29,800)</u>
Intra-entity transfers			
Transfer in	-	-	228,326
Transfer out	-	-	(152,044)
	<u>1,491,026</u>	<u>928,383</u>	<u>46,482</u>
Change in Net Assets			
Net Assets, Beginning of Year	<u>7,618,559</u>	<u>291,397</u>	<u>2,278,881</u>
Net Assets, End of Year	<u>\$ 9,109,585</u>	<u>\$ 1,219,780</u>	<u>\$ 2,325,363</u>

Magnolia Educational & Research Foundation  
Consolidating Statement of Activities  
Year Ended June 30, 2021 and 2020

	Eliminations	2021 Consolidated	2020 Consolidated
Support and revenues			
Local Control Funding Formula	\$ -	\$ 41,352,580	\$ 40,431,155
Federal revenue	-	7,307,706	2,847,974
Other state revenue	-	9,080,047	6,801,756
PPP loan forgiveness revenue	-	5,461,600	-
Local revenues	(5,391,463)	373,024	1,290,510
Interest income	-	34,748	-
Rental income	(2,387,317)	-	-
Total support and revenues	<u>(7,778,780)</u>	<u>63,609,705</u>	<u>51,371,395</u>
Expenses			
Program services	-	33,869,275	32,229,176
Management and general	(7,778,780)	16,985,345	16,334,191
Total expenses	<u>(7,778,780)</u>	<u>50,854,620</u>	<u>48,563,367</u>
Change in Net Assets before intra-entity transfers	<u>-</u>	<u>12,755,085</u>	<u>2,808,028</u>
Intra-entity transfers			
Transfer in	(380,370)	-	-
Transfer out	380,370	-	-
Change in Net Assets	<u>-</u>	<u>12,755,085</u>	<u>2,808,028</u>
Net Assets, Beginning of Year	<u>(435,668)</u>	<u>30,921,731</u>	<u>28,113,703</u>
Net Assets, End of Year	<u>\$ (435,668)</u>	<u>\$ 43,676,816</u>	<u>\$ 30,921,731</u>

**Magnolia Educational & Research Foundation**  
**Foundation Only Comparative Statement of Financial Position**  
**June 30, 2021 and 2020**

	<u>2021</u>	<u>2020</u>
<b>Assets</b>		
<b>Current assets</b>		
Cash	\$ 2,713,961	\$ 3,193,616
Accounts receivable	808,476	453,452
Intra-entity receivable	68,571	77,584
Prepaid expenses	17,578	-
<b>Total current assets</b>	<u>3,608,586</u>	<u>3,724,652</u>
<b>Non-current assets</b>		
Security deposit	100,000	-
Property and equipment, net	14,900	15,759
<b>Total non-current assets</b>	<u>114,900</u>	<u>15,759</u>
<b>Total assets</b>	<u>\$ 3,723,486</u>	<u>\$ 3,740,411</u>
<b>Liabilities</b>		
<b>Current liabilities</b>		
Accounts payable	\$ 240,309	\$ 678,278
Refundable advance - Paycheck Protection Program (PPP)	-	534,572
Intra-entity payable	525,146	572,859
<b>Total liabilities</b>	<u>765,455</u>	<u>1,785,709</u>
<b>Net Assets</b>		
Without donor restrictions	<u>2,958,031</u>	<u>1,954,702</u>
<b>Total liabilities and net assets</b>	<u>\$ 3,723,486</u>	<u>\$ 3,740,411</u>

**Magnolia Educational & Research Foundation**  
 Foundation Only Comparative Statement of Activities  
 Year Ended June 30, 2021 and 2020

	2021	2020
Support and revenues		
Other state revenue	\$ 268,221	\$ 57,314
PPP loan forgiveness revenue	534,572	-
Local revenues	5,209,169	5,359,493
Total support and revenues	<u>6,011,962</u>	<u>5,416,807</u>
Expenses		
Program services	1,378,352	1,260,005
Management and general	3,553,999	3,599,507
Total expenses	<u>4,932,351</u>	<u>4,859,512</u>
Change in Net Assets before intra-entity transfers	<u>1,079,611</u>	<u>557,295</u>
Intra-entity transfers		
Transfer in	152,044	63,700
Transfer out	(228,326)	(289,954)
Change in Net Assets	<u>1,003,329</u>	<u>331,041</u>
Net Assets, Beginning of Year	<u>1,954,702</u>	<u>1,623,661</u>
Net Assets, End of Year	<u>\$ 2,958,031</u>	<u>\$ 1,954,702</u>

**Magnolia Educational & Research Foundation**

Debt Covenants

Year Ended June 30, 2021

**Debt Service Coverage**

Net income	\$ 12,755,085
Depreciation and amortization	1,923,697
Management fees (50%)	2,695,732
Rent	2,126,873
Income Available for Coverage	19,501,387
Debt Service	2,126,873

Debt Service Coverage	9.17
Limit	1.10
Compliance	Yes

**Consolidated Days Cash on Hand**

Total Expenses	\$ 50,854,620
Depreciation and amortization	1,923,697
Cash Expenses	48,930,923
Expense/Day	134,057
Cash	22,858,187

Days Cash on Hand	171
Limit	45
Compliance	Yes

Magnolia Educational & Research Foundation  
Consolidating Schedule of Property and Equipment  
Year Ended June 30, 2021

	MERF	MSA	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6
Land	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Leasehold improvements	-	3,429,347	-	-	-	-	-
Building	-	226,898	10,061	-	-	-	-
Computer and equipment	134,513	624,785	748,684	460,883	261,362	341,429	257,023
Work in progress	-	990	-	-	-	-	-
<b>Total property and equipment</b>	<b>134,513</b>	<b>4,282,020</b>	<b>758,745</b>	<b>460,883</b>	<b>261,362</b>	<b>341,429</b>	<b>257,023</b>
Less accumulated depreciation	(119,613)	(567,647)	(509,599)	(282,664)	(184,415)	(197,347)	(174,412)
<b>Total</b>	<b>\$ 14,900</b>	<b>\$ 3,714,373</b>	<b>\$ 249,146</b>	<b>\$ 178,219</b>	<b>\$ 76,947</b>	<b>\$ 144,082</b>	<b>\$ 82,611</b>

See Note to Supplementary Information

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**Magnolia Educational & Research Foundation**  
Consolidating Schedule of Property and Equipment  
Year Ended June 30, 2021

	MSA 7	MSA Bell	MSA Santa Ana	MSA San Diego	MPM Inc. / LLC	2021 Consolidated	2020 Consolidated
Land	\$ -	\$ -	\$ -	\$ -	\$ 2,566,854	\$ 2,566,854	\$ 2,566,854
Leasehold improvements	-	-	40,000	-	-	3,469,347	2,360,135
Building	492,294	-	22,352,893	-	26,189,536	49,271,682	47,628,894
Computer and equipment	183,880	749,401	817,678	720,796	-	5,300,434	3,606,511
Work in progress	-	-	-	-	-	990	2,426,372
<b>Total property and equipment</b>	<b>676,174</b>	<b>749,401</b>	<b>23,210,571</b>	<b>720,796</b>	<b>28,756,390</b>	<b>60,609,307</b>	<b>58,588,766</b>
Less accumulated depreciation	(177,594)	(388,328)	(2,874,206)	(457,482)	(1,894,587)	(7,827,894)	(5,943,091)
<b>Total</b>	<b>\$ 498,580</b>	<b>\$ 361,073</b>	<b>\$ 20,336,365</b>	<b>\$ 263,314</b>	<b>\$ 26,861,803</b>	<b>\$ 52,781,413</b>	<b>\$ 52,645,675</b>

See Note to Supplementary Information

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Magnolia Educational & Research Foundation  
Note to Supplementary Information  
June 30, 2021 and 2020

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## **Note 1 - Purpose of Supplementary Schedules**

### **Consolidated Schedule of Expenditures of Federal Awards**

#### Basis of Presentation

The accompanying consolidated schedule of expenditures of federal awards (the schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2020. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

#### Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

#### Indirect Cost Rate

The Organization has not elected to use the ten percent de minimis cost rate.

### **Local Education Agency Organization Structure**

This schedule provides information about the Organization's operations, members of the governing board, and members of the administration.

### **Schedule of Instructional Time**

This schedule presents information on the number of instructional days offered on the traditional calendar and on any multitrack calendars by the Organization and whether the Organization complied with the provisions of Education Code section 47612.

### **Reconciliation of Annual Financial Report with Audited Financial Statements**

This schedule provides the information necessary to reconcile the net assets reported on the unaudited actual financial report to the audited financial statements.

### **Consolidating Statement of Financial Position and Consolidating Statement of Activities**

The consolidating statement of financial position and consolidating statement of activities report the activities of the Organization and related entities and are presented on the accrual basis of accounting. Eliminating entries in the consolidating statement of financial position and consolidating statement of activities are for activities between the Organization and related entities.

**Magnolia Educational & Research Foundation**

Note to Supplementary Information

June 30, 2021

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**Foundation Only Comparative Statements**

The accompanying foundation only comparative financial statements report the individual program of Magnolia Education & Research Foundation and are presented on the accrual basis of accounting.

**Debt Covenants**

Some of the Organization's loan agreements are subject to covenant clauses, whereby the Organization is required to meet certain key financial ratios. This schedule provides information related to the debt covenant ratios and related information.

**Consolidating Schedule of Property and Equipment**

The accompanying consolidating schedule of property and equipment present the comparative balances for Organization and the Subsidiaries property and equipment.

Independent Auditor's Reports  
June 30, 2021

# Magnolia Educational & Research Foundation

**Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards***

Governing Board  
Magnolia Educational & Research Foundation  
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Magnolia Educational & Research Foundation and Subsidiaries (the Organization) which comprise the consolidated statement of financial position as of June 30, 2021, and the related consolidated statement of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated \_\_\_\_\_, 2021.

**Internal Control over Financial Reporting**

In planning and performing our audit of the consolidated financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's consolidated financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Organization's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the consolidated financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California  
\_\_\_\_\_, 2021

## **Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance**

Governing Board  
Magnolia Educational & Research Foundation  
Los Angeles, California

### **Report on Compliance for Each Major Federal Program**

We have audited Magnolia Educational & Research Foundation's (the Organization) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2021. The Organization's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

### **Management's Responsibility**

Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of the Organization's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Organization's compliance.

### **Opinion on Each Major Federal Program**

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

**Report on Internal Control over Compliance**

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Rancho Cucamonga, California  
\_\_\_\_\_, 2021

## Independent Auditor's Report on State Compliance

Governing Board  
Magnolia Educational & Research Foundation  
Los Angeles, California

### Report on State Compliance

We have audited Magnolia Educational & Research Foundation's (the Organization) compliance with the types of compliance requirements described in the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the state laws and regulations listed in the table below for the year ended June 30, 2021.

### Management's Responsibility

Management is responsible for compliance with the state laws and regulations as identified in the table below.

### Auditor's Responsibility

Our responsibility is to express an opinion on the Organization's compliance with state laws and regulations based on our audit of the types of compliance requirements referred to below. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements listed below has occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on state compliance. However, our audit does not provide a legal determination of the Organization's compliance.



**Compliance Requirements Tested**

In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS (EXCEPT AS STATED IN ATTENDANCE AND DISTANCE LEARNING AND INSTRUCTIONAL TIME)</b>	
Attendance and Distance Learning	Yes
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Instructional Time	Yes
Instructional Materials	No, see below
Ratio of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
K-3 Grade Span Adjustment	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	No, see below
District of Choice	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
California Clean Energy Jobs Act	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Independent Study - Course Based	No, see below
<b>CHARTER SCHOOLS</b>	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	No, see below
Determination of Funding for Nonclassroom-Based Instruction	No, see below
Charter School Facility Grant Program	Yes

Programs listed above for "Local Education Agencies Other Than Charter Schools except as stated in Attendance and Distance Learning and Instructional Time" are not applicable to charter schools; therefore, we did not perform any related procedures.

The Organization does not offer an Independent Study - Course Based program; therefore, we did not perform any procedures related to the Independent Study - Course Based Program.

We did not perform procedures for the Nonclassroom-Based Instruction/Independent Study nor for Determination of Funding for Nonclassroom-Based Instruction because the Organization was not classified as nonclassroom-based.

*Unmodified Opinion*

In our opinion, the Organization complied, in all material respects, with the laws and regulations of the state programs referred to above for the year ended June 30, 2021.

The purpose of this report on state compliance is solely to describe the results of our testing based on the requirements of the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Rancho Cucamonga, California  
\_\_\_\_\_, 2021

Schedule of Findings and Questioned Costs  
June 30, 2021

# Magnolia Educational & Research Foundation

**Magnolia Educational & Research Foundation**

Summary of Auditor's Results

Year Ended June 30, 2021

**FINANCIAL STATEMENTS**

Type of auditor's report issued	Unmodified
Internal control over financial reporting:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

**FEDERAL AWARDS**

Internal control over major program:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a):	No

**Identification of major programs:**

<u>Name of Federal Program or Cluster</u>	<u>Federal Financial Assistance Listing/CFDA Number</u>
COVID-19 Coronavirus Relief Fund (CRF)	21.019
COVID-19 Education Stabilization Fund (ESF)	84.425C, 84.425D
Dollar threshold used to distinguish between type A and type B programs:	\$750,000
Auditee qualified as low-risk auditee?	Yes

**STATE COMPLIANCE**

Type of auditor's report issued on compliance for programs:	Unmodified
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**Magnolia Educational & Research Foundation**

Financial Statement Findings

Year Ended June 30, 2021

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None reported.

**Magnolia Educational & Research Foundation**  
Federal Awards Findings and Questioned Costs  
Year Ended June 30, 2021

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None reported.

**Magnolia Educational & Research Foundation**  
State Compliance Findings and Questioned Costs  
Year Ended June 30, 2021

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None Reported.

**Magnolia Educational & Research Foundation**

Summary Schedule of Prior Audit Findings

Year Ended June 30, 2021

Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

**Financial Statement Findings**

2020-001      Code    30000

**Criteria or Specific Requirements**

Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Organization.

**Condition**

Communicating Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.

**Questioned costs**

There are no questioned costs identified with the condition note.

**Context**

An accrual related to accounts receivable, prepaid expenses, accounts payable, and refundable advance were not recorded and accounted for.

**Effect**

During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements which, if not recorded, would have resulted in a material misstatement of the financial statements.

**Cause**

The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year end accruals.

**Repeat Finding (Yes or No)**

No



Recommendation

We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that the financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.

Current Status

Implemented.

**Federal Awards Findings**

None reported.

***State Compliance Findings***

None reported.

## Cover Sheet

### Approval of Prop 39 Over-Allocation Cost Payment From Reserve Funds

<b>Section:</b>	III. Action Items
<b>Item:</b>	F. Approval of Prop 39 Over-Allocation Cost Payment From Reserve Funds
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Los Angeles Unified School District Over-Allocation Fees.pdf



Board Agenda Item #:	III F – Action Item
Date:	January 20, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Steve Budhreja Ed.D, Chief Financial Officer
RE:	Los Angeles Unified School District (“LAUSD”) Over-Allocation Fees

### I. Proposed Recommendation

MPS Staff recommends, and believes that it is in the best interests of MPS, that the MPS Board approve and authorize MPS Staff to pay to the LAUSD over-allocation fees in the total amount of \$220,897.06 consisting of \$141,185.46 for MSA-3, and \$79,711.60 for MSA-4, as set forth below. The fees will be paid from each school’s long term reserves.

MPS School	2020-21	Total
<b>MSA-3</b>	\$141,185.46	\$141,185.46
<b>MSA-4</b>	\$79,711.60	\$79,711.60
		<b>\$220,897.06</b>

### II. Background

Each of MSA-3 and MSA-4 are co-located on the LAUSD campuses pursuant to Proposition 39. Proposition 39 is the California State law that requires school districts to share public school facilities “fairly among all public school pupils, including those in charter schools.” See [Exhibit A](#) for a summary of Proposition 39.

January 20, 2022

Page 2



MSA-3 and MSA-4 received a letter from the Office of the Chief Financial Officer of the LAUSD regarding fees for proposition 39 over-allocated space in the 2020-21 school year.

State law controls a charter school's mandatory reimbursement obligations to the school district for overallocated Proposition 39 space. Pursuant to Education Code Section 47614, subdivision (b)(2), if a charter school generated less in-district classroom average daily attendance ("ADA") than it projected for the Applicable School Year, the charter school "shall reimburse the district for the over-allocated space at rates to be set by the State Board of Education." California Code of Regulations, Title 5, Section 11969.2, Subdivision (c) describes how "in-district students" are calculated.

The California Code of Regulations dictates how over-allocated space is to be calculated. California Code of Regulations, Title 5, Section 11969.8, Subdivision (a), provides that "[s]pace is considered to be over-allocated if (1) charter school's actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based, and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater." The reimbursement amount owed by the charter school to the district for over allocated space for the applicable school year is calculated using a per-pupil rate determined by the California Department of Education. California Code of Regulations, Title 5, Section 119691.1 *et al* is attached as Exhibit B.

In the case of each of MSA-3, and -4, the projected in-district classroom ADA was calculated by applying the projection identified in the LAUSD's final notification of space offered. In compliance with California Code of Regulations, Title 5, Section 11969.8, Subdivision (a), actual in-district classroom ADA was determined using the report submitted by each school pursuant to Section 11969.9(l) in conjunction with the second principal apportionment under Education Code Section 41601.

MPS staff has determined that the estimated and actual in-district classroom ADA numbers set forth in each of the letters received for MSA-3, and MSA-4 are accurate.

### III. Budget Impacts

The aforementioned amounts will be paid by each school from its own long term reserves. Below is the projected balance of each school's reserves based on Audit Report FY 2020-21.

School	Reserves per UA	Fees	Balance after Fees
<b>MSA-3</b>	\$2,178,326	\$141,185.46	\$2,037,140.54
<b>MSA-4</b>	\$1,221,947	\$79,711.60	\$1,142,235.40



## **Exhibit A**

# **Prop 39 One Page Information Sheet**



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Facilities Services Division

# Proposition 39 Charter School Facilities Requests

## FACT SHEET

### PROPOSITION 39, THE LAW

Proposition 39 was approved by California's voters in November 2000, and as a result, amended California Education Code Section 47614. Under Proposition 39, school districts are required by state law to share public school facilities "fairly among all public school pupils, including those in charter schools."

### CHARTER SCHOOL FACILITIES REQUESTS

Each year the Los Angeles Unified School District (LAUSD) must undergo a space identification process to meet Proposition 39 facilities requests submitted by charter schools.

#### Eligibility Requirements

Charter schools must meet certain eligibility requirements when making facilities requests to the District. Charter schools must:

- 📄🕒 Submit a written facilities request
  - An existing charter school must submit a written request by November 1.
  - A new charter school must submit a written request by November 1. However, a new charter school is eligible to request facilities *only if* it submitted its charter petition to the school district in which it operates on or before November 1 *and* received approval of the charter petition before March 15.

A charter petition is a proposal to create a new school or renew the charter of an existing charter school. If a charter petition is not approved by the school district, the charter school may appeal to the County and the State.
- 📄🕒 Operate within the geographic boundaries of the District
  - Education Code 47614 defines the term operating as "having identified at least 80 In-District Students who are meaningfully interested in enrolling in the charter school for the following year."
  - In-District Students are students that reside within the school district's boundaries.
- 📄🕒 Provide LAUSD with a reasonable projection of the charter school's Average Daily Attendance (ADA) of at least 80 In-District Students for the following year.
  - Documentation to support the projected ADA would be completed by parents/guardians and can include *Meaningfully Interested Students Information Forms* or *Intent to Re/Enroll Forms* or other *list(s)* of in-district students who are "meaningfully interested" in attending the charter school.

The Proposition 39 Facilities Request Cycle occurs on a yearly basis. The dates that must be met are provided in the Regulatory Timeline.

### REGULATORY TIMELINE

#### NOVEMBER 1

Charter Schools submit written requests for facilities including projected Average Daily Attendance (ADA).

#### DECEMBER 1

District reviews Charters' ADA projections and agrees, or objects and responds with projections the District considers reasonable.

#### JANUARY 2

Charter Schools respond to District's ADA projections.

#### FEBRUARY 1

District makes preliminary proposals to Charter Schools with eligible facilities requests.

#### MARCH 1

Charter Schools respond to preliminary proposals.

#### APRIL 1

District makes final offers to Charter Schools.

#### MAY 1

Charter Schools must notify the District in writing to accept or decline the final offer by May 1 or 30 days from its receipt of final offer.

#### 10 DAYS

If final offers are accepted, Charter Schools occupy sites 10 working days prior to their first day of school instruction.

Alfredo Rubalcava  
September 20, 2019  
Proposition 39: Over-Allocated Space in 2018-19 School Year  
Page 5

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## **Exhibit B**

# **CALIFORNIA CODE OF REGULATIONS, TITLE 5, ARTICLE 3 – FACILITIES FOR CHARTER SCHOOLS**





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SUBCHAPTER 19. CHARTER SCHOOLS  
ARTICLE 3. FACILITIES FOR CHARTER SCHOOLS

5 CCR 11969.1 (2011)

§ 11969.1. Purpose and Stipulation

(a) This article governs provision of facilities by school districts to charter schools under *Education Code section 47614*.

(b) If a charter school and a school district mutually agree to an alternative to specific compliance with any of the provisions of this article, nothing in this article shall prohibit implementation of that alternative, including, for example, funding in lieu of facilities in an amount commensurate with local rental or lease costs for facilities reasonably equivalent to facilities of the district.

AUTHORITY:

Note: Authority cited: *Sections 33031 and 47614(b), Education Code*. Reference: *Section 47614, Education Code*.

HISTORY:

1. New article 3 (sections 11969.1-11969.9) and section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).
2. Amendment of section heading, section and Note filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).



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5 CCR 11969.2 (2011)

§ 11969.2. Definitions

(a) Average Daily Classroom Attendance. As used in *Education Code section 47614(b)*, "average daily classroom attendance," or "classroom ADA," is average daily attendance (ADA) for classroom-based apportionments as used in *Education Code section 47612.5*. "In-district classroom ADA" is classroom ADA attributable to in-district students. Nothing in this article shall prohibit a school district from allowing a charter school to include nonclassroom-based ADA in average daily classroom attendance, but only:

(1) to the extent of the instructional time that the students generating the nonclassroom-based ADA are actually in the classroom under the direct supervision and control of an employee of the charter school; and

(2) if the school district and charter school agree upon the time(s) that facilities devoted to students generating non-classroom-based ADA will be used.

(b) Operating in the School District. As used in *Education Code section 47614(b)*, a charter school is "operating in the school district" if the charter school meets the requirements of *Education Code section 47614(b)(5)* regardless of whether the school district is or is proposed to be the authorizing entity for the charter school and whether the charter school has a facility inside the school district's boundaries.

(c) In-district Students. As used in *Education Code section 47614(b)*, a student attending a charter school is an "in-district student" of a school district if he or she is entitled to attend the schools of the school district and could attend a school district-operated school, except that a student eligible to attend the schools of the school district based on inter-district attendance pursuant to *Education Code section 46600-46611* or based on parental employment pursuant to *Education Code section 48204(b)* shall be considered a student of the school district where he or she resides.

(d) Contiguous. As used in *Education Code section 47614(b)*, facilities are "contiguous" if they are contained on the school site or immediately adjacent to the school site. If the in-district average daily classroom attendance of the charter school cannot be accommodated on any single school district school site, contiguous facilities also includes facilities located at more than one site, provided that the school district shall minimize the number of sites assigned and shall consider student safety. In evaluating and accommodating a charter school's request for facilities pursuant to *Education Code section 47614*, the charter school's in-district students must be given the same consideration as students in the district-run schools, subject to the requirement that the facilities provided to the charter school must be contiguous. If a school district's preliminary proposal or final notification presented pursuant to subdivisions (f) or (h) of section 11969.9 does not accommodate a charter school at a single school site, the district's governing board must first make a finding that the charter school could not be accommodated at a single site and adopt a written statement of reasons explaining the finding.

## 5 CCR 11969.2

(e) **Furnished and Equipped.** As used in *Education Code section 47614(b)*, a facility is "furnished and equipped" if it includes reasonably equivalent furnishings necessary to conduct classroom instruction and to provide for student services that directly support classroom instruction as found in the comparison group schools established under section 11969.3(a), and if it has equipment that is reasonably equivalent to that in the comparison group schools. "Equipment" means property that does not lose its identity when removed from its location and is not changed materially or consumed immediately (e.g., within one year) by use. Equipment has relatively permanent value, and its purchase increases the total value of a Local Educational Agency's (LEA's) physical properties. Examples include furniture, vehicles, machinery, motion picture film, videotape, furnishings that are not an integral part of the building or building system, and certain intangible assets, such as major software programs. Furnishings and equipment acquired for a school site with non-district resources are excluded when determining reasonable equivalence.

(f) **General Fund.** As used in *Education Code section 47614(b)(1)*, "general fund" means the main operating fund of the LEA. It is used to account for all activities except those that are required to be accounted for in another fund. In keeping with the minimum number of funds principle, all of an LEA's activities are reported in the general fund unless there is a compelling reason to account for an activity in another fund. An LEA may have only one general fund.

(g) **Unrestricted Revenues.** As used in *Education Code section 47614(b)(1)*, "unrestricted revenues" are those funds whose uses are not subject to specific constraints and that may be used for any purposes not prohibited by law. Restricted revenues are those funds received from external sources that are legally restricted or that are restricted by the donor to specific purposes. Programs funded by a combination of restricted and unrestricted sources will be accounted for and reported as restricted. Funds or activities that are not restricted or designated by the donor, but rather by the LEA's governing board, will be accounted for and reported as unrestricted.

(h) **Facilities Costs.** As used in *Education Code section 47614(b)(1)*, "facilities costs" are those activities concerned with keeping the physical plant open, comfortable, and safe for use and keeping the grounds, buildings, and equipment in working condition and a satisfactory state of repair. These include the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools. This includes plant maintenance and operations, facilities acquisition and construction, and facilities rents and leases.

**AUTHORITY:**

Note: Authority cited: *Sections 33031 and 47614(b), Education Code*. Reference: *Sections 46600-46611, 47612.5, 47614 and 48204, Education Code*.

**HISTORY:**

1. New section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).
2. Amendment of section and Note filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).



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5 CCR 11969.3 (2011)

§ 11969.3. Conditions Reasonably Equivalent

The following provisions shall be used to determine whether facilities provided to a charter school are sufficient to accommodate charter school students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending public schools of the school district providing facilities, as required by *Education Code section 47614(b)*.

(a) Comparison Group.

(1) The standard for determining whether facilities are sufficient to accommodate charter school students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending public schools of the school district providing facilities shall be a comparison group of district-operated schools with similar grade levels. If none of the district-operated schools has grade levels similar to the charter school, then a contiguous facility within the meaning of subdivision (d) of section 11969.2 shall be an existing facility that is most consistent with the needs of students in the grade levels served at the charter school. The district is not obligated to pay for the modification of an existing school site to accommodate the charter school's grade level configuration.

(2) The comparison group shall be the school district-operated schools with similar grade levels that serve students living in the high school attendance area, as defined in *Education Code section 17070.15(b)*, in which the largest number of students of the charter school reside. The number of charter school students residing in a high school attendance area shall be determined using in-district classroom ADA projected for the fiscal year for which facilities are requested.

(3) For school districts whose students do not attend high school based on attendance areas, the comparison group shall be three schools in the school district with similar grade levels that the largest number of students of the charter school would otherwise attend. For school districts with fewer than three schools with similar grade levels, the comparison group shall be all schools in the school district with similar grade levels.

(4) Although the district is not obligated to pay for the modification of an existing school site to accommodate the charter school's grade level configuration, nothing in this article shall preclude the district from entering into an agreement with the charter school to modify an existing school site, with the costs of the modifications being paid exclusively by the charter school or by the school district, or paid jointly by the district and the charter school.

(b) Capacity.

(1) Facilities made available by a school district to a charter school shall be provided in the same ratio of teaching stations (classrooms) to ADA as those provided to students in the school district attending comparison group schools. School district ADA shall be determined using projections for the fiscal year and grade levels for which facilities are

## 5 CCR 11969.3

requested. Charter school ADA shall be determined using in-district classroom ADA projected for the fiscal year and grade levels for which facilities are requested. The number of teaching stations (classrooms) shall be determined using the classroom inventory prepared pursuant to *California Code of Regulations, title 2, section 1859.31*, adjusted to exclude classrooms identified as interim housing. "Interim housing" means the rental or lease of classrooms used to house pupils temporarily displaced as a result of the modernization of classroom facilities, as defined in *California Code of Regulations, title 2, section 1859.2*, and classrooms used as emergency housing for schools vacated due to structural deficiencies or natural disasters.

(2) If the school district includes specialized classroom space, such as science laboratories, in its classroom inventory, the space allocation provided pursuant to paragraph (1) of subdivision (b) shall include a share of the specialized classroom space and/or a provision for access to reasonably equivalent specialized classroom space. The amount of specialized classroom space allocated and/or the access to specialized classroom space provided shall be determined based on three factors:

- (A) the grade levels of the charter school's in-district students;
- (B) the charter school's total in-district classroom ADA; and
- (C) the per-student amount of specialized classroom space in the comparison group schools.

(3) The school district shall allocate and/or provide access to non-teaching station space commensurate with the in-district classroom ADA of the charter school and the per-student amount of non-teaching station space in the comparison group schools. Non-teaching station space is all of the space that is not identified as teaching station space or specialized classroom space and includes, but is not limited to, administrative space, kitchen, multi-purpose room, and play area space. If necessary to implement this paragraph, the district shall negotiate in good faith with the charter school to establish time allocations and schedules so that educational programs of the charter school and school district are least disrupted.

(c) Condition.

(1) All of the factors listed below shall be used by the school district and charter school to determine whether the condition of facilities provided to a charter school is reasonably equivalent to the condition of comparison group schools. Condition is determined by assessing such factors as age (from latest modernization), quality of materials, and state of maintenance.

- (A) School site size.
- (B) The condition of interior and exterior surfaces.
- (C) The condition of mechanical, plumbing, electrical, and fire alarm systems, including conformity to applicable codes.
- (D) The availability and condition of technology infrastructure.
- (E) The condition of the facility as a safe learning environment including, but not limited to, the suitability of lighting, noise mitigation, and size for intended use.
- (F) The condition of the facility's furnishings and equipment.
- (G) The condition of athletic fields and/or play area space.

(2) Notwithstanding paragraph (1) of subdivision (c), at a charter school established at an existing public school site pursuant to *Education Code sections 47605(a)(2), 52055.5, 52055.55, or 52055.650*, the condition of the facility previously used by the school district at the site shall be considered to be reasonably equivalent to the condition of school district facilities for the first year the charter school uses the facility. During its first year of operation, the charter school shall be subject to charges for pro rata costs pursuant to section 11969.7, but shall not be subject to reimbursement for over-allocated space pursuant to section 11969.8.

(d) Additional Provisions Relating to a Charter School Established at an Existing Public School Site.

The following provisions apply only to a charter school established at an existing public school site pursuant to *Education Code sections 47605(a)(2), 52055.5, 52055.55, or 52055.650* and that operated at the site in its first year pursuant to paragraph (2) of subdivision (c).

## 5 CCR 11969.3

(1) The school site, as identified in the school's charter, shall be made available to the school for its second year of operation and thereafter upon annual request pursuant to *Education Code section 47614*. The district is entitled to charge the charter school pro rata costs for the school site pursuant to section 11969.7, and the district is entitled to receive reimbursement for over-allocated space from the charter school pursuant to section 11969.8, except as provided in paragraph (3).

(2)(A) If, by material revision of the charter, the location of a charter school is changed, or if one or more additional sites are approved pursuant to *Education Code section 47605(a)(4)*, then the school is entitled to request and the district shall provide for the use of facilities by the school in accordance with the revised charter, *Education Code section 47614*, and the provisions of this article.

(B) If the charter school was established pursuant to *Education Code section 47605(a)(2)*, the district shall change the school's attendance area only if a waiver is first secured from the State Board of Education (SBE) pursuant to *Education Code sections 33050-33053* of the requirement in *Education Code section 47605(d)(1)* that the school continuously give admission preference to students residing in the former attendance area of the school site.

(C) If the charter school was established pursuant to *Education Code sections 52055.5, 52055.55, or 52055.650*, the district shall relocate the school or change the school's attendance area only if a waiver is first secured from the SBE pursuant to *Education Code sections 33050-33053* of the provision of statute binding the school to the existing school site.

(D) If a school district decides to change a charter school's attendance area as provided in subparagraphs (B) or (C), and if the decision occurs between November 1 and June 30 and becomes operative in the forthcoming fiscal year, then the space allocated to the charter school is not subject to reimbursement for over-allocated space pursuant to section 11969.8 in the forthcoming fiscal year.

(3) If, by February 1 of its first year of operation, a charter school notifies the district that it will have over-allocated space in the following fiscal year, the space identified is not subject to reimbursement for over-allocated space pursuant to section 11969.8 in the following year or thereafter, and the district is entitled to occupy all or a portion of the space identified. To recover space surrendered to the district pursuant to this paragraph, a charter school must apply to the district. An application to recover surrendered space shall be evaluated by the district in accordance with the provisions of this article.

## AUTHORITY:

Note: Authority cited: *Sections 33031 and 47614(b), Education Code*. Reference: *Sections 33050-33053, 47605, 47614, 52055.5, 52055.55 and 52055.650, Education Code*.

## HISTORY:

1. New section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).
2. Amendment of section and Note filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).



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5 CCR 11969.4 (2011)

§ 11969.4. Operations and Maintenance

(a) Facilities and furnishings and equipment provided to a charter school by a school district shall remain the property of the school district.

(b) The ongoing operations and maintenance of facilities and furnishings and equipment is the responsibility of the charter school. Projects eligible to be included in the school district deferred maintenance plan established pursuant to *Education Code section 17582* and the replacement of furnishings and equipment supplied by the school district in accordance with school district schedules and practices, shall remain the responsibility of the school district. The charter school shall comply with school district policies regarding the operations and maintenance of the school facility and furnishings and equipment, except to the extent variation is approved by the district. However, the charter school need not comply with policies in cases where actual school district practice substantially differs from official policies.

AUTHORITY:

Note: Authority cited: *Sections 33031 and 47614(b), Education Code*. Reference: *Section 47614, Education Code*.

HISTORY:

1. New section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).
2. Amendment of section and Note filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).



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5 CCR 11969.5 (2011)

§ 11969.5. Availability

The space allocated for use by the charter school, subject to sharing arrangements, shall be available for the charter school's entire school year regardless of the school district's instructional year or class schedule and may not be sublet or used for purposes other than those that are consistent with school district policies and practices for use of other public schools of the school district without permission of the school district.

AUTHORITY:

Note: Authority cited: *Section 47614(b), Education Code*. Reference: *Section 47614, Education Code*.

HISTORY:

1. New section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).





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5 CCR 11969.6 (2011)

§ 11969.6. Location

A school district may satisfy the requirements of *Education Code section 47614* by providing facilities that are located outside the school district's boundaries, subject to other provisions of this article and subject to the restrictions on location of charter schools established in *Education Code sections 47605* and *47605.1*. No school district is required to provide facilities that are located outside the school district's boundaries to a charter school.

AUTHORITY:

Note: Authority cited: *Sections 33031 and 47614(b), Education Code*. Reference: *Sections 47605, 47605.1 and 47614, Education Code*.

HISTORY:

1. New section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).
2. Amendment of section and Note filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).



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5 CCR 11969.7 (2011)

§ 11969.7. Charges for Facilities Costs

If the school district charges the charter school a pro rata share of its facilities costs for the use of the facilities, the pro rata share shall not exceed (1) a per-square-foot amount equal to those school district facilities costs that the school district pays for with unrestricted revenues from the district's general fund, as defined in sections 11969.2(f) and (g) and hereinafter referred to as "unrestricted general fund revenues," divided by the total space of the school district times (2) the amount of space allocated by the school district to the charter school. The following provisions shall apply to the calculation of the pro rata share of facilities costs:

(a) For purposes of this section, facilities costs that the school district pays with unrestricted general fund revenues includes those costs associated with plant maintenance and operations, facilities acquisition and construction, and facilities rents and leases, as defined in section 11969.2(h). For purposes of this section, facilities costs also includes:

(1) contributions from unrestricted general fund revenues to the school district's Ongoing and Major Maintenance Account (*Education Code section 17070.75*), Routine Restricted Maintenance Account (*Education Code section 17014*), and/or deferred maintenance fund,

(2) costs paid from unrestricted general fund revenues for projects eligible for funding but not funded from the deferred maintenance fund, and

(3) costs paid from unrestricted general fund revenue for replacement of facilities-related furnishings and equipment, that have not been included in paragraphs (1) and (2), according to school district schedules and practices.

For purposes of this subdivision, facilities costs do not include any costs that are paid by the charter school, including, but not limited to, costs associated with ongoing operations and maintenance and the costs of any tangible items adjusted in keeping with a customary depreciation schedule for each item.

(b) For purposes of this section, the cost of facilities shall include debt service costs.

(c) "Space allocated by the school district to the charter school" shall include a portion of shared space where a charter school shares a campus with a school district-operated program. Shared space includes, but is not limited to, those facilities needed for the overall operation of the campus, whether or not used by students. The portion of the shared space to be included in the "space allocated by the school district to the charter school" shall be calculated based on the amount of space allocated for the exclusive use of the charter school compared to the amount of space allocated to the exclusive use of the school-district-operated program.

## 5 CCR 11969.7

(d) The per-square-foot charge shall be determined using actual facilities costs in the year preceding the fiscal year in which facilities are provided and the largest amount of total space of the school district at any time during the year preceding the fiscal year in which facilities are provided.

(e) The per-square-foot charge shall be applied equally by the school district to all charter schools that receive facilities under this article, and a charter school using school district facilities pursuant to *Education Code section 47614* shall report the per-square-foot charge it is paying in the current fiscal year to the California Department of Education (CDE) in any notification the charter school makes to the CDE pursuant to *Education Code section 47630.5(b)*. The CDE shall post the per-square-foot amounts reported by charter schools on its publicly accessible Web site. The CDE shall offer the opportunity to each school district to provide explanatory information regarding its per-square-foot charge and shall post any information received.

(f) If a school district charges a charter school for facilities costs pursuant to this article, and if the district is the charter school's authorizing entity, the facilities are not substantially rent free within the meaning of *Education Code section 47613*, and the district may only charge for the actual costs of supervisory oversight of the charter school not to exceed one percent of the school's revenue.

## AUTHORITY:

Note: Authority cited: *Sections 33031 and 47614(b), Education Code*. Reference: *Sections 17014, 17070.75, 47613, 47614 and 47630.5, Education Code*.

## HISTORY:

1. New section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).
2. Amendment of section and Note filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).



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TITLE 5. EDUCATION  
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 CHAPTER 11. SPECIAL PROGRAMS  
 SUBCHAPTER 19. CHARTER SCHOOLS  
 ARTICLE 3. FACILITIES FOR CHARTER SCHOOLS

5 CCR 11969.8 (2011)

§ 11969.8. Reimbursement Rates for Over-Allocated Space

(a) Space is considered to be over-allocated if (1) the charter school's actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater. The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to *Education Code section 42263* for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to *Education Code section 47633*, rounded to the next highest dollar, and posted on the CDE Web site. The reimbursement amount owed by the charter school for over-allocated space shall be equal to (1) this rate times the difference between the charter school's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA. For purposes of this subdivision, the actual in-district classroom ADA shall be determined using the report submitted pursuant to section 11969.9(1) in conjunction with the second principal apportionment under *Education Code section 41601*.

(b) A charter school must notify the school district when it anticipates that it will have over-allocated space that could be used by the school district. Upon notification by a charter school that the charter school anticipates having over-allocated space, a school district may elect to use the space for school district programs. The school district must notify the charter school whether or not it intends to use the over-allocated space within 30 days of the notification by the charter school. If the school district notifies the charter school that it intends to use all or a portion of the over-allocated space, payments for over-allocated space and pro rata share payments shall be reduced accordingly beginning at the time of the school district notification to use the space. If the school district notifies the charter school that it does not intend to use the space, the charter school must continue to make payments for over-allocated space and pro rata share payments. The school district may, at its sole discretion, reduce the amounts owed by the charter school.

(c) With respect to charter schools established at existing public school sites pursuant to *Education Code sections 47605(a)(2), 52055.5, 52055.55, or 52055.650*, the provisions of this section are limited by the applicable provisions of subdivisions (c) and (d) of section 11969.3.

AUTHORITY:

Note: Authority cited: *Sections 33031 and 47614(b), Education Code*. Reference: *Sections 41601, 42263, 47605, 47614, 47633, 52055.5, 52055.55 and 52055.650, Education Code*.

5 CCR 11969.8

HISTORY:

1. New section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).
2. Amendment of subsection (a), new subsection (c) and amendment of Note filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).



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 CHAPTER 11. SPECIAL PROGRAMS  
 SUBCHAPTER 19. CHARTER SCHOOLS  
 ARTICLE 3. FACILITIES FOR CHARTER SCHOOLS

5 CCR 11969.9 (2011)

§ 11969.9. Procedures and Timelines for the Request for, Reimbursement for, and Provision of, Facilities

(a) A charter school must be operating in the school district as defined in *Education Code section 47614* before it submits a request for facilities. A new or proposed new charter school is operating within the school district and, therefore, eligible to request facilities for a particular fiscal year only if it submitted its charter petition pursuant to *Education Code sections 47605, 47605.5, 47605.6, or 47605.8* on or before November 1 of the fiscal year preceding the year for which facilities are requested. A new charter school is entitled to be allocated and/or provided access to facilities only if it receives approval of the petition before March 15 of the fiscal year preceding the year for which facilities are requested.

(b) To receive facilities during a particular fiscal year, a charter school must submit a written facilities request to the school district on or before November 1 of the preceding fiscal year.

(c)(1) The written facilities request consists of:

(A) reasonable projections of in-district and total ADA and in-district and total classroom ADA, based on ADA claimed for apportionment, if any, in the fiscal year prior to the fiscal year in which the facilities request is made, adjusted for expected changes in enrollment in the forthcoming fiscal year;

(B) a description of the methodology for the projections;

(C) if relevant (i.e., when a charter school is not yet open or to the extent an operating charter school projects a substantial increase in in-district ADA), documentation of the number of in-district students meaningfully interested in attending the charter school that is sufficient for the district to determine the reasonableness of the projection, but that need not be verifiable for precise arithmetical accuracy;

(D) the charter school's operational calendar;

(E) information regarding the district school site and/or general geographic area in which the charter school wishes to locate; and

(F) information on the charter school's educational program, if any, that is relevant to assignment of facilities.

(2) Projections of in-district ADA, in-district classroom ADA, and the number of in-district students shall be broken down by grade level and by the school in the school district that the student would otherwise attend.

(3) School districts may require the charter school to submit its facilities request containing the information specified in paragraphs (1) and (2) on a form available from the CDE and developed in consultation with the Advisory

## 5 CCR 11969.9

Commission on Charter Schools (ACCS) or another form specified by the school district. School districts may also require the charter school either to distribute a reasonable number of copies of the written facilities request for review by other interested parties, such as parents and teachers, or to otherwise make the request available for review.

(d) The school district shall review the charter school's projections of in-district and total ADA and in-district and total classroom ADA and, on or before December 1, express any objections in writing and state the projections the district considers reasonable. If the district does not express objections in writing and state its own projections by the deadline, the charter school's projections are no longer subject to challenge, and the school district shall base its offer of facilities on those projections.

(e) On or before January 2, the charter school shall respond to any objections expressed by the school district and to the district's projections provided pursuant to subdivision (d). The charter school shall reaffirm or modify its previous projections as necessary to respond to the information received from the district pursuant to subdivision (d). If the charter school does not respond by the deadline, the district's projections provided pursuant to subdivision (d) are no longer subject to challenge, and the school district shall base its offer of facilities on those projections.

(f) On or before February 1, the school district shall prepare in writing a preliminary proposal regarding the space to be allocated to the charter school and/or to which the charter school is to be provided access. At a minimum, the preliminary proposal shall include (1) the projections of in-district classroom ADA on which the proposal is based, (2) the specific location or locations of the space, (3) all conditions pertaining to the space, including a draft of any proposed agreement pertaining to the charter school's use of the space, and (4) the projected pro rata share amount and a description of the methodology used to determine that amount. The district shall also provide the charter school a list and description of the comparison group schools used in developing its preliminary proposal, and a description of the differences between the preliminary proposal and the charter school's facilities request as submitted pursuant to subdivision (b).

(g) On or before March 1, the charter school shall respond in writing to the school district's preliminary proposal made pursuant to subdivision (f), expressing any concerns, addressing differences between the preliminary proposal and the charter school's facilities request as submitted pursuant to subdivision (b), and/or making counter proposals.

(h) On or before April 1, having reviewed any concerns and/or counter proposals made by the charter school pursuant to subdivision (g), the school district shall submit in writing a final notification of the space offered to the charter school. The notification shall include a response to the charter school's concerns and/or counter proposals (if any). The notification shall specifically identify:

(1) the teaching station, specialized classroom space, and non-teaching station space offered for the exclusive use of the charter school and the teaching station, specialized classroom space, and non-teaching station space to which the charter is to be provided access on a shared basis with district-operated programs;

(2) for shared space, the arrangements for sharing;

(3) the in-district classroom ADA assumptions for the charter school upon which the allocation is based and, if the assumptions are different than those submitted by the charter school pursuant to subdivision (e), a written explanation of the reasons for the differences;

(4) the specific location or locations of the space;

(5) all conditions pertaining to the space;

(6) the pro rata share amount; and

(7) the payment schedule for the pro rata share amount, which shall take into account the timing of revenues from the state and from local property taxes.

(i) The charter school must notify the school district in writing whether or not it intends to occupy the offered space. This notification must occur by May 1 or 30 days after the school district notification pursuant to subdivision (h), whichever is later. The charter school's notification can be withdrawn or modified before this deadline. After the deadline, if the charter school has notified the school district that it intends to occupy the offered space, the charter school is committed to paying the pro rata share amount as identified. If the charter school does not notify the school district by this deadline that it intends to occupy the offered space, then the space shall remain available for school district programs and the charter school shall not be entitled to use facilities of the school district in the following fiscal year.

## 5 CCR 11969.9

(j) The space allocated to the charter school by the school district (or to which the school district provides the charter school access) must be furnished, equipped and available for occupancy by the charter school for a period of at least ten working days prior to the first day of instruction of the charter school. For good cause, the period is subject to reduction by the school district, but to no fewer than seven working days.

(k) The school district and the charter school shall negotiate an agreement regarding use of and payment for the space. The agreement shall contain at a minimum, the information included in the notification provided by the school district to the charter school pursuant to subdivision (h). In addition:

(1) The charter school shall maintain general liability insurance naming the school district as an additional insured to indemnify the school district for damage and losses for which the charter school is liable. The school district shall maintain first party property insurance for the facilities allocated to the charter school.

(2) The charter school shall comply with school district policies regarding the operations and maintenance of the school facility and furnishings and equipment.

(3) A reciprocal hold-harmless/indemnification provision shall be established between the school district and the charter school.

(4) The school district shall be responsible for any modifications necessary to maintain the facility in accordance with *Education Code section 47610(d) or 47610.5*.

(l) The charter school must report actual ADA to the school district every time that the charter school reports ADA for apportionment purposes. The reports must include in-district and total ADA and in-district and total classroom ADA. The charter school must maintain records documenting the data contained in the reports. These records shall be available on request by the school district.

## AUTHORITY:

Note: Authority cited: *Sections 33031 and 47614(b), Education Code*. Reference: *Sections 47605, 47605.5, 47605.6, 47605.8, 47610, 47610.5 and 47614, Education Code*.

## HISTORY:

1. New section filed 7-30-2002; operative 8-29-2002 (Register 2002, No. 31).
2. Amendment of section and Note filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).





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 SUBCHAPTER 19. CHARTER SCHOOLS  
 ARTICLE 3. FACILITIES FOR CHARTER SCHOOLS

5 CCR 11969.10 (2011)

§ 11969.10. Mediation of Disputes

If a dispute arises between a school district and a charter school concerning the provisions of *Education Code section 47614* or this article, nothing in this article shall preclude the dispute being subject to mediation in accordance with the procedures set forth in this section, if agreeable to both parties. Mediation consists of the following:

(a) The initiating party shall select a mediator, subject to the agreement of the responding party. If, though agreeing to mediation, the parties are unable to agree upon a mediator, the CDE shall be requested by the initiating party to appoint a mediator within seven days to assist the parties in resolving the dispute. The mediator shall meet with the parties as quickly as possible.

(b) Within seven days of the selection or appointment of the mediator, the party initiating the dispute resolution process shall prepare and send to both the responding party and the mediator a notice of dispute that shall include the following information:

- (1) The name, address, and phone numbers of designated representatives of the parties;
- (2) A statement of the facts of the dispute, including information regarding the parties' attempts to resolve the dispute;
- (3) The specific sections of the statute or regulations that are in dispute; and
- (4) The specific resolution sought by the initiating party.

(c) Within seven days of receiving the information specified in subdivision (b), the responding party shall file a written response.

(d)(1) The mediation procedure shall be entirely informal in nature. However, copies of exhibits upon which either party bases its case shall be shared with the other party. The relevant facts shall be elicited in a narrative fashion to the extent possible, rather than through examination and cross-examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made.

(2) If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the school district and the charter school. The agreement shall not set a precedent for any other case.

(3) If the school district and the charter school fail to meet within the specified time line, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares the parties at impasse, the mediation is terminated.

5 CCR 11969.10

(e) The costs of the mediation shall be divided equally by the two parties and paid promptly.

AUTHORITY:

Note: Authority cited: *Sections 33031 and 47614(b), Education Code*. Reference: *Section 47614, Education Code*.

HISTORY:

1. New section filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9). For prior history, see Register 2002, No. 37.



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5 CCR 11969.11 (2011)

§ 11969.11. Operative Date of Changes

The changes to this article made during 2007 and 2008 and filed with the Secretary of State in February 2008 shall become operative with the requests submitted by charter schools during fiscal year 2008-09 for the use of facilities in fiscal year 2009-10.

AUTHORITY:

Note: Authority cited: *Sections 33031 and 47614(b), Education Code*. Reference: *Section 47614, Education Code*.

HISTORY:

1. New section filed 2-28-2008; operative 3-29-2008 (Register 2008, No. 9).

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**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**MEGAN K. REILLY**  
Interim Superintendent  
**PEDRO SALCIDO**  
Interim Deputy Superintendent  
**DAVID D. HART**  
Chief Financial Officer

E-mail: [sacar@magnoliapublicschools.org](mailto:sacar@magnoliapublicschools.org)

August 13, 2021

Suat Acar, Chief Operating Officer  
Magnolia Science Academy 3  
1254 E Helmick St.  
Carson, CA 90746

RE: Proposition 39 Over-Allocated Space in 2020-21 School Year

Dear Charter School Operator,

The Los Angeles Unified School District (“District”) has determined that Magnolia Science Academy 3 (“Charter School”) was over-allocated Proposition 39 space in the 2020-21 school year (“Applicable School Year”). The District recognizes that, in response to the COVID-19 pandemic, on-campus student instruction was impacted during a portion of the Applicable School Year. However, Charter School’s over-allocated space notification and reimbursement obligations as mandated by state law have remained unchanged. Therefore, this letter shall serve as written notice of Charter School’s reimbursement obligation to the District for over-allocated space in the Applicable School Year. This letter also explains how the reimbursement amount of \$141,185.46 was calculated pursuant to the formula set forth by state law, and provides instructions for Charter School’s payment to the District.

**Definition of Over-Allocated Space**

State law controls Charter School’s mandatory reimbursement obligations to the District for over-allocated Proposition 39 space. Pursuant to Education Code section 47614, subdivision (b)(2), if Charter School generated less in-district classroom average daily attendance (“ADA”) than it projected for the Applicable School Year, Charter School “shall reimburse the district for the over-allocated space at rates to be set by the State Board of Education.”

The State Board of Education adopted California Code of Regulations, title 5, section 11969.8, subdivision (a), which declares that space is considered to be over-allocated if:

- (1) Charter School’s actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based, and
- (2) The difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

As shown below, Charter School’s actual in-district classroom ADA was less than its projected in-

Suat Acar, Chief Operating Officer  
 August 13, 2021  
 Proposition 39: Over-Allocated Space in 2020-21 School Year  
 Page 2

district classroom ADA upon which the facility allocation was based for the Applicable School Year. In addition, the difference was greater than or equal to 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

<b>Projected In-District Classroom ADA<sup>1</sup></b>	<b>Actual In-District Classroom ADA<sup>2</sup></b>	<b>Difference</b>	<b>Is the Difference greater than or equal to 25 ADA, or 10 percent of projected in-district classroom ADA, whichever is greater?</b>
320.1	242.28	77.82	YES

Based on the foregoing, Charter School was over-allocated space in the Applicable School Year.

### **Reimbursement Amount Owed by Charter School to the District**

Pursuant to California Code of Regulations, title 5, section 11969.8, subdivision (a), the mandatory reimbursement amount owed by Charter School to the District due to over-allocated space for the Applicable School Year shall be calculated using a per-pupil rate posted on the California Department of Education (“CDE”) website.<sup>3</sup> The per-pupil rate for over-allocated space for the Applicable School Year is \$2,284. (See <https://www.cde.ca.gov/sp/ch/overallocated.asp>.)

Section 11969.8, subdivision (a) states that the reimbursement amount owed by Charter School for over-allocated space shall be equal to (1) the per-pupil rate times the difference between Charter School’s actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA. The “threshold ADA” is defined by section 11969.8, subdivision (a) as 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater. Based on this regulatory formula, the following describes the reimbursement

<sup>1</sup> If Charter School and the District did not enter into a Proposition 39 alternative agreement for the Applicable School Year, Charter School’s projected in-district classroom ADA was calculated by applying the projection identified in the District’s final notification of space offered. If Charter School and the District entered into a Proposition 39 alternative agreement for the Applicable School Year, Charter School’s projected in-district classroom ADA identified in the alternative agreement was applied.

<sup>2</sup> Charter School’s legal obligation to report its actual in-district classroom ADA (consistent with, *inter alia*, Education Code section 47614, subdivision (b), and California Code of Regulations, title 5, sections 11969.2, subdivision (a), 11969.8, subdivision (a), and 11969.9, subdivision (1)) for the Applicable School Year remained unchanged despite potential impacts in response to COVID-19. For the Applicable School Year, “actual in-district classroom ADA” was determined based on Charter School’s reporting to the District.

<sup>3</sup> “The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263 for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to Education Code section 47633, rounded to the next highest dollar, and posted on the CDE Web site.” California Code of Regulations, title 5, section 11969.8, subdivision (a).

Suat Acar, Chief Operating Officer  
 August 13, 2021  
 Proposition 39: Over-Allocated Space in 2020-21 School Year  
 Page 3

amount owed by Charter School to the District for the Applicable School Year:

<b>(1) Per-Pupil Rate times the difference between Charter School's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based</b>	less	<b>(2) Per-Pupil Rate times one-half the threshold ADA</b>	equals	<b>Reimbursement Amount Owed by Charter School to the District</b>
$\$2,284 \times 77.82 = \$177,740.88$	-	$\$2,284 \times (\frac{1}{2} \text{ of } 32.01) = \$36,555.42$	=	$\$141,185.46$

Therefore, Charter School owes the District a reimbursement amount of \$141,185.46 ("Reimbursement") due to over-allocated space for the Applicable School Year.

Charter School was reminded of its legal obligations to reimburse the District if it was over-allocated space, in the preliminary proposal, the final notification of space offered, and courtesy communications that were issued by the District for the Applicable School Year. If Charter School and the District entered into a Proposition 39 alternative agreement for the Applicable School Year, Charter School also affirmed therein that it remains subject to potential reimbursement obligations for over-allocated space pursuant to California Code of Regulations, title 5, section 11969.8.

Please remit the Reimbursement within 30 days of delivery of this letter via check payable to "The Los Angeles Unified School District" and delivered to:

Los Angeles Unified School District  
 LAUSD Permit Office  
 333 S Beaudry Ave, 1st Floor  
 Los Angeles, CA 90017  
 ATTN: Over-Allocated Space Payment

Please be sure to include Charter School's name and "Prop. 39 over-allocated space for 2020-21" in the memo section of the check.

If you have any questions or wish to discuss this matter further, please e-mail [prop39@lausd.net](mailto:prop39@lausd.net).

Regards,



David D. Hart  
 Chief Financial Officer

C: Megan K. Reilly, Interim Superintendent



# LOS ANGELES UNIFIED SCHOOL DISTRICT

333 S. Beaudry Avenue, Los Angeles, CA 90017

## INVOICE

**BILL TO:**

Magnolia Science Academy 3  
 1254 E Helmick St  
 Carson, CA 90746  
 Attn: Suat Acar  
 sacar@magnoliapublicschools.org

**MAIL PAYMENT TO:**

Los Angeles Unified School District – Permit Office  
 ATTN: Over-Allocated Space Payment  
 333 S. Beaudry Ave. 1st Floor  
 Los Angeles, CA 90017

<b>Reference #</b> : FY 20-21 Over-Allocation	<b>Due Date</b>	<b>Invoice #</b> : 22-1012
<b>Reference Text</b> : Over-Allocated Space Payment	30 Days	<b>Invoice Date</b> : 08/13/2021

Description	Amount
Prop. 39 over-allocated space for 2020-21	\$ 141,185.46
School Site: CURTISS MS	
<b>Total :</b>	<b>\$ 141,185.46</b>

**CONTACT:**

LAUSD - Prop 39 Office  
 Email: [prop39@lausd.net](mailto:prop39@lausd.net)

Please make check payable to "Los Angeles Unified School District" - *Please send payment via the US Postal Service*  
 Acceptable form of payments include: business checks, cashier checks, and money orders.  
 In addition to the payment stub, please include the invoice number on your check.

-----Detach-Here-----

**REMITTANCE**

**Please include the Invoice Number on your check.**  
**Please return this Payment Stub with Payment to:**

Los Angeles Unified School District – Permit Office  
 ATTN: Over-Allocated Space Payment  
 333 S. Beaudry Ave. 1st Floor  
 Los Angeles, CA 90017

Customer Name : Magnolia Science Academy 3  
 Invoice Number : 22-1012  
 Amount Due : **\$ 141,185.46**  
 Amount Paid : \_\_\_\_\_

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Interim Deputy Superintendent  
**DAVID D. HART**  
Chief Financial Officer

E-mail: [sacar@magnoliapublicschools.org](mailto:sacar@magnoliapublicschools.org)

August 13, 2021

Suat Acar, Chief Operating Officer  
Magnolia Science Academy 4  
11330 Graham Place  
Los Angeles, CA 90064

RE: Proposition 39 Over-Allocated Space in 2020-21 School Year

Dear Charter School Operator,

The Los Angeles Unified School District (“District”) has determined that Magnolia Science Academy 4 (“Charter School”) was over-allocated Proposition 39 space in the 2020-21 school year (“Applicable School Year”). The District recognizes that, in response to the COVID-19 pandemic, on-campus student instruction was impacted during a portion of the Applicable School Year. However, Charter School’s over-allocated space notification and reimbursement obligations as mandated by state law have remained unchanged. Therefore, this letter shall serve as written notice of Charter School’s reimbursement obligation to the District for over-allocated space in the Applicable School Year. This letter also explains how the reimbursement amount of \$79,711.60 was calculated pursuant to the formula set forth by state law, and provides instructions for Charter School’s payment to the District.

**Definition of Over-Allocated Space**

State law controls Charter School’s mandatory reimbursement obligations to the District for over-allocated Proposition 39 space. Pursuant to Education Code section 47614, subdivision (b)(2), if Charter School generated less in-district classroom average daily attendance (“ADA”) than it projected for the Applicable School Year, Charter School “shall reimburse the district for the over-allocated space at rates to be set by the State Board of Education.”

The State Board of Education adopted California Code of Regulations, title 5, section 11969.8, subdivision (a), which declares that space is considered to be over-allocated if:

- (1) Charter School’s actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based, and
- (2) The difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

As shown below, Charter School’s actual in-district classroom ADA was less than its projected in-district classroom ADA upon which the facility allocation was based for the Applicable School Year.



Suat Acar, Chief Operating Officer  
 August 13, 2021  
 Proposition 39: Over-Allocated Space in 2020-21 School Year  
 Page 2

In addition, the difference was greater than or equal to 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

<b>Projected In-District Classroom ADA<sup>1</sup></b>	<b>Actual In-District Classroom ADA<sup>2</sup></b>	<b>Difference</b>	<b>Is the Difference greater than or equal to 25 ADA, or 10 percent of projected in-district classroom ADA, whichever is greater?</b>
133	85.6	47.4	YES

Based on the foregoing, Charter School was over-allocated space in the Applicable School Year.

### **Reimbursement Amount Owed by Charter School to the District**

Pursuant to California Code of Regulations, title 5, section 11969.8, subdivision (a), the mandatory reimbursement amount owed by Charter School to the District due to over-allocated space for the Applicable School Year shall be calculated using a per-pupil rate posted on the California Department of Education (“CDE”) website.<sup>3</sup> The per-pupil rate for over-allocated space for the Applicable School Year is \$2,284. (See <https://www.cde.ca.gov/sp/ch/overallocated.asp>.)

Section 11969.8, subdivision (a) states that the reimbursement amount owed by Charter School for over-allocated space shall be equal to (1) the per-pupil rate times the difference between Charter School’s actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA. The “threshold ADA” is defined by section 11969.8, subdivision (a) as 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater. Based on this regulatory formula, the following describes the reimbursement amount owed by Charter School to the District for the Applicable School Year:

<sup>1</sup> If Charter School and the District did not enter into a Proposition 39 alternative agreement for the Applicable School Year, Charter School’s projected in-district classroom ADA was calculated by applying the projection identified in the District’s final notification of space offered. If Charter School and the District entered into a Proposition 39 alternative agreement for the Applicable School Year, Charter School’s projected in-district classroom ADA identified in the alternative agreement was applied.

<sup>2</sup> Charter School’s legal obligation to report its actual in-district classroom ADA (consistent with, *inter alia*, Education Code section 47614, subdivision (b), and California Code of Regulations, title 5, sections 11969.2, subdivision (a), 11969.8, subdivision (a), and 11969.9, subdivision (l)) for the Applicable School Year remained unchanged despite potential impacts in response to COVID-19. For the Applicable School Year, “actual in-district classroom ADA” was determined based on Charter School’s reporting to the District.

<sup>3</sup> “The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263 for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to Education Code section 47633, rounded to the next highest dollar, and posted on the CDE Web site.” California Code of Regulations, title 5, section 11969.8, subdivision (a).

Suat Acar, Chief Operating Officer  
 August 13, 2021  
 Proposition 39: Over-Allocated Space in 2020-21 School Year  
 Page 3

<b>(1) Per-Pupil Rate times the difference between Charter School’s actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based</b>	less	<b>(2) Per-Pupil Rate times one-half the threshold ADA</b>	equals	<b>Reimbursement Amount Owed by Charter School to the District</b>
$\$2,284 \times 47.4 = \$108,261.60$	-	$\$2,284 \times (\frac{1}{2} \text{ of } 25) = \$28,550.00$	=	$\$79,711.60$

Therefore, Charter School owes the District a reimbursement amount of \$79,711.60 (“Reimbursement”) due to over-allocated space for the Applicable School Year.

Charter School was reminded of its legal obligations to reimburse the District if it was over-allocated space, in the preliminary proposal, the final notification of space offered, and courtesy communications that were issued by the District for the Applicable School Year. If Charter School and the District entered into a Proposition 39 alternative agreement for the Applicable School Year, Charter School also affirmed therein that it remains subject to potential reimbursement obligations for over-allocated space pursuant to California Code of Regulations, title 5, section 11969.8.

Please remit the Reimbursement within 30 days of delivery of this letter via check payable to “The Los Angeles Unified School District” and delivered to:

Los Angeles Unified School District  
 LAUSD Permit Office  
 333 S Beaudry Ave, 1st Floor  
 Los Angeles, CA 90017  
 ATTN: Over-Allocated Space Payment

Please be sure to include Charter School’s name and “Prop. 39 over-allocated space for 2020-21” in the memo section of the check.

If you have any questions or wish to discuss this matter further, please e-mail [prop39@lausd.net](mailto:prop39@lausd.net).

Regards,



David D. Hart  
 Chief Financial Officer

C: Megan K. Reilly, Interim Superintendent



# LOS ANGELES UNIFIED SCHOOL DISTRICT

333 S. Beaudry Avenue, Los Angeles, CA 90017

## INVOICE

**BILL TO:**

Magnolia Science Academy 4  
 11330 Graham Place  
 Los Angeles, CA 90064  
 Attn: Suat Acar  
 sacar@magnoliapublicschools.org

**MAIL PAYMENT TO:**

Los Angeles Unified School District – Permit Office  
 ATTN: Over-Allocated Space Payment  
 333 S. Beaudry Ave. 1st Floor  
 Los Angeles, CA 90017

<b>Reference #</b> : FY 20-21 Over-Allocation	<b>Due Date</b>	<b>Invoice #</b> : 22-1013
<b>Reference Text</b> : Over-Allocated Space Payment	30 Days	<b>Invoice Date</b> : 08/13/2021

Description	Amount
Prop. 39 over-allocated space for 2020-21	\$ 79,711.60
School Site: WEBSTER MS	
<b>Total :</b>	<b>\$ 79,711.60</b>

**CONTACT:**

LAUSD - Prop 39 Office  
 Email: [prop39@lausd.net](mailto:prop39@lausd.net)

Please make check payable to "Los Angeles Unified School District" - *Please send payment via the US Postal Service*  
 Acceptable form of payments include: business checks, cashier checks, and money orders.  
 In addition to the payment stub, please include the invoice number on your check.

-----Detach-Here-----

**REMITTANCE**

**Please include the Invoice Number on your check.**  
**Please return this Payment Stub with Payment to:**

Los Angeles Unified School District – Permit Office  
 ATTN: Over-Allocated Space Payment  
 333 S. Beaudry Ave. 1st Floor  
 Los Angeles, CA 90017

Customer Name : Magnolia Science Academy 4  
 Invoice Number : 22-1013  
 Amount Due : **\$ 79,711.60**  
 Amount Paid : \_\_\_\_\_

## Cover Sheet

### Approval of Procurement of Antigen Rapid Test Kits for MSA School Sites and Home Office

**Section:** III. Action Items  
**Item:** G. Approval of Procurement of Antigen Rapid Test Kits for MSA  
School Sites and Home Office  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Procurement of Antigen Rapid Test Kits for MSA Sites and Home Office.pdf



Board Agenda Item #	III G: Action Item
Date:	January 20, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Steve Budhreja Ed.D, Chief Financial Officer
RE:	Procurement of Antigen Rapid Test Kits for MSA Sites and Home Office

### Proposed Board Recommendation

Motion to approve the purchase of 5,000 Antigen Covid - 19 Rapid Test Kits from Aotek Inc at a cost of \$21.00 per box, each box containing 2 kits. After careful evaluation of multiple vendors, staff has determined that these kits provide the best option for tests at the most affordable price. The total cost includes 5,000 test kits, sales tax and delivery fees. These supplies are critical given the current Covid – 19 omnivariant and the need to protect all staff, students and others.

### Budget Implications

Not to exceed \$115,775 to be paid from Elementary and Secondary School Emergency Relief Fund (ESSER) funds.

### Exhibits (attachments):

Summary of quotes from multiple vendors in order to identify best possible procurement solution.

- I. Aotek Inc, offers Antigen test the lead time is immediately upon issuance of purchase order- **IHealth Home COVID-19 Antigen Rapid Test** = 2per @ \$21.00 per box. No minimum case count \$21.00 per = **\$115,775.00** including sales taxes and shipping cost  
Below is a brief video showing how to administer the test and read results:  
[https://youtu.be/qBt\\_H4Gc-rU](https://youtu.be/qBt_H4Gc-rU)
- II. The Filo Group, offers Antigen test the lead time is TBD. - **Genbody COVID-19 AG Home Test = Boxes of 25 test = \$287.50**. No minimum test \$287.50 per box of 25 = \$287.50 = **\$57,500** (one pack of test contains 25 units which is not practical for our setup and operations.
- III. Office Depot, offers Antigen test the lead time is 3 Weeks after order is placed: **IHealth Home COVID-19 Antigen Rapid Test** = 2per @ \$19.49per box. **Minimum 7680 pallet count** \$19.49per = **\$147,334.40** not including sales taxes and shipping cost
- IV. California Supply and Solutions, offers Antigen test the lead time is immediately upon issue of purchase order- **Celltrion DiaTrust COVID-19 Ag Home Test** = 2per @ \$24.00per box. Minimum 5000 to get the \$12.00 per under 5000 cost @ \$28.00per box \$24.00per = **\$120,000** not including sales taxes and shipping cost
  - a. OR  
**Access Bio – Care Start COVID-19 Antigen Home Test – 1 Kit = 2 test /232 Kits (464 tests)/BOX**  
**20 Boxes/Pallet = 4640 Kits (9,280 tests) = \$111,360 not including sales taxes and shipping**  
[https://youtu.be/r6juU4wMz\\_g](https://youtu.be/r6juU4wMz_g)

**Attachments:**

- ✓ IHealth Medical Fact Sheets
- ✓ List of FDA approved fact sheets
- ✓ GenBody Covid-19 Fact Sheet
- ✓ Aotek Pricing Sheet
- ✓ CareStart Medical Facts Sheets



**AO APPAREL INC**

201 East 36<sup>th</sup> STREET, Suite 12D  
NEW YORK, NY 10016  
TEL: 212-912-0988

01/13/2022

To:  
Magnolia Educational and Research Foundation  
250 E 1st St  
Suite 1500  
Los Angeles, CA 90012

From:  
Peter Cicero  
AO INC.

**Quote:**

5,000 x 2 pack iHealth Test Kits \$11.50 per test = 10,000 Tests Total

\$115,000.00

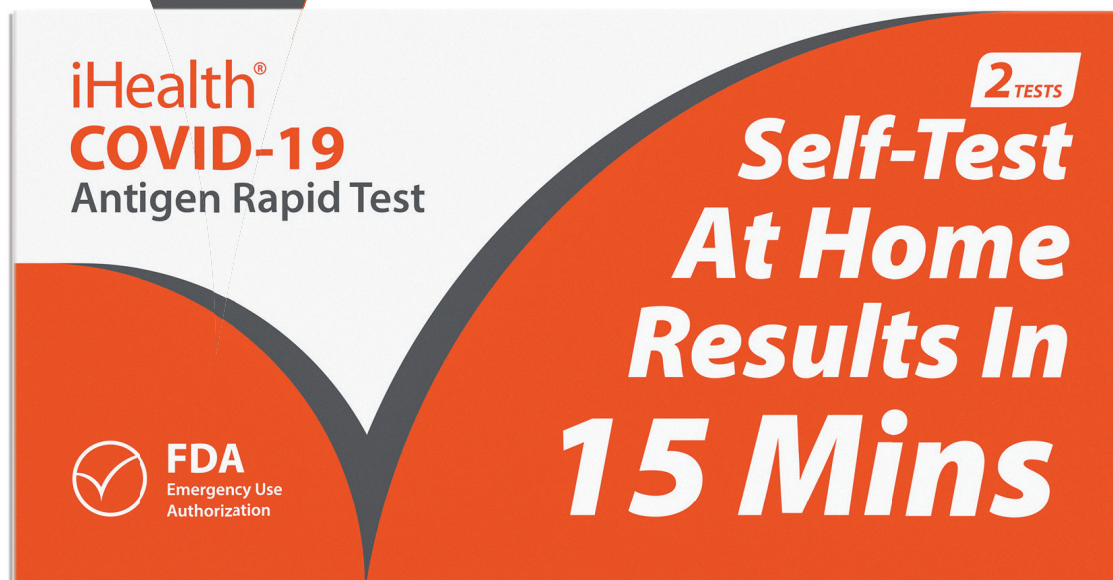
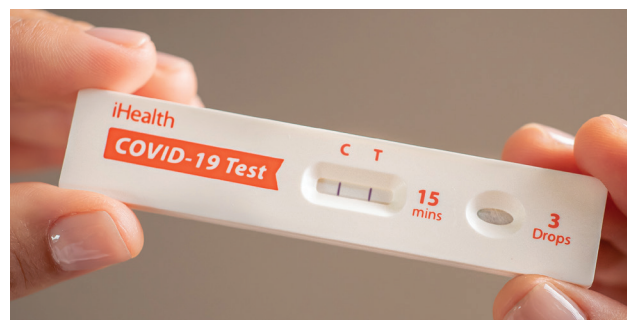
Freight = \$800.00

Total = \$115,800.00



# iHealth<sup>®</sup> COVID-19 Antigen Rapid Test

COVID-19 ANTIGEN  
AT HOME TEST ALLOWS  
EFFECTIVE SCREENING  
OF COVID-19 INFECTION  
WITH 15-MINUTE  
PROCESSING TIME



## PRODUCT FEATURES:

- Easy to administer - Shallow Nasal Swab
- Detects multiple strains - including Delta variant
- Rapid results in 15 minutes - without having to send to a lab
- Failed tests can be immediately retested.
- Simple & easy to test on a reoccurring/daily basis with no wait time.
- No special equipment required.
- Detect SARS-CoV-2 nucleocapsid protein antigen
- No special storage or transportation requirements

## 90 PACKS/CARTON, 2 TESTS/PACK

UPC #	856362005890
SKU #	COV-AG-2
Model #	ICO-3000
Packs Per Carton	90
Tests Per Pack	2
Single Package Dimensions (LxWxH)	6.18 x 3.19 x 0.71 Inches
Single Package Weight (lb)	0.13
Carton Dimension (LxWxH)	13.1 x 11.8 x 10.8 Inches
Carton Weight (lb)	12.8
Packs per Pallet	7,560
Tests per Pallet	15,120
Pallet Dimensions	40 x 48 x 62 Inches
Total weight	1120 lbs





# COVID-19 Antigen Rapid Test Instruction for use

Model: ICO-3000

This product has not been FDA cleared or approved, but has been authorized by FDA under an Emergency Use Authorization (EUA). Please read all the information in this instruction for use before performing the test. For use with anterior nasal swab specimens. For In Vitro Diagnostic (IVD) Use Only.

## Download App & Open App



Scan the QR code to download the "iHealth COVID-19 Antigen Rapid Test" App through your smartphone (iOS12.0+, Android 6.0+).

For a full list of compatible smartphones visit: <https://ihealthlabs.com/pages/support-ICO3000>

## Register and Log into The App

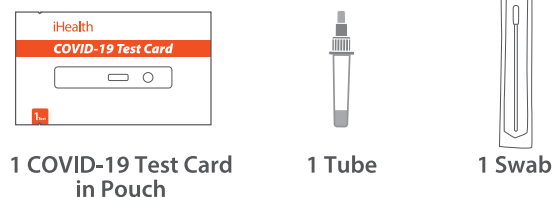
## Watch Video in App

Each step has a corresponding instructional video in the App. Watch the video and perform the test according to the instructions.

## Step by Step Instructions

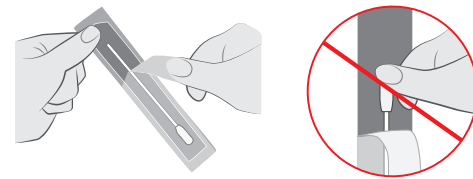
### 1 Prepare Materials

Open the package, take out the COVID-19 Test Card in Pouch, the Tube filled with the extraction buffer and the Swab. When you are ready to proceed with the test, open the foil pouch of the COVID-19 Test Card.

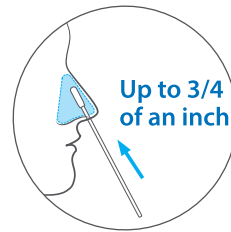


### 2 Collect Sample

a. Remove the swab from its package, being careful not to touch the tip of the swab. Please keep the swab package for later use.

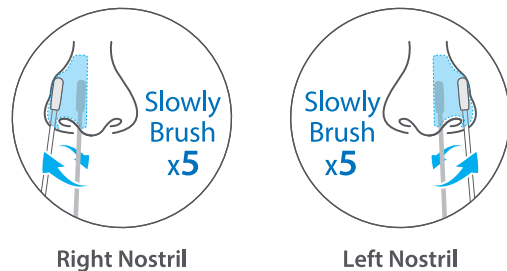


b. Gently insert the entire absorbent tip of the swab (usually 1/2 to 3/4 of an inch) into your nostril.



**Note:** With children, the maximum depth of insertion into the nostril may be less than 3/4 of an inch, and you may need to have a second person to hold the child's head while swabbing.

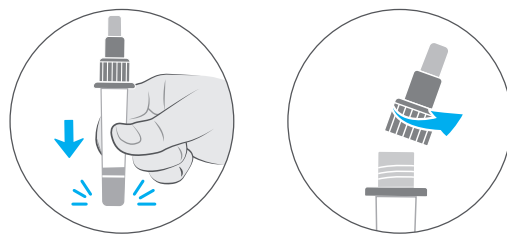
c. Firmly and slowly brush against insides of nostril in a circular motion against the nasal wall at least 5 times. Take at least 15 seconds to collect the specimen and be sure to collect any nasal drainage on the swab. Using the same swab, repeat the same sample collection procedure for the other nostril. Be sure to brush BOTH nostrils with the SAME SWAB.



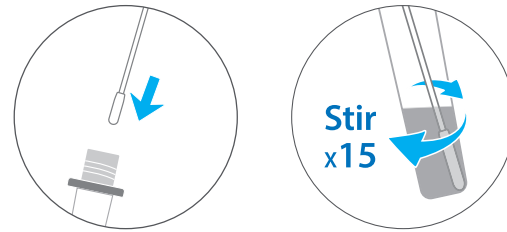
**Note:** Failure to swab properly may cause false negative results.

### 3 Process Sample

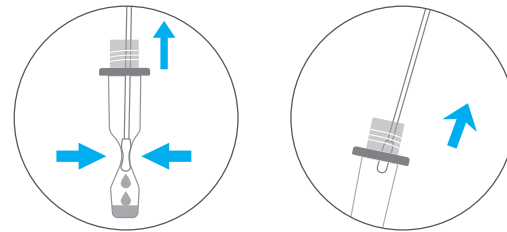
a. Tap the tube vertically on the table and twist the large orange cap to open the tube.



b. Insert the swab into the tube, touch the bottom of the tube with the swab tip, and stir at least 15 times.

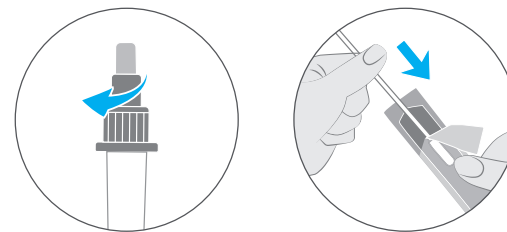


c. Squeeze the sides of the tube to express as much liquid as possible from the swab, and then remove the swab.



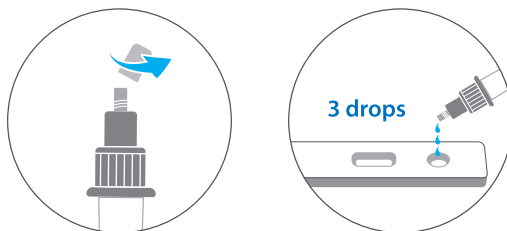
**Note:** If you don't squeeze the swab, there may not be sufficient sample material to perform the test properly (i.e., potentially resulting in a false negative result).

d. Screw back the large orange cap, put the swab back into the package. Safely dispose of the swab and the package.



### 4 Add Sample

Twist to open the small white cap of the tube. Add 3 drops of sample to the Sample Port of the COVID-19 Test Card. Screw back the small white cap.



**Note:** A false negative or invalid result may occur if too little solution is added to the test card.

### 5 Wait 15 Minutes

Start the timer by clicking the "Start Timer" button, immediately after adding sample to the Sample Port. The result will be ready in 15 minutes.

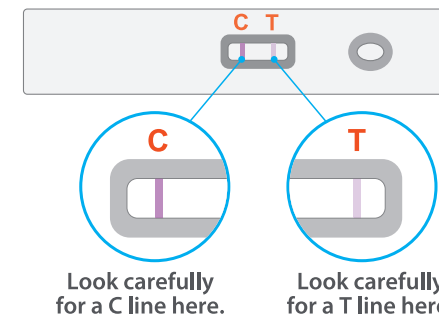


**Note:** Do NOT interpret your test result until after your 15-min timer has completed, as the T line may take as long as 15 minutes to appear.

### 6 Read Result

Results should not be read after 30 minutes (Result shown at 2x magnification).

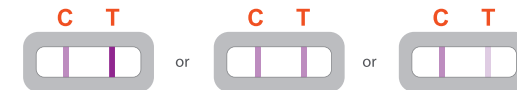
**Note:** A false negative or false positive result may occur if the test result is read before 15 minutes or after 30 minutes.



**Note:** The T line can be extremely faint.

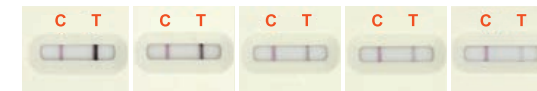
### 7 Test Result Explanation

**Positive Result**



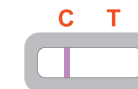
A POSITIVE result must show BOTH a C line and a T line. A positive result means that viral antigens from COVID-19 were detected and the individual is positive for COVID-19.

**Below are photos of actual positive tests. Please note that the T line may be faint.**



Persons who test positive should self-isolate and seek follow up care with their physician or healthcare provider as additional testing and public health reporting may be necessary.

**Negative Result**



A **NEGATIVE** result will show ONLY a C line. A negative result means that viral antigens from COVID-19 were not detected and that the individual is presumed negative for COVID-19.

- Please note that negative results do not rule out COVID-19.
- In case of negative test result: Continue to follow all social distancing recommendations and take protective measures. If suspicions of infection persist and/or your first test is negative, repeat the test after 1-2 days and consult your healthcare provider or local COVID-19 center.
- Note: A negative result is presumptive and confirmation with a molecular assay, if necessary, for patient management may be performed. Individuals without symptoms that test negative should be tested again with at least 24 hours and no more than 48 hours between tests. Additional confirmatory testing with a molecular test for negative results may be necessary after second negative result for asymptomatic patients, if there is a high likelihood of SARS-CoV-2 infection, such as in an individual with as close contact with COVID-19 or with suspected exposure to COVID-19 or in communities with high prevalence of infection. Additional confirmatory testing with a molecular test for positive results may also be necessary, if there is a low likelihood of SARS-CoV-2 infection, such as in individuals without known exposures to SARS-CoV-2 or residing in communities with low prevalence of infection.

### Invalid Result



If there is NO LINE, or if there is ONLY a T line, the test is INVALID. Invalid result means that the test did not function correctly. You will need to retest with a new test kit. If upon retesting, the test result is still invalid, contact your doctor or local COVID-19 center. An invalid result does not indicate if the individual did or did not have COVID-19 and should be repeated.

### 8 Dispose the Test Kit

After test is completed, dispose the kit components in trash.

### 9 Report Test Result

Report the result following the App instructions or share your test result with your healthcare provider.

### In the USA:

(1) This test is intended to be used as an aid to the clinical diagnosis of a current COVID-19 infection, Do not use this test as the only guide to manage your illness.  
(2) In USA - This product has not been FDA cleared or approved but has been authorized by FDA under an Emergency Use Authorization (EUA). This product has been authorized only for the detection of proteins from SARS-CoV-2, not for any other virus or pathogens. The emergency use of this product is only authorized for the duration of the declaration that circumstances exist justifying the authorization of emergency use of in vitro diagnostics for detection and/or diagnosis of COVID-19 under Section 564(b)(1) of the Federal Food, Drug and Cosmetic Act, 21 U.S.C. § 360bbb-3(b)(1), unless the declaration is terminated, or authorization is revoked sooner.





## COVID-19 Antigen Rapid Test Instructions for Use

Model: ICO-3000

**This product has not been FDA cleared or approved, but has been authorized by FDA under an Emergency Use Authorization (EUA).**

**Please read this instruction for use before using the test. For use with anterior nasal swab specimens. For In Vitro Diagnostic (IVD) Use Only.**

### INTENDED USE

The iHealth® COVID-19 Antigen Rapid Test is a lateral flow assay intended for the qualitative detection of nucleocapsid protein antigen from SARS-CoV-2.

This test is authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older with symptoms of COVID-19 within the first seven (7) days of symptom onset. This test is also authorized for non-prescription home use with adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first seven (7) days of symptom onset.

This test is also authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older, or adult collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests.

The iHealth® COVID-19 Antigen Rapid Test does not differentiate between SARS-CoV and SARS-CoV-2.

Results are for the identification of the SARS-CoV-2 nucleocapsid protein antigen. The antigen is generally detectable in anterior nasal swab specimens during the acute phase of infection. Positive results indicate the presence of viral antigens, but clinical correlation with past medical history and other diagnostic information is necessary to determine infection status. Positive results do not rule out bacterial infection or co-infection with other viruses. The agent detected may not be the definite cause of disease. Individuals who test positive with the iHealth® COVID-19 Antigen Rapid Test should self-isolate and seek follow-up care with their physician or healthcare provider as additional testing may be necessary.

Negative results are presumptive, do not rule out SARS-CoV-2 infection and should not be used as the sole basis for treatment or patient management decisions, including infection control decisions. Negative results should be considered in the context of an individual's recent exposures, history and the presence of clinical signs and symptoms consistent with COVID-19.

For serial testing programs, additional confirmatory

testing with a molecular test for negative results may be necessary, if there is a high likelihood of SARS-CoV-2 infection, such as in an individual with as a close contact with COVID-19 or with suspected exposure to COVID-19 or in communities with high prevalence of infection. Additional confirmatory testing with a molecular test for positive results may also be necessary, if there is a low likelihood of SARS-CoV-2 infection, such as in individuals without known exposures to SARS-CoV-2 or residing in communities with low prevalence of infection.

Individuals who test negative and continue to experience COVID-19 like symptoms of fever, cough and/or shortness of breath may still have SARS-CoV-2 infection and should seek follow up care with their physician or healthcare provider.

Individuals should provide all results obtained with this product to their healthcare provider for public health reporting or by following the mobile application instructions for self-reporting. All healthcare providers will report all test results they receive from individuals who use the authorized product to relevant public health authorities in accordance with local, state, and federal requirements using appropriate LOINC and SNOMED codes, as defined by the Laboratory In Vitro Diagnostics (LIVD) Test Code Mapping for SARS-CoV-2 Tests provided by CDC.

The iHealth® COVID-19 Antigen Rapid Test is authorized for non-prescription self-use and/or, as applicable for an adult lay user testing another person aged 2 years or older. The iHealth® COVID-19 Antigen Rapid Test is only for use under the Food and Drug Administration's Emergency Use Authorization.

### FREQUENTLY ASKED QUESTIONS

#### Will this test hurt?

No, the nasal swab is not sharp and it should not hurt. Sometimes the swab can feel slightly uncomfortable or tickly. If you feel pain, please stop the test and seek advice from a healthcare provider.

#### What are the known and potential risks and benefits of this test?

Potential risks include:

- Possible discomfort during sample collection.
- Possible incorrect test results.

Potential benefits include:

- The results, along with other information, can help your healthcare provider make informed recommendations about your care.
- The results of this test may help limit the spread of COVID-19 to your family and others in your community.

#### What is serial testing?

Serial testing is when a single person is tested for COVID-19 more than once. Because antigen tests are less sensitive than other COVID-19 tests and false results may occur, repeated testing may identify individuals with COVID-19 more reliably than a single test. By repeating testing, it may be possible to more quickly identify cases of COVID-19 and reduce spread of infection. Additional testing with molecular COVID-19 test may be necessary, depending on your individual risk factors and test results.

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday January 20, 2022 at 6:00 PM

It is important that you work with your healthcare provider to help you understand the next steps you should take. Serial testing (i.e., testing every day or every other day) is more likely to detect COVID-19, especially when you do not have any symptoms.

Serial testing (i.e., testing every day or every other day) is more likely to detect COVID-19, especially when you do not have any symptoms. Testing for asymptomatic individuals should be performed at least twice over three days, with at least twenty-four hours and no more than 48 hours between tests. You may need to purchase additional tests to perform this serial (repeat) testing.

#### What is the difference between an antigen and molecular test?

An antigen test, such as the iHealth® COVID-19 Antigen Rapid Test, detects proteins from the virus. Molecular tests (also known as PCR tests) detect genetic material from the virus. Antigen tests are very specific for the virus, but not as sensitive as molecular tests. This means that a positive result is highly accurate, but a negative result does not rule out infection. If your test result is negative, you should discuss with your healthcare provider on whether an additional test is necessary and if you should continue isolating at home. There is a higher chance of false negative results with antigen tests than with laboratory-based molecular tests. This means that there is a higher chance this test will give you a negative result when you have a COVID-19.

#### How accurate is this test?

The iHealth® COVID-19 Antigen Rapid Test was compared to an FDA authorized molecular SARS-CoV-2 test using fresh self-collected or parent/guardian collected anterior nasal swab specimens and healthcare provider collected NP swab specimens. Subjects 2 years or older with or without symptoms participated in this study. The iHealth COVID-19 Antigen Rapid Test correctly identified 33 out of 35 (94.3%) of symptomatic positive samples and correctly identified 102 out of 104 (98.1%) of symptomatic negative samples in this study.

Please note that the accuracy of this test may decrease the longer you have had symptoms of infection, as the amount of virus in the sample decreases. In general, molecular RT-PCR tests are more sensitive than antigen tests and may be able to more reliably detect cases with less SARS-CoV-2, the virus that causes COVID-19.

#### What if you test positive?

A positive test result means that antigens from COVID-19 were detected and it is very likely you currently have COVID-19. There is a very small chance that this test can give a positive result that is wrong (a false positive result). If you test positive you should self-isolate at home per CDC recommendations to stop spreading the virus to others. Please consult the CDC recommendations regarding self-isolation at [www.cdc.gov/coronavirus](http://www.cdc.gov/coronavirus). Seek follow-up care with your healthcare provider immediately. Your healthcare provider will work with you to determine how best to care for you based on your test result(s) along with your medical history, and your symptoms.

Powered by BoardOnTrack

#### What if you test negative?

A negative test result indicates no antigens for COVID-19 were detected. It is possible for this test to give a negative result that is incorrect (false negative) in some people with COVID-19 and negative results are presumptive and may need to be confirmed with a molecular test. This means that you could possibly still have COVID-19 even though the test is negative. If you receive a negative result, you should test again in 24-48 hours. If you test negative and continue to experience symptoms of fever, cough and/or shortness of breath you should seek follow up care with your healthcare provider immediately. Your healthcare provider may suggest you need another test to determine if you have contracted the virus causing COVID-19. If you are concerned about your COVID-19 status after testing or think you may need follow up testing, please contact your healthcare provider.

For other updated FAQ information, please see the company website: <https://www.ihealthlabs.com>

For more information on EUAs go here:

<https://www.fda.gov/emergency-preparednessand-response/mcm-legal-regulatory-and-policy-framework/emergency-use-authorization>

For up-to-date information on COVID-19, please visit the CDC COVID-19 website:

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

### WARNINGS AND PRECAUTIONS

- Testing for asymptomatic individuals should be performed at least twice over three days, with at least 24 hours and no more than 48 hours between tests. You may need to purchase additional tests to perform this serial (repeat) testing.
- There is a higher chance of false negative results with home use tests than with laboratory-based molecular tests. This means that there is a higher chance this test will give you a negative result when you have COVID-19.
- Serial testing (i.e., testing every day or every other day) is more likely to detect COVID-19, especially when you do not have any symptoms.
- This product has been authorized only for the detection of proteins from SARS-CoV-2, not for any other viruses or pathogens.
- This test is intended for diagnosis of coronavirus infection by detecting COVID-19 antigen but should not be used as a sole criterion for the determination of SARS-CoV-2 infection. Other laboratory tests and clinical information (signs and symptoms) should be used and considered for diagnosis.
- Do not use on anyone under 2 years old.
- Children aged 2-14 years should be tested by an adult.
- Do not use on anyone who is prone to nosebleeds or has had facial or head injury/surgery in the last 6 months.
- Do not use any test component after the expiration date which is printed on the outer packaging.
- Do not use the COVID-19 Test Card if the pouch is damaged or if the seal is broken.
- Do not reuse any test component.
- To obtain accurate results, the test must be performed as indicated in the application (iHealth COVID-19 Antigen Rapid Test) and/or Instructions for Use.
- Once the COVID-19 Test Card is removed from the pouch,

- perform the test as soon as possible. Use the COVID-19 Test Card within 1 hour after opening the foil pouch.
- Inadequate or inappropriate sample collection may yield false test results.
- Do not touch the tip of the swab before and after collecting the sample from the nostrils.
- Insert the swab into the tube right after taking the sample.
- Test samples immediately after collection, but no more than 4 hours after specimen collection before placement into extraction buffer or up to 2 hours after placement into extraction buffer, if kept at room temperature. Be sure to read test result after 15 minutes. Do not read results after 30 minutes.
- Be sure to read test result within 15-30 minutes.
- Do not ingest extraction liquid.
- Keep test kit and components out of the reach of children and pets before and after use.
- Avoid contact with skin and eyes.
- The reagent in the extraction liquid contains ProClin® 300 which may cause an allergic skin reaction in some people. If the solution makes contact with the skin or eye, wash/flush with copious amounts of water. If skin irritation or rash occurs get medical advice/attention.

### STORAGE AND OPERATION CONDITIONS

Store iHealth® COVID-19 Antigen Rapid Test in a dry place between 36-86 °F (2-30 °C). Ensure all test components are at room temperature 65-86 °F (18-30 °C) before use. It is stable before the expiration date marked on the packaging.

### HAZARDOUS INGREDIENTS FOR REAGENT SOLUTION

The Extraction Reagent contains potentially harmful chemicals (see table below). If the solution contacts the skin or eye, flush with copious amounts of water.

If irritation persists, seek medical advice:

<https://www.poison.org/contact-us> or 1-800-222-1222

Chemical Name	Harms (GHS Code) for each ingredient	Concentration
Triton X-100 / 9002-93-1	Harmful if swallowed (H302) Cause skin irritation (H315) Causes serious eye damage (H318)	0.1%
ProClin® 300	Harmful if swallowed (H302) Harmful if inhaled (H332) Causes severe skin burns and eye damage (H314) May cause an allergic skin reaction (H317)	0.05%

Manufactured for iHealth Labs, Inc.  
120 San Lucar Ct , Sunnyvale, CA 94086, USA  
1-855-816-7705 [www.ihealthlabs.com](http://www.ihealthlabs.com)

Made in China

Rev.11/2021



Lesia Nwankwo &lt;lnwankwo@magnoliapublicschools.org&gt;

## Covid-19 Rapid AT-HOME Self Test Kits (OTC & POC) - AO INC.

1 message

Peter Cicero AO INC &lt;peter.cicero@aotex.com&gt;

Tue, Dec 21, 2021 at 5:42 AM

Reply-To: peter.cicero@aotex.com

To: lcharles@magnoliapublicschools.org

COVID-19 ANTIGEN TESTS	COST
Abbott BinaxNow COVID-19 Antigen AT HOME Rapid Test (OTC)	\$13.50 per test - Immediate Shipping
Quidel QuickVue COVID-19 Antigen AT HOME Rapid Test (OTC)	\$12.50 per test - Immediate Shipping. **2024 Expiration Date**
Indicaid COVID-19 Antigen AT HOME Rapid Test (OTC)	\$9.50 per test - Immediate Shipping
FlowFlew COVID-19 Antigen AT HOME Rapid Test (OTC)	\$9.50 per test - Immediate Shipping **2023 Expiration Date**
iHealth COVID-19 Antigen AT HOME Rapid Test (OTC)	\$8.50 per test - Immediate Shipping
INDICAID COVID-19 Antigen SELF SWAB Rapid Test (POC)	\$5.95 per test - Immediate Shipping
3PLY Disposable ADULT Mask L1	\$1.95/ 50 ct. box
3PLY Disposable KIDS Mask L1 (FDA)	\$3.50 / 50 ct box
	<b>**Scaled pricing for +250K**</b>
KN95 FDA Approved COLOR WHITE	\$0.60 each
3M N95 Masks	Email for costing
<b>GLOVES</b>	<b>COST</b>

Exam Grade Nitrile Gloves	\$11.50 / 100 ct box**
	**500 Case Minimum**
Chemo Grade Nitrile Gloves	\$12.00 / 100 ct box**
	**100 Case Minimum**
Kimberly-Clark KC500 Nitrile Gloves (6MIL/CHEMO RATED)	\$17.00 / 100 ct box
General Purpose Vinyl Gloves	\$3.50 / 100 ct box



**Contact:**

**Peter Cicero**  
**Managing Partner - AO Inc.**  
**Email: [Peter.Cicero@aotex.com](mailto:Peter.Cicero@aotex.com)**  
**PH: 330-651-5529**

AO INC. | [201 East 36th Street , Suite 12D, New York, NY 10016](https://www.aotex.com) 330-651-5529

[Unsubscribe |charles@magnoliapublicschools.org](mailto:Unsubscribe|charles@magnoliapublicschools.org)

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Sent by [peter.cicero@aotex.com](mailto:peter.cicero@aotex.com) in collaboration with

# **iHealth® COVID-19 Antigen Rapid Test**

## **Healthcare Provider Instructions for Use**

Model: ICO-3000

For use with anterior nasal swab specimens

For in vitro Diagnostic Use Only

**This product has not been FDA cleared or approved; but has been authorized by FDA under an Emergency Use Authorization (EUA)**

### **INTENDED USE**

The iHealth® COVID-19 Antigen Rapid Test is a lateral flow assay intended for the qualitative detection of nucleocapsid protein antigen from SARS-CoV-2.

This test is authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older with symptoms of COVID-19 within the first 7 days of symptom onset. This test is also authorized for non-prescription home use with adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.

This test is also authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older, or adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests.

The iHealth® COVID-19 Antigen Rapid Test does not differentiate between SARS-CoV and SARS-CoV-2.

Results are for the identification of the SARS-CoV-2 nucleocapsid protein antigen. The antigen is generally detectable in anterior nasal swab specimens during the acute phase of infection. Positive results indicate the presence of viral antigens, but clinical correlation with past medical history and other diagnostic information is necessary to determine infection status. Positive results do not rule out bacterial infection or co-infection with other viruses. The agent detected may not be the definite cause of disease. Individuals who test positive with the iHealth® COVID-19 Antigen Rapid Test should self-isolate and seek follow-up care with their physician or healthcare provider as additional testing may be necessary.

Negative results are presumptive and confirmation with a molecular assay, if necessary for patient management, may be performed. Negative results do not rule out COVID-19 and should not be used as the sole basis for treatment or patient management decisions,



including infection control decisions. Negative results should be considered in the context of an individual's recent exposures, history and the presence of clinical signs and symptoms consistent with COVID-19.

For serial testing programs, additional confirmatory testing with a molecular test for negative results may be necessary, if there is a high likelihood of SARS-CoV-2 infection, such as in an individual with as a close contact with COVID-19 or with suspected exposure to COVID-19 or in communities with high prevalence of infection. Additional confirmatory testing with a molecular test for positive results may also be necessary, if there is a low likelihood of SARS-CoV-2 infection, such as in individuals without known exposures to COVID-19 or residing in communities with low prevalence of infection.

Individuals who test negative and continue to experience COVID-19 like symptoms of fever, cough and/or shortness of breath may still have SARS-CoV-2 infection and should seek follow up care with their physician or healthcare provider.

Individuals should provide all results obtained with this product to their healthcare provider for public health reporting or by following the mobile application instructions for self-reporting. All healthcare providers will report all test results they receive from individuals who use the authorized product to relevant public health authorities in accordance with local, state, and federal requirements using appropriate LOINC and SNOMED codes, as defined by the Laboratory In Vitro Diagnostics (LIVD) Test Code Mapping for SARS-CoV-2 Tests provided by CDC.

The iHealth® COVID-19 Antigen Rapid Test is authorized for non-prescription self-use and/or, as applicable for an adult lay user testing another person aged 2 years or older. The iHealth® COVID-19 Antigen Rapid Test is only for use under the Food and Drug Administration's Emergency Use Authorization.

## PRODUCT DESCRIPTION

The iHealth® COVID-19 Antigen Rapid Test requires the following elements for operation.

### Materials provided in the Test Kit:

Kit components	Quantity		
	2 tests Kit	5 tests Kit	40 tests Kit
COVID-19 Test Card(s)	2 ea/box	5 ea/box	40 ea/box
Nasal Swab(s)	2 ea/box	5 ea/box	40 ea/box
Tube(s)	2 ea/box	5 ea/box	40 ea/box
Lay User Instruction for Use	1 ea/box	1 ea/box	1 ea/box

For Healthcare Provider Instructions for Use, please see the company website: <https://www.ihealthlabs.com>



COVID-19 Test Card(s)



Tube(s)



Swab(s)

## iHealth® COVID-19 Antigen Rapid Test components

### Materials required but are not provided in the kit:

- Smartphone (supplied by the user. iOS 12 or above. android 6.0 or above)
- User is required to download the “iHealth COVID-19 Antigen Rapid Test” App for iOS or Android phones. User should follow the step-by-step instructions in-app to complete the test.

### PRINCIPLE OF PROCEDURES

The iHealth® COVID-19 Antigen Rapid Test employs lateral flow immunoassay technology. Using this test allows for the rapid detection of nucleocapsid protein from SARS-CoV-2.

To begin the test, a self-collected anterior nares swab samples in individuals aged 15 and older or individuals between the age of 2 to 14 a swab collected by a parent or guardian is inserted into the Tube. The liquid in tube interacts with the specimen and facilitates exposure of the appropriate viral antigens to the antibodies used in the test. The liquid in tube now containing the specimen is added to the Sample Port of the COVID-19 Test Card.

If the extracted specimen contains SARS-CoV-2 antigens, a pink-to-purple T Line, along with a pink-to-purple C Line will appear on the COVID-19 Test Card indicating a positive result. If SARS-CoV-2 antigens are not present, or present at very low levels, only a pink-to-purple C Line will appear.

### WARNINGS AND PRECAUTIONS

- For in vitro diagnostic use only.
- This product has not been FDA cleared or approved, but has been authorized by FDA under an Emergency Use Authorization (EUA).
- The emergency use of this product is only authorized for the duration of the declaration that circumstances exist justifying the authorization of emergency use of in vitro diagnostics for detection and/or diagnosis of COVID-19 under Section 564(b)(1) of the Federal Food, Drug, and Cosmetic Act, 21 U.S.C. § 360bbb-3(b)(1), unless the declaration is terminated or authorization is revoked sooner.
- Laboratories within the United States and its territories are required to report results to the appropriate public health authorities

- This product has been authorized only for the detection of proteins from SARS-CoV-2, not for any other viruses or pathogens.
- This test is intended as an aid in the diagnosis of COVID-19 by detecting viral antigens, but should not be used as a sole criterion for the determination of SARS-CoV-2 infection. Other laboratory tests and clinical information (signs and symptoms) should be used and considered for diagnosis.
- Do not use any test component after the expiration date which is printed on the outer packaging.
- Do not use the COVID-19 Test Card if the pouch is damaged or if the seal is broken.
- Do not reuse any test component.
- To obtain accurate results, the test must be performed as indicated in the Instructions for Use.
- Inadequate or inappropriate sample collection may yield false test results.
- Do not touch the tip of the swab before and after collecting the sample from the nostrils.
- Test samples immediately after collection, but no more than 4 hours after specimen collection before placement into extraction buffer or up to 2 hours after placement into extraction buffer, if kept at room temperature.
- Be sure to read test result after 15 minutes. Do not read results after 30 minutes.
- Do not ingest extraction liquid
- Keep test kit and components out of the reach of children and pets before and after use.
- Avoid contact with skin and eyes.
- The reagent in the extraction liquid contains ProClin® 300 which may cause skin and eye irritation. If the solution makes contact with the skin or eye, wash/flush with copious amounts of water. If skin irritation or rash occurs get medical advice/attention.
- Dispose of used specimens and test components in accordance with Federal, State, and Local requirements.

## Important Notes

This test kit is intended to be used as an aid in the clinical diagnosis of a **current COVID-19 infection**. Do not use this test kit as the only guide to manage your illness.

## LIMITATIONS

- Do not use on anyone under 2 years old.
- Children aged 2-14 years should be tested by an adult.
- Do not use on anyone who is prone to nosebleeds or has had facial or head injury/surgery in the last 6 months.
- Testing for asymptomatic individuals should be performed at least twice over three days, with at least 24 hours and no more than 48 hours between tests. You may need to purchase additional tests to perform this serial (repeat) testing.
- There is a higher chance of false negative results with home use tests than with laboratory-based molecular tests. This means that there is a higher chance this test will give you a negative result when you have COVID-19.
- Serial testing (i.e., testing every day or every other day) is more likely to detect



COVID-19, especially when you do not have any symptoms.

- The test detects both viable (live) and nonviable SARS-CoV-2. Test performance depends on the amount of virus (antigens) in the sample and may or may not correlate with viral culture results performed on the same sample.
- A negative test result may occur if the level of antigen in the sample is below the detection limit of the test.
- Failure to follow the test procedure correctly may result in false negative or false positive results and/or invalidate the test result.
- Test results must be evaluated in conjunction with other clinical data available to the physician.
- Positive test results do not exclude co-infection with other pathogens.
- Negative test results are not indicative of the presence/absence of other viral or bacterial pathogens.
- Negative results should be treated as presumptive and confirmed with an FDA-authorized molecular assay, if necessary, for clinical management.
- Performance of nasal swabs collected from patients without symptoms or other epidemiological reasons to suspect COVID-19 infection or for serial screening, when tested twice over two to three days with at least 24 but not more than 48 hours between tests has not yet been determined; a study to support use will be completed.
- If the differentiation of specific coronaviruses and strains is needed, additional testing, in consultation with state or local public health departments, is required.
- The amount of antigen in a sample may decrease as the duration of illness increases. Specimens collected after seven days are more likely to be negative compared to RT-PCR.
- The performance of this test was established based on the evaluation of a limited number of clinical specimens collected between May, 2021 and October, 2021. The clinical performance has not been established in all circulating variants but is anticipated to be reflective of the prevalent variants in circulation at the time and location of the clinical evaluation. Performance at the time of testing may vary depending on the variants circulating, including newly emerging strains of SARS-CoV-2 and their prevalence, which change over time.
- The iHealth<sup>®</sup> COVID-19 Antigen Rapid Test does not differentiate between SARS-CoV and SARS-CoV-2.
- False negative results may occur in individuals who have indicated or whose clinical status or history would indicate they are currently taking high doses of biotin. Biotin levels of 1 µg/mL and greater have been demonstrated to result in false negative test results

## **Hazardous Ingredients for Reagent Solution**

The Extraction Reagent contains potentially harmful chemicals (see table below). If the test solution contacts the skin or eye, flush with copious amounts of water. If irritation persists, seek medical advice: visit <https://www.poison.org/contact-us> Or call 1-800-222-1222.

Chemical Name	Harms (GHS Code) for each ingredient	Concentration
Triton X-100/9002-93-1	Harmful if swallowed (H302) Cause skin irritation(H315) Cause serious eye damage(H318)	0.1%
ProClin® 300	Harmful if swallowed (H302) Harmful if inhaled (H332) Causes severe skin burns and eye damage (H314) May cause an allergic skin reaction (H317)	0.05%

## STORAGE CONDITIONS

Store iHealth® COVID-19 Antigen Rapid Test in a dry location between 36-86 °F (2-30 °C). Ensure all test components are at room temperature 65-86 °F (18-30 °C) before use. The COVID-19 Test Card inside the foil pouch should be used within 1 hour after opening. The iHealth® COVID-19 Antigen Rapid Test is stable before the expiration date marked on the packaging.

## QUALITY CONTROL

A procedural internal control is built in the “control line (c)” of the device and is used to ensure that the applied specimen has migrated well into the device. It is coated with goat anti-rabbit IgG and a red colored line should appear after sample was added.

## TEST PROCEDURE

**Download App:** Scan the QR code (below) to download the “iHealth COVID-19 Antigen Rapid Test” App through your Smartphone (iOS12.0+, Android 6.0+). For a full list of compatible smartphone visit: <https://ihealthlabs.com/pages/support-ICO3000>



### Register and Log Into The App

**Watch Video in App:** Each step has a corresponding instructional video in the App. Watch the video and perform the test according to the instructions.

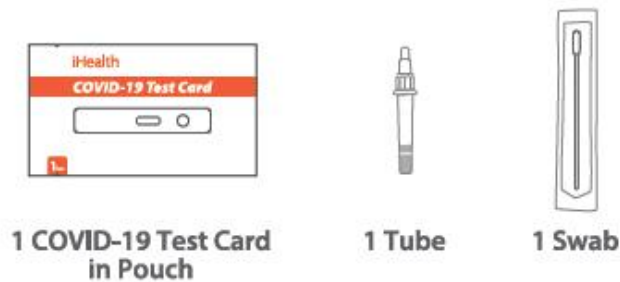
## Instructions

The instructions provided here include all the steps of the test. Specific, detailed video instructions on how to perform this test are in the “iHealth COVID-19 Antigen Rapid Test”

App.

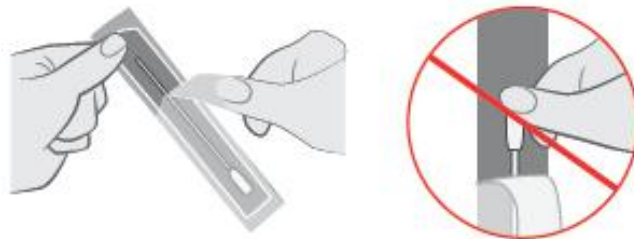
### 1) Prepare Materials

Open the package, take out the COVID-19 Test Card in Pouch, the Tube filled with the extraction buffer and the Swab. When you are ready to proceed with the test, open the foil pouch of the COVID-19 Test Card.

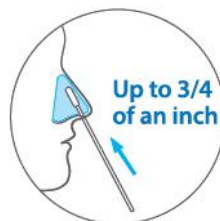


### 2) Collect Sample

1. Remove the swab from its package, being careful not to touch the tip of the swab. Please keep the swab package for later use.

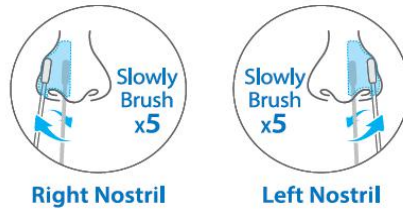


2. Gently insert the entire absorbent tip of the swab (usually 1/2 to 3/4 of an inch) into your nostril.



**Note:** With children, the maximum depth of insertion into the nostril may be less than  $\frac{3}{4}$  of an inch, and you may need to have a second person to hold the child's head while swabbing.

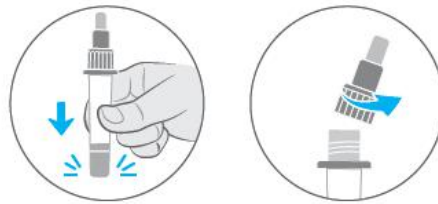
3. Firmly and slowly brush against insides of nostril in a circular motion against the nasal wall at least 5 times. Using the same swab, repeat the same sample collection procedure for the other nostril. Take at least 15 seconds to collect the specimen and be sure to collect any nasal drainage on the swab. Be sure to brush **BOTH** nostrils with the **SAME SWAB**.



**Note:** Failure to swab properly may cause false negative results.

### 3) Process Sample

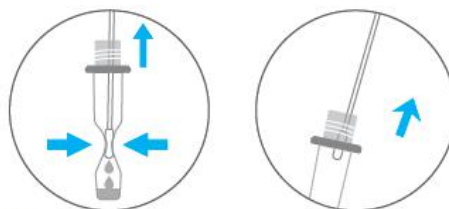
1. Tap the tube vertically on the table and twist the large orange cap to open the tube.



2. Insert the swab into the tube, touch the bottom of the tube with the swab tip, and stir at least 15 times.

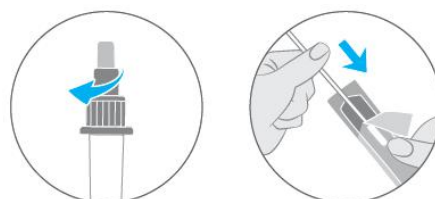


3. Squeeze the sides of the tube to express as much liquid as possible from the swab, and then remove the swab.



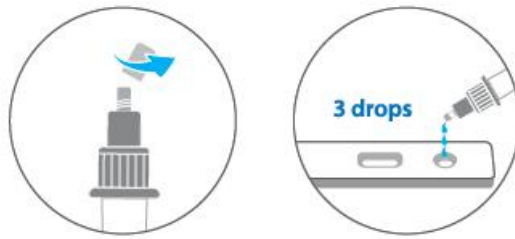
**Note:** If you don't squeeze the swab, there may not be sufficient sample material to perform the test properly (i.e., potentially resulting in a false negative result).

4. Screw back the large orange cap, put the swab back into the package. Safely dispose of the swab and the package.



### 4) Add Sample

Twist to open the small white cap of the tube. Add 3 drops of sample to the Sample Port of the COVID-19 Test Card. Screw back the small white cap.



**Note:** A false negative or invalid result may occur if too little solution is added to the test card.

### 5) Wait 15 minutes

Start the timer by clicking the “Start Timer” button, immediately after adding sample to the Sample Port. The result will be ready in 15 minutes.



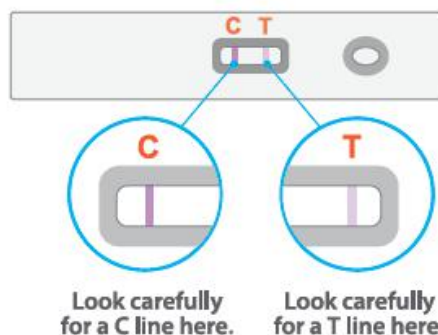
Note: DO NOT interpret your test result until after your 15-min timer has completed, as the T line may take as long as 15 minutes to appear.

### 6) Read Result

Results should not be read after 30 minutes.

Note: A false negative or false positive result may occur if the test result is read before 15 minutes or after 30 minutes

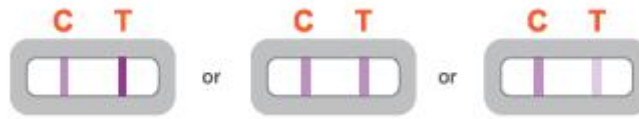
Result shown at 2x.



**Note: The T line can be extremely faint.**

### 7) Test Result Explanation

## Positive Result



A **POSITIVE** result must show BOTH a C line and a T line. A positive result means that viral antigens from COVID-19 were detected and the individual is positive for COVID-19.

Below are photos of actual positive tests. Please note that the T line may be faint.



- Persons who test positive should self-isolate and seek follow up care with their physician or healthcare provider as additional testing and public health reporting may be necessary.

## Negative Result



A **NEGATIVE** result will show ONLY a C line. A negative result means that viral antigens from COVID-19 were not detected and that the individual is presumed negative for COVID-19.

- Please note that negative results do not rule out COVID-19.
- In case of negative test result: Continue to follow all social distancing recommendations and take protective measures. If suspicions of infection persist and/or your first test is negative, repeat the test after 1 - 2 days and consult your healthcare provider or local COVID-19 center.
- Note: A negative result is presumptive and confirmation with a molecular assay, if necessary, for patient management may be performed.
- Individuals without symptoms that test negative should be tested again with at least 24 hours and no more than 48 hours between tests. Additional confirmatory testing with a molecular test for negative results may be necessary after second negative result for asymptomatic patients, if there is a high likelihood of SARS-CoV-2 infection, such as in an individual with as close contact with COVID-19 or with suspected exposure to COVID-19 or in communities with high prevalence of infection. Additional confirmatory testing with a molecular test for positive results may also be necessary, if there is a low likelihood of SARS-CoV-2 infection, such as in individuals without known exposures to SARS-CoV-2 or residing in communities with low prevalence of

infection.

## Invalid Result



If there is NO LINE, or if there is ONLY a T line, the test is **INVALID**. Invalid result means that the test did not function correctly. **You will need to retest with a new test kit.** If upon retesting, the test result is still invalid, contact your doctor or local COVID-19 center. An invalid result does not indicate if the individual did or did not have COVID-19 and should be repeated.

### 8) Dispose the Test Kit

After test is completed, dispose of all kit components in trash.

### 9) Report Test Result

Report the result following the App instructions or share your test result with your healthcare provider.

## CLINICAL PERFORMANCE

Clinical performance characteristics of iHealth® COVID-19 Antigen Rapid Test was evaluated in a total of five (5) investigational sites throughout the U.S. A total of 139 individuals with signs and symptoms of COVID-19 within the first seven (7) days of symptom onset completed the study and obtained a valid result. Each Subject was provided a iHealth® COVID-19 Antigen Rapid Test. Under the observation of a clinical site staff member trained as a proctor, subjects fifteen (15) years and older independently collected an anterior nasal sample, conducted the test, interpreted and reported their self-test result. The parents of subjects two (2) to fourteen (14) years of age collected the anterior nasal sample, conducted the test, interpreted and recorded the test result for the child. The iHealth® COVID-19 Antigen Rapid Test results were compared to highly sensitive molecular FDA EUA Authorized SARS-CoV-2 assays to determine test performance. The iHealth® COVID-19 Antigen Rapid Test when conducted by a lay user correctly identified 94.3% of positive samples. Additionally, the iHealth® COVID-19 Antigen Rapid Test correctly identified 98.1% of negative samples. The performance is shown in the following table.

iHealth® COVID-19 Antigen Rapid Test	Comparator Method		
	Positive	Negative	Total
Positive	33	2 <sup>b</sup>	35
Negative	2 <sup>a</sup>	102	104



Total	35	104	139
Positive Agreement: (33/35) 94.3%			
95% Confidence Interval: 81.4% to 98.4%			
Negative Agreement: (102/104) 98.1%			
95% Confidence Interval: 93.3% to 99.5%			
<p><sup>a</sup> Of the 2 false negative samples, one was positive on a second FDA EUA high sensitivity molecular SARS-CoV-2 assay, the other one was negative on a second FDA EUA high sensitivity molecular SARS-CoV-2 assay.</p> <p><sup>b</sup> Of the 2 false positive samples, one was negative on a second FDA EUA high sensitivity molecular SARS-CoV-2 assay, the other was inconclusive on a second FDA EUA high sensitivity molecular SARS-CoV-2 assay.</p>			

2 samples generated an invalid COVID-19 Antigen Rapid Test result.

<b>Age and gender distribution and positive rate of symptomatic subjects within first 7 days of symptom onset</b>				
Age Group (years)	Female	Male	Positive	Positivity Rate % (total positive/total tested)
2 to 13	6	8	3	21.4% (3/14)
14 to 24	15	12	3	11.1% (3/27)
25 to 64	46	44	28	31.1% (28/90)
≥65	5	3	1	12.5% (1/8)
Total	72	67	35	25.2% (35/139)

<b>Positive results broken down by days since symptom onset</b>				
Days Since Symptom Onset	RT-PCR Positive (+)	iHealth test Positive (+)	PPA	95 % Confidence Interval
1	1	1	100.0%	20.7% - 100.0%
2	3	3	100.0%	43.8% - 100.0%
3	3	2	66.7%	20.8% - 93.9%
4	5	5	100.0%	56.6% - 100.0%
5	12	12	100.0%	75.7% - 100.0%
6	6	6	100.0%	61% - 100.0%
7	5	4	80.0%	37.6% - 96.4%
All specimens	35	33	94.3%	81.4% - 98.4%

Additional asymptomatic individuals and individuals beyond the seven days of symptom onset were tested, but excluded from the primary performance calculations because they were not included in the intended use. A higher proportion of low positive specimens were observed in these populations, resulting in PPAs between of 85-88% in these individuals.



## PERFORMANCE CHARACTERISTICS

### Limit of Detection (LOD)

The LOD of iHealth® COVID-19 Antigen Rapid Test was established by using limiting dilutions of heat inactivated SARS-CoV-2 virus(USA-WA1/2020) sample. The strain was spiked into clinical matrix prepared by mixing raw nasal fluid in saline and confirmed again as SARS-CoV-2 negative by RT-PCR.

The estimated LoD found from the initial 4 different concentrations test by testing 5 replicates. At each dilution, samples were added to swabs and then tested through the full assay workflow, from processing in the extraction reagent to read test result.

A concentration was chosen between the last dilution to give five positive results and the first to give five negative results. Using this concentration, the LoD was further refined with a 2-fold dilution series. The LOD was determined as the lowest virus concentration that was detected  $\geq 95\%$  of the time (concentration at which at least 19 out of 20 replicates tested positive).

The iHealth® COVID-19 Antigen Rapid Test LOD in natural nasal swab matrix is  $20 \times 10^3$  TCID<sub>50</sub>/mL.

### Cross Reactivity (Analytical Specificity) and Microbial Interference

The potential cross-reactivity (exclusivity) of a panel of common organisms was evaluated with SARS-CoV-2 negative samples using the iHealth® COVID-19 Antigen Rapid Test. Potential microbial interference was evaluated with samples containing heat inactivated SARS-CoV-2 virus(USA-WA1/2020) sample at approximately 3 x LoD.

A total of 38 commensal and pathogenic microorganisms (13 bacteria and 25 viruses) that may be present in the nasal cavity were evaluated in this study. Each of the organism and viruses were tested in five replicates in the absence or presence of heat inactivated SARS-CoV-2 virus.

No cross-reactivity or interference was observed with the following microorganisms when tested at the concentration presented in the table below.

List of Organism		Concentration tested	Cross-reactivity results	Microbial Interference results
Other high priority pathogens from the	Human coronavirus 229E	$3.74 \times 10^4$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Human coronavirus OC43	$2.51 \times 10^5$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Human coronavirus NL63	$1.36 \times 10^5$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	MERS-coronavirus	$1.36 \times 10^5$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference

same genetic family				
High priority organisms likely in the circulating area	Adenovirus Type 1	$2.04 \times 10^7$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Adenovirus Type 4	$2.09 \times 10^5$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Adenovirus Type 7A	$2.04 \times 10^7$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Adenovirus Type 8	$1.13 \times 10^5$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Adenovirus Type 31	$1.13 \times 10^5$ U/mL	No cross-reactivity	No interference
	Adenovirus Type 41	$9.36 \times 10^4$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Human Metapneumovirus 3(hMPV-3) Type B1	$3.11 \times 10^4$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Human Metapneumovirus 4(hMPV-4) Type B2	$5.25 \times 10^5$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Human Metapneumovirus 9(hMPV-9) Type A1	$9.36 \times 10^4$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Parainfluenza Virus Type 1	$6.30 \times 10^5$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Parainfluenza Virus Type 2	$7.55 \times 10^5$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Parainfluenza Virus Type 3	$2.29 \times 10^6$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Parainfluenza Virus Type 4A	$4.50 \times 10^4$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Parainfluenza Virus Type 4B	$1.36 \times 10^5$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Influenza A H3N2 Virus	$1.13 \times 10^5$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Influenza B Virus	$3.74 \times 10^4$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Enterovirus Type 68	$7.55 \times 10^5$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Enterovirus Type 71	$2.29 \times 10^6$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Respiratory Syncytial Virus Type A (RSV-A)	$1.90 \times 10^6$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Respiratory Syncytial Virus Type B (RSV-B)	$3.74 \times 10^4$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	Rhinovirus Type 1A	$9.36 \times 10^4$ TCID <sub>50</sub> /mL	No cross-reactivity	No interference
	<i>Haemophilus influenzae</i>	$6.75 \times 10^8$ CFU/mL	No cross-reactivity	No interference
	<i>Streptococcus pneumoniae</i>	$1.80 \times 10^8$ CFU/mL	No cross-reactivity	No interference
	<i>Streptococcus pyogenes</i>	$2.04 \times 10^9$ CFU/mL	No cross-reactivity	No interference
	<i>Candida albicans</i>	$3.15 \times 10^8$ CFU/mL	No cross-reactivity	No interference
	Pooled human nasal wash – representative of normal respiratory microbial flora	-	No cross-reactivity	No interference
	<i>Bordetella pertussis</i>	$3.22 \times 10^9$ CFU/mL	No cross-reactivity	No interference
	<i>Mycoplasma pneumoniae</i>	$1.35 \times 10^8$ CFU/mL	No cross-reactivity	No interference
	<i>Chlamydia pneumoniae</i>	$8.65 \times 10^7$ IFU/mL	No cross-reactivity	No interference
	<i>Legionella pneumophila</i>	$7.10 \times 10^9$ CFU/mL	No cross-reactivity	No interference
	<i>Staphylococcus aureus</i>	$3.23 \times 10^9$ CFU/mL	No cross-reactivity	No interference
	<i>Staphylococcus epidermidis</i>	$1.24 \times 10^9$ CFU/mL	No cross-reactivity	No interference
<i>Mycobacterium tuberculosis</i>	$1.15 \times 10^8$ CFU/mL	No cross-reactivity	No interference	
<i>Pneumocystis jirovecii</i> (PJP)	$3.17 \times 10^8$ CFU/mL	No cross-reactivity	No interference	

An in-silico analysis was performed using the Basic Local Alignment Search Tool (BLASTp) managed by the National Center for Biotechnology Information (NCBI) for Human Coronavirus HKU1, *Mycobacterium tuberculosis*, *Pneumocystis jirovecii* and SARS-CoV-1

- Human Coronavirus HKU1 shows 36.74% homology across 82% of the nucleocapsid sequence(see Annex 2 and 3), which is relatively low. However, cross-reactivity cannot be ruled out.
- *Mycobacterium tuberculosis* shows no protein sequence homology with nucleocapsid sequence. Therefore, while cross-reactivity is highly unlikely, it cannot be completely ruled out.
- *Pneumocystis jirovecii* shows no protein sequence homology with nucleocapsid sequence. Therefore, while cross-reactivity is highly unlikely, it cannot be completely ruled out.
- SARS-CoV-1 shows 90.52% homology across 100% of the nucleocapsid sequence. Therefore, cross-reactivity is highly likely.

### Endogenous Interfering Substances

The following substances, naturally present in respiratory specimens or that may be artificially introduced into the nasal cavity or nasopharynx, were evaluated with the iHealth® COVID-19 Antigen Rapid Test.

The SARS-CoV-2 target concentration in the positive samples was approximately 3 x LoD. All samples tested in 5 replicates produced expected results, demonstrating that the iHealth® COVID-19 Antigen Rapid Test performance was not affected by any of the 26 potentially interfering substances listed in the table below at the concentrations tested.

Substance	Concentration in negative/positive sample	Cross-reactivity	Interference
Whole Blood	4%	No cross-reactivity	No interference
Mucin	0.5%	No cross-reactivity	No interference
Chloraseptic (Menthol)	1.5 mg/mL	No cross-reactivity	No interference
Chloraseptic (Benzocaine)	1.5 mg/mL	No cross-reactivity	No interference
Naso GEL (NeilMed)	5% v/v	No cross-reactivity	No interference
CVS Nasal Drops (Phenylephrine)	15% v/v	No cross-reactivity	No interference
Afrin (Oxymetazoline)	15% v/v	No cross-reactivity	No interference
CVS Nasal Spray (Cromolyn)	15% v/v	No cross-reactivity	No interference
Zicam	5% v/v	No cross-reactivity	No interference
Homeopathic (Alkalol)	1:10 dilution	No cross-reactivity	No interference
Sore Throat Phenol Spray	15% v/v	No cross-reactivity	No interference
Tobramycin	4 µg/mL	No cross-reactivity	No interference

Mupirocin	10 mg/mL	No cross-reactivity	No interference
Fluticasone Propionate	5% v/v	No cross-reactivity	No interference
Tamiflu (Oseltamivir Phosphate)	5 mg/mL	No cross-reactivity	No interference
Nasocort Allergy 24 hour (Triamcinolone)	15% v/v	No cross-reactivity	No interference
NeilMed SinuFlow Ready Rinse (Sodium chloride, Sodium bicarbonate)	15% v/v	No cross-reactivity	No interference
NeilMed SinuFrin Plus (Oxymetazoline HCl)	15% v/v	No cross-reactivity	No interference
Neo-Syneprine (Phenylephrine ,hydrochloride)	15% v/v	No cross-reactivity	No interference
Rhinocort (Budesonide /Glucocorticoid)	15% v/v	No cross-reactivity	No interference
Saline nasal spray (Saline )	15% v/v	No cross-reactivity	No interference
Zanamivir	282.0 ng/mL	No cross-reactivity	No interference
Biotin	1.0 µg/mL	No cross-reactivity	No interference
Laundry Detergent (C12-15 pareth-7 and sodium laureth-12 sulfate)	1% v/v	No cross-reactivity	No interference
Dish-washing Liquid (Sodium lauryl sulfate)	1% v/v	No cross-reactivity	No interference
Bleach (Sodium Hypochlorite)	1%v/v	No cross-reactivity	No interference

### Hook Effect

No high dose hook effect was observed when tested with a concentration of  $1.15 \times 10^7$  TCID<sub>50</sub>/mL of heat inactivated SARS-CoV-2 virus with the iHealth® COVID-19 Antigen Rapid Test .

### Usability Study

iHealth conducted a study to evaluate whether a home user can follow instructions provided and can successfully perform the test steps for the iHealth® COVID-19 Antigen Rapid Test, including nasal swab collection, adding sample to a test card, and correctly interpreting the results.

105 lay users, including self-collection (n=52) and collection for other lay user (n=53), participated in the study, and were instructed to self-collect or collect a sample from others (include children), complete the required procedural steps, and interpret the test results unassisted in a simulated home setting. After the simulated test, all the participants completed the knowledge assessment questionnaire and usability questionnaire.

The overall success of every task completed by all subjects enrolled was determined by unassisted professional observation. Subjects performed 96.8% (718/742) of steps/tasks

correctly, and performed 98.1% (1414/1442) of knowledge assessment questionnaires correctly. More than 90% of all the participants stated the device is easy to use, including sample collection, performing the test, reading and understanding the result. 94.29% of the participants stated the instructions provided were easy to read and understood.

### Flex study

The robust use of iHealth® COVID-19 Antigen Rapid Test was demonstrated by ten (10) Flex studies: delay in result reading, extraction liquid volume variability, swab mixing expression variability, temperature and humidity, impact of light sources, test device held at different orientation and disturbance during analysis.

## CUSTOMER HELPLINE

If you have any questions about the iHealth® COVID-19 Antigen Rapid Test or your result, please contact our toll-free Customer Helpline on 1-855-816-7705.

## SYMBOLS IN USE



Caution



Do not Reuse



Consult Instructions for Use



In Vitro Diagnostic Medical Device



Storage Temperature Limitation



Keep in a dry place



Keep away from direct sunlight



Do not use if package is damage



## Manufacturer

Manufactured for iHealth Labs, Inc.  
120 San Lucar Ct , Sunnyvale, CA 94086, USA  
1-855-816-7705      [www.ihealthlabs.com](http://www.ihealthlabs.com)  
Made in China

Rev.11/2021



November 5, 2021

Jack Feng  
iHealth Labs, Inc.  
120 San Lucar Ct.  
Sunnyvale, CA 94086

Device: iHealth COVID-19 Antigen Rapid Test

EUA Number: EUA210470

Company: iHealth Labs, Inc.

Indication: Non-prescription home use for the qualitative detection of nucleocapsid protein antigen from SARS-CoV-2 with:

Self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.

Adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset

Self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older, or adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests.

Dear Mr. Feng:

This letter is in response to your<sup>1</sup> request that the Food and Drug Administration (FDA) issue an Emergency Use Authorization (EUA) for emergency use of your product,<sup>2</sup> pursuant to Section 564 of the Federal Food, Drug, and Cosmetic Act (the Act) (21 U.S.C. §360bbb-3).

On February 4, 2020, pursuant to Section 564(b)(1)(C) of the Act, the Secretary of the Department of Health and Human Services (HHS) determined that there is a public health emergency that has a significant potential to affect national security or the health and security of United States citizens living abroad, and that involves the virus that causes COVID-19. Pursuant to Section 564 of the Act, and on the basis of such determination, the Secretary of HHS then declared that circumstances exist justifying the authorization of emergency use of in

<sup>1</sup> For ease of reference, this letter will use the term “you” and related terms to refer to iHealth Labs, Inc.

<sup>2</sup> For ease of reference, this letter will use the term “your product” to refer to the iHealth COVID-19 Antigen Rapid Test, used for the indication identified above.

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vitro diagnostics for detection and/or diagnosis of the virus that causes COVID-19 subject to the terms of any authorization issued under Section 564(a) of the Act.<sup>3</sup>

FDA considered the totality of scientific information available in authorizing the emergency use of your product for the indication above. A summary of the performance information FDA relied upon is included in the “iHealth COVID-19 Antigen Rapid Test Healthcare Provider Instructions for Use” identified below.

Having concluded that the criteria for issuance of this authorization under Section 564(c) of the Act are met, I am authorizing the emergency use of your product, described in the Scope of Authorization of this letter (Section II), subject to the terms of this authorization.

### **I. Criteria for Issuance of Authorization**

I have concluded that the emergency use of your product meets the criteria for issuance of an authorization under Section 564(c) of the Act, because I have concluded that:

1. The SARS-CoV-2 can cause a serious or life-threatening disease or condition, including severe respiratory illness, to humans infected by this virus;
2. Based on the totality of scientific evidence available to FDA, it is reasonable to believe that your product may be effective in diagnosing COVID-19, and that the known and potential benefits of your product when used for diagnosing COVID-19, outweigh the known and potential risks of your product; and
3. There is no adequate, approved, and available alternative to the emergency use of your product.<sup>4</sup>

### **II. Scope of Authorization**

I have concluded, pursuant to Section 564(d)(1) of the Act, that the scope of this authorization is limited to the indication above.

### **Authorized Product Details**

Your product is a lateral flow assay intended for the qualitative detection of nucleocapsid protein antigen from SARS-CoV-2. This test is authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older with symptoms of COVID-19 within the first 7 days of symptom onset. This test is also authorized for non-prescription home use with adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.

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<sup>3</sup> U.S. Department of Health and Human Services, *Determination of a Public Health Emergency and Declaration that Circumstances Exist Justifying Authorizations Pursuant to Section 564(b) of the Federal Food, Drug, and Cosmetic Act*, 21 U.S.C. § 360bbb-3. 85 FR 7316 (February 7, 2020).

<sup>4</sup> No other criteria of issuance have been prescribed by regulation under Section 564(c)(4) of the Act.



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This test is also authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older, or adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests. Your product does not differentiate between SARS-CoV and SARS-CoV-2.

The SARS-CoV-2 nucleocapsid protein antigen is generally detectable in anterior nasal swab specimens during the acute phase of infection. Positive results indicate the presence of viral antigens, but clinical correlation with past medical history and other diagnostic information is necessary to determine infection status. Positive results do not rule out bacterial infection or co-infection with other viruses. The agent detected may not be the definite cause of disease. Individuals who test positive with your product should self-isolate and seek follow up care with their physician or healthcare provider as additional testing may be necessary.

Negative results are presumptive and confirmation with a molecular assay, if necessary, for patient management, may be performed. Negative results do not rule out COVID-19 and should not be used as the sole basis for treatment or patient management decisions, including infection control decisions. Negative results should be considered in the context of an individual's recent exposures, history and the presence of clinical signs and symptoms consistent with COVID-19.

For serial testing programs, additional confirmatory testing with a molecular test for negative results may be necessary, if there is a high likelihood of SARS-CoV-2 infection, such as an individual with a close contact with COVID-19 or with suspected exposure to COVID-19 or in communities with high prevalence of infection. Additional confirmatory testing with a molecular test for positive results may also be necessary, if there is a low likelihood of SARS-CoV-2 infection, such as in individuals without known exposures to COVID-19 or residing in communities with low prevalence of infection.

Individuals who test negative and continue to experience COVID-19 like symptoms of fever, cough and/or shortness of breath may still have SARS-CoV-2 infection and should seek follow up care with their physician or healthcare provider.

Individuals should provide all results obtained with this product to their healthcare provider for public health reporting or by following the mobile application instructions for self-reporting. All healthcare providers will report all test results they receive from individuals who use the authorized product to relevant public health authorities in accordance with local, state, and federal requirements using appropriate LOINC and SNOMED codes, as defined by the Laboratory In Vitro Diagnostics (LIVD) Test Code Mapping for SARS-CoV-2 Tests provided by the Centers for Disease Control and Prevention (CDC).

Your product is performed using anterior nasal (nares) swab samples from individuals aged 2 years or older. The individual using your product is instructed to download, register and log into the mobile application (App) and follow the step-by-step based instructions on the iHealth

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COVID-19 Test App on a compatible smartphone.<sup>5</sup> When using your product, the individual first opens the foil pouch containing COVID-19 Test Card. The swab is then removed from its packaging and the individual collects an anterior nasal swab sample by inserting the swab into the nostril and firmly and slowly brushing the insides of the nasal wall in a circular motion at least 5 times, taking at least 15 seconds to collect the specimen, before repeating the process in the second nostril. The swab is then immediately inserted into the tube and stir at least 15 times. The swab is then removed while pressing against the sides of the tube and the tube capped with the cap. The liquid in tube interacts with the specimen and facilitates exposure of the appropriate viral antigens to the antibodies used in your product. Three drops of the solution are applied into the Sample Port of the COVID-19 Test Card. The individual then starts the 15 minute timer. If the extracted specimen contains SARS-CoV-2 antigens, a pink-to-purple T (Test) Line, along with a pink-to-purple C (Control) Line will appear on the COVID-19 Test Card indicating a positive result. This control line indicates that the sample has migrated across the membrane as intended and indicates that the test was correctly performed. Test results are interpreted visually after 15 minutes based on the presence or absence of visually detectable colored lines at the control line (C) and/or test line (T).

The iHealth COVID-19 Antigen Rapid Test includes the following materials or other authorized materials (as may be requested under Condition L below): COVID-19 Test Card(s), Nasal Swab(s), Tube(s) and the lay user “iHealth COVID-19 Antigen Rapid Test Instructions for Use.”

Your product includes an internal control test line (“C”) that must generate the expected result for a test to be considered valid, as outlined in the “iHealth COVID-19 Antigen Rapid Test Instruction for use” and the “iHealth COVID-19 Antigen Rapid Test Healthcare Provider Instructions for Use.”

The labeling entitled “iHealth COVID-19 Antigen Rapid Test Healthcare Provider Instructions for Use,” the “iHealth COVID-19 Antigen Rapid Test Instruction for use,” and the “iHealth COVID-19 Antigen Rapid Test” box labels (2, 5 or 40-pack) (available at <https://www.fda.gov/medical-devices/coronavirus-disease-2019-covid-19-emergency-use-authorizations-medical-devices/in-vitro-diagnostics-euas>), the “iHealth COVID-19 Test” software App and the following fact sheet pertaining to the emergency use, is required to be made available as set forth in the Conditions of Authorization (Section IV), and are collectively referred to as “authorized labeling”:

- Fact Sheet for Healthcare Professionals<sup>6</sup>: iHealth Labs, Inc. - iHealth COVID-19 Antigen Rapid Test

The above described product, when accompanied by the authorized labeling as set forth in the Conditions of Authorization (Section IV) is authorized to be distributed and used under this EUA, despite the fact that it does not meet certain requirements otherwise required by applicable

<sup>5</sup> Compatible smartphone includes Apple iPhone running Operation System (iOS) 12 or later versions of the iOS, and Android Phones running Android 6.0 or later versions. Additional smartphone models as may be requested, and for which you receive appropriate authorization, in accordance with Condition L. below.

<sup>6</sup> Note that the information typically found in a Fact Sheet for Individuals is contained in the authorized “iHealth COVID-19 Antigen Rapid Test Instructions for Use ” that will be available to end users as set forth in the Conditions of Authorization (Section IV).

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federal law.

I have concluded, pursuant to Section 564(d)(2) of the Act, that it is reasonable to believe that the known and potential benefits of your product, when used consistent with the Scope of Authorization of this letter (Section II), outweigh the known and potential risks of your product.

I have concluded, pursuant to Section 564(d)(3) of the Act, based on the totality of scientific evidence available to FDA, that it is reasonable to believe that your product may be effective in diagnosing COVID-19, when used consistent with the Scope of Authorization of this letter (Section II), pursuant to Section 564(c)(2)(A) of the Act.

FDA has reviewed the scientific information available to FDA, including the information supporting the conclusions described in Section I above, and concludes that your product (as described in the Scope of Authorization of this letter (Section II)) meets the criteria set forth in Section 564(c) of the Act concerning safety and potential effectiveness.

The emergency use of your product under this EUA must be consistent with, and may not exceed, the terms of this letter, including the Scope of Authorization (Section II) and the Conditions of Authorization (Section IV). Subject to the terms of this EUA and under the circumstances set forth in the Secretary of HHS’s determination under Section 564(b)(1)(C) of the Act described above and the Secretary of HHS’s corresponding declaration under Section 564(b)(1) of the Act, your product is authorized for the indication above.

### **III. Waiver of Certain Requirements**

I am waiving the following requirements for your product during the duration of this EUA:

- Current good manufacturing practice requirements, including the quality system requirements under 21 CFR Part 820 with respect to the design, manufacture, packaging, labeling, storage, and distribution of your product, but excluding Subpart H (Acceptance Activities, 21 CFR 820.80 and 21 CFR 820.86), Subpart I (Nonconforming Product, 21 CFR 820.90), and Subpart O (Statistical Techniques, 21 CFR 820.250).

### **IV. Conditions of Authorization**

Pursuant to Section 564(e) of the Act, I am establishing the following conditions on this authorization:

#### **iHealth Labs, Inc. (You) and Authorized Distributor(s)<sup>7</sup>**

- A. Your product must comply with the following labeling requirements: the intended use statement in 21 CFR 809.10(a)(2), (b)(2); adequate directions for use in 21 U.S.C. 352(f) and 21 CFR 809.10(b)(5), (7), and (8); appropriate limitations on the use of the device

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<sup>7</sup> “Authorized Distributor(s)” are identified by you, iHealth Labs, Inc., in your EUA submission as an entity allowed to distribute the iHealth COVID-19 Antigen Rapid Test.

including information required under 21 CFR 809.10(a)(4); and any available information regarding performance of the device, including requirements under 21 CFR 809.10(b)(12).

- B. You and authorized distributor(s) must make available the “iHealth COVID-19 Antigen Rapid Test Instruction for use” for your product in the shipped kit using the “iHealth COVID-19 Antigen Rapid Test” box labels and electronically on your website(s).
- C. You and authorized distributor(s) must maintain records of customer complaint files and report to FDA any significant complaints about usability or deviations from the established performance characteristics of which you and authorized distributor(s) become aware.
- D. You and authorized distributor(s) must inform relevant public health authorities of this EUA, including the terms and conditions herein, and any updates made to your product and/or the authorized labeling.
- E. Through a process of inventory control, you and authorized distributor(s) must maintain records of the locations (e.g., pharmacies, doctor’s offices, etc.) to which your product is distributed and the number of tests distributed to each location.
- F. You and authorized distributor(s) must collect information on the performance of your product and have a process in place to track adverse events, including any occurrence of false positive or false negative results and significant deviations from the established performance characteristics of the product of which you become aware and report any such events to FDA in accordance with 21 CFR Part 803. Serious adverse events, especially unexpected biosafety concerns, should immediately be reported to the Division of Microbiology (DMD)/Office of Health Technology 7 (OHT7)-Office of In Vitro Diagnostics and Radiological Health (OIR)/Office of Product Evaluation and Quality (OPEQ)/Center for Devices and Radiological Health (CDRH) (via email: [CDRH-EUARreporting@fda.hhs.gov](mailto:CDRH-EUARreporting@fda.hhs.gov)).
- G. You and authorized distributor(s) are authorized to make available additional information relating to the emergency use of your product that is consistent with, and does not exceed, the terms of this letter of authorization.
- H. You and authorized distributor(s) using your product must ensure that any records associated with this EUA are maintained until otherwise notified by FDA. Such records will be made available to FDA for inspection upon request.

**iHealth Labs, Inc. (You)**

- I. You must notify FDA of any authorized distributor(s) of your product, including the name, address, and phone number of any authorized distributor(s).

- J. You must provide authorized distributor(s) with a copy of this EUA and communicate to authorized distributor(s) any subsequent revisions that might be made to this EUA and its authorized accompanying materials, including the authorized labeling.
- K. You must make the authorized “iHealth COVID-19 Antigen Rapid Test Healthcare Provider Instructions for Use” and the Fact Sheet for Healthcare Professionals electronically available on your website. Additionally, you must provide the opportunity to request a copy of the “iHealth COVID-19 Antigen Rapid Test Healthcare Provider Instructions for Use” and Fact Sheet for Healthcare Professionals in paper form, and after such request, promptly provide the requested labeling at no additional cost.
- L. You may request changes to this EUA for your product, including to the Scope of Authorization (Section II in this letter) or to the authorized labeling, including requests to make available additional authorized labeling specific to an authorized distributor. Such additional labeling may use another name for the product but otherwise must be consistent with the authorized labeling and shall not exceed the terms of authorization of this letter. Any request for changes to this EUA should be submitted to DMD/OHT7-OIR/OPEQ/CDRH and require appropriate authorization from FDA prior to implementation.
- M. You must comply with the following requirements pursuant to FDA regulations: 21 CFR 820 Subpart H (Acceptance Activities, 21 CFR 820.80 and 21 CFR 820.86), Subpart I (Nonconforming Product, 21 CFR 820.90), and Subpart O (Statistical Techniques, 21 CFR 820.250).
- N. You must have lot release procedures and the lot release procedures, including the study design and statistical power, must ensure that the product released for distribution meet the clinical and analytical performance claimed in the authorized labeling.
- O. If requested by FDA, you must submit your lot release procedures to FDA, including sampling protocols, testing protocols, and acceptance criteria, that you use to release lots of your product for distribution in the U.S. If such lot release procedures are requested by FDA, you must provide them within 48 hours of the request.
- P. You must evaluate the analytical limit of detection and assess traceability<sup>8</sup> of your product with any FDA-recommended reference material(s). After submission to and concurrence with the data by FDA, you will update your labeling to reflect the additional testing. Such labeling updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.
- Q. You must evaluate the clinical performance of your product to support the serial screening claim in an FDA agreed upon post authorization clinical evaluation study within 6 months of the date of this letter (unless otherwise agreed to with DMD/OHT7-OIR/OPEQ/CDRH). After submission to and concurrence with the data by FDA, you must update the authorized labeling to reflect the additional testing. Such labeling

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<sup>8</sup> Traceability refers to tracing analytical sensitivity/reactivity back to an FDA-recommended reference material.

updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.

- R. You must complete the agreed upon real-time stability study for your product and notify DMD/OHT7-OIR/OPEQ/CDRH of the testing results as they become available until completion of the study. After submission of the study data, and review and concurrence with the data by FDA, you must update your product labeling to reflect the additional testing if requested by FDA. Such labeling updates must be made in consultation with, and require concurrence of, DMD/OHT7- OIR/OPEQ/CDRH.
- S. You must complete your previously agreed upon automatic test reporting-related software updates to the iHealth COVID-19 Test App within 3 months of this letter and notify DMD/OHT7-OIR/OPEQ/CDRH upon implementation. Upon implementation, you must ensure automatic test result reporting is available, using the iHealth COVID-19 Test App, to relevant public health authorities in accordance with local, state, and federal requirements.
- T. You must submit to FDA a summary report within 90 calendar days of product launch summarizing the results of any testing performed using your product during that timeframe, including how many products were distributed, the positivity rate for specimens tested with your product, and how many individuals reported results to their healthcare provider as encouraged by the “iHealth COVID-19 Antigen Rapid Test Instructions for Use,” along with any proposed corrective action, as necessary.
- U. You must evaluate the impact of SARS-CoV-2 viral mutations on your product’s performance. Such evaluations must occur on an ongoing basis and must include any additional data analysis that is requested by FDA in response to any performance concerns you or FDA identify during routine evaluation. Additionally, if requested by FDA, you must submit records of these evaluations for FDA review within 48 hours of the request. If your evaluation identifies viral mutations that affect the stated expected performance of your device, you must notify FDA immediately (via email: [CDRH-EUA-Reporting@fda.hhs.gov](mailto:CDRH-EUA-Reporting@fda.hhs.gov)).
- V. If requested by FDA, you must update your labeling within 7 calendar days to include any additional labeling risk mitigations identified by FDA, such as those related to the impact of viral mutations on test performance. Such updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.
- W. You must submit your product for any FDA-recommended independent evaluation to confirm the performance characteristics of your test, if requested by FDA. After submission to and concurrence with the data by FDA, you will update your labeling to reflect the additional testing. Such labeling updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.

#### **Conditions Related to Printed Materials, Advertising and Promotion**

- X. All descriptive printed matter, advertising, and promotional materials relating to the use



Page 9 – Jack Feng, iHealth Labs, Inc.

of your product shall be consistent with the authorized labeling, as well as the terms set forth in this EUA and meet the requirements set forth in section 502(a), (q)(1), and (r) of the Act, as applicable, and FDA implementing regulations.

- Y. No descriptive printed matter, advertising, or promotional materials relating to the use of your product may represent or suggest that this test is safe or effective for the detection of SARS-CoV-2.
- Z. All descriptive printed matter, advertising, and promotional materials relating to the use of your product shall clearly and conspicuously state that:
- This product has not been FDA cleared or approved, but has been authorized by FDA under an EUA;
  - This product has been authorized only for the detection of proteins from SARS-CoV-2, not for any other viruses or pathogens; and,
  - The emergency use of this product is only authorized for the duration of the declaration that circumstances exist justifying the authorization of emergency use of in vitro diagnostics for detection and/or diagnosis of COVID-19 under Section 564(b)(1) of the Federal Food, Drug and Cosmetic Act, 21 U.S.C. § 360bbb-3(b)(1), unless the declaration is terminated or authorization is revoked sooner.

The emergency use of your product as described in this letter of authorization must comply with the conditions and all other terms of this authorization.

#### **V. Duration of Authorization**

This EUA will be effective until the declaration that circumstances exist justifying the authorization of the emergency use of in vitro diagnostics for detection and/or diagnosis of COVID-19 is terminated under Section 564(b)(2) of the Act or the EUA is revoked under Section 564(g) of the Act.

Sincerely,

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Jacqueline A. O’Shaughnessy, Ph.D.  
Acting Chief Scientist  
Food and Drug Administration

Enclosure

**FACT SHEET FOR HEALTHCARE PROVIDERS****iHealth Labs Inc.****November 5, 2021****iHealth® COVID-19 Antigen Rapid Test****Coronavirus  
Disease 2019  
(COVID-19)**

This Fact Sheet informs you of the significant known and potential risks and benefits of the emergency use of the iHealth® COVID-19 Antigen Rapid Test.

The iHealth® COVID-19 Antigen Rapid Test is authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older with symptoms of COVID-19 within the first 7 days of symptom onset. This test is also authorized for non-prescription home use with adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.

This test is also authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older, or adult collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests.

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**All individuals who use this assay are required to receive and should carefully review the iHealth® COVID-19 Antigen Rapid Test Instruction for Use before they use the test.**

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**What are the symptoms of COVID-19?**

Many patients with COVID-19 have developed fever and/or symptoms of acute respiratory illness (e.g., cough, dyspnea), although some individuals experience only mild symptoms or no symptoms at all. The current information available to characterize the spectrum of clinical illness associated with COVID-19 suggests that symptoms include cough, shortness of breath or dyspnea, fever, chills, myalgias, headache, sore throat or

new loss of taste or smell. COVID-19 can present with a mild to severe illness, although some people infected with COVID-19 may have no symptoms at all. Based on what is known about the virus that causes COVID-19, signs and symptoms may appear any time from 2 to 14 days after exposure to the virus. Based on preliminary data, the median incubation period is approximately 5 days, but may range 2-14 days. For further information on the symptoms of COVID-19 please see the link provided in the “*Where can I go for updates and more information?*” section.

Public health officials have identified cases of COVID-19 throughout the world, including the United States. Please check the CDC COVID-19 webpage (see link provided in “*Where can I go for updates and more information?*” section at the end of this document) or your local jurisdictions website for the most up to date information.

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**This Test is authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older, or adult collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with symptoms of COVID-19 within the first seven (7) days of symptom onset, or with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests.**

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**What do I need to know about COVID-19 testing?**

Current information on COVID-19 for healthcare providers is available at CDC’s webpage, *Information for Healthcare Professionals* (see links provided in “*Where can I go for updates and more information?*” section).

- The iHealth® COVID-19 Antigen Rapid Test is authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples

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**Report Adverse events**, including problems with test performance or results, to MedWatch by submitting the online FDA Form 3500 (<https://www.accessdata.fda.gov/scripts/medwatch/index.cfm?action=reporting.home>) or by calling 1-800-FDA-1088



**FACT SHEET FOR HEALTHCARE PROVIDERS****iHealth Labs Inc.****November 5, 2021****iHealth® COVID-19 Antigen Rapid Test****Coronavirus  
Disease 2019  
(COVID-19)**

from individuals aged 15 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.

- The iHealth® COVID-19 Antigen Rapid Test is also authorized for non-prescription home use with adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.
- The iHealth® COVID-19 Antigen Rapid Test is also authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 15 years or older, or adult collected anterior nasal swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests.

Specimens should be collected with appropriate infection control precautions. Current guidance for COVID-19 control precautions are available at the CDC's website (see links provided in "Where can I go for updates and more information" section).

Use appropriate personal protective equipment when collecting and handling specimens from individuals suspected of having COVID-19 as outlined in the CDC Interim Laboratory Biosafety Guidelines for Handling and Processing Specimens Associated with Coronavirus Disease 2019 (COVID-19). For additional information, refer to CDC Interim Guidelines for Collecting, Handling, and Testing Clinical Specimens from Persons Under Investigation (PUIs) for Coronavirus Disease 2019 (COVID-19) (see links provided in "Where can I go for updates and more information" section).

**What does it mean if the specimen tests positive for the virus that causes COVID-19?**

A positive test result for COVID-19 indicates that antigens from SARS-CoV-2 were detected, and the patient is very likely to be infected with the virus and presumed to be contagious. Test results should always be considered in the context of clinical observations and epidemiological data (such as local prevalence rates and current outbreak/epicenter locations) in making a final diagnosis and patient management decisions. Patient management decisions should be made by a healthcare provider and follow current CDC guidelines.

The iHealth® COVID-19 Antigen Rapid Test has been designed to minimize the likelihood of false positive test results. However, in the event of a false positive result, risks to patients could include the following: a recommendation for isolation of the patient, monitoring of household or other close contacts for symptoms, patient isolation that might limit contact with family or friends and may increase contact with other potentially COVID-19 patients, limits in the ability to work, the delayed diagnosis and treatment for the true infection causing the symptoms, unnecessary prescription of a treatment or therapy, or other unintended adverse effects.

Test results are automatically reported through the "iHealth COVID-19 Antigen Rapid Test" App to relevant public health authorities in accordance with local, state, and federal requirements.

All healthcare providers must follow the standard testing and reporting guidelines according to their appropriate public health authorities.

**What does it mean if the specimen tests negative for the virus that causes COVID-19?**

A negative test result for this test means that antigens

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**FACT SHEET FOR HEALTHCARE PROVIDERS****iHealth Labs Inc.****November 5, 2021****iHealth® COVID-19 Antigen Rapid Test****Coronavirus  
Disease 2019  
(COVID-19)**

from SARS-CoV-2 were not present in the specimen above the limit of detection. However, a negative result does not rule out COVID-19 and should not be used as the sole basis for treatment or patient management decisions, including infection control decisions. Antigen tests are known to be less sensitive than molecular tests that detect viral nucleic acids. The amount of antigen in a sample may decrease as the duration of illness increases. In symptomatic patients, specimens collected after day 5 of illness may be more likely to be negative compared to a RT-PCR assay. Negative results should be treated as presumptive and confirmed with a molecular assay, if necessary, for patient management.

When diagnostic testing is negative, the possibility of a false negative result should be considered in the context of a patient's recent exposures and the presence of clinical signs and symptoms consistent with COVID-19. The possibility of a false negative result should especially be considered if the patient's recent exposures or clinical presentation indicate that COVID-19 is likely, and diagnostic tests for other causes of illness (e.g., other respiratory illness) are negative. If COVID-19 is still suspected based on exposure history together with other clinical findings, re-testing or testing with molecular methods should be considered by healthcare providers in consultation with public health authorities.

Risks to a patient of a false negative test result include: delayed or lack of supportive treatment, lack of monitoring of infected individuals and their household or other close contacts for symptoms resulting in increased risk of spread of COVID-19 within the community, or other unintended adverse events.

A negative antigen test should not be the sole basis used to determine if a patient can end isolation precautions.

For additional recommendations regarding infection control, refer to CDC's *Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings* (Interim Guidance) (see links provided in "Where can I go for updates and more information" section).

The performance of this test was established based on the evaluation of a limited number of clinical specimens collected in November 2020. The clinical performance has not been established in all circulating variants but is anticipated to be reflective of the prevalent variants in circulation at the time and location of the clinical evaluation. Performance at the time of testing may vary depending on the variants circulating, including newly emerging strains of SARS-CoV-2 and their prevalence, which change over time.

#### **What do I need to know about Serial Testing in Asymptomatic Individuals?**

In asymptomatic individuals, serial testing may assist in identifying infected individuals and facilitate timely infection control practices. A negative test result does not rule out infection but repeat testing over two or three days may decrease the risk of false negative results. Additional clinical studies are underway to assess the performance of rapid antigen tests when used with serial testing. An initial negative test result should be the first of a minimum of two tests. An asymptomatic individual undergoing serial testing with two or more negative results may require ongoing serial testing or confirmatory testing, depending on patient history and potential exposures. An asymptomatic individual undergoing serial testing with one or more positive results indicates that SARS-CoV-2 antigen is present, but does not rule out coinfection with other pathogens.

Additional confirmatory testing with a molecular test for negative results may be necessary if there is a high

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**FACT SHEET FOR HEALTHCARE PROVIDERS****iHealth Labs Inc.****November 5, 2021****iHealth® COVID-19 Antigen Rapid Test****Coronavirus  
Disease 2019  
(COVID-19)**

likelihood of SARS-CoV-2 infection, such as, an individual with a close contact with COVID-19 or with suspected exposure to COVID-19 or in communities with high prevalence of infection. Additional confirmatory testing with a molecular test for positive results may also be necessary, if there is a low likelihood of SARS-CoV-2 infection, such as in individuals without known exposures to SARS-CoV-2 or residing in communities with low prevalence of infection. For additional recommendations regarding confirmation of antigen test results, please refer to the CDC's Interim Guidance for Antigen Testing for SARS-CoV-2 (see links provided in "*Where can I go for updates and more information?*" section).

**What is an EUA?**

The United States FDA has made this test available under an emergency access mechanism called an Emergency Use Authorization (EUA). The EUA is supported by the Secretary of Health and Human Service's (HHS's) declaration that circumstances exist to justify the emergency use of in vitro diagnostics (IVDs) for the detection and/or diagnosis of the virus that causes COVID-19.

An IVD made available under an EUA has not undergone the same type of review as an FDA-approved or cleared IVD. FDA may issue an EUA when certain criteria are met, which includes that there are no adequate, approved, available alternatives, and based on the totality of scientific evidence available, it is reasonable to believe that this IVD may be effective in diagnosing COVID-19.

The EUA for this test is in effect for the duration of the COVID-19 declaration justifying emergency use of IVDs, unless it is terminated or the authorization is revoked (after which the test may no longer be used).

**What are the approved available alternatives?**

There are no approved available alternative antigen tests. Any tests that have received full marketing status (e.g., cleared, approved), as opposed to an EUA, by FDA can be found by searching the medical device databases here:

<https://www.fda.gov/medicaldevices/device-advice-comprehensive-regulatoryassistance/medical-device-databases>.

A cleared or approved test should be used instead of a test made available under an EUA, when appropriate and available. FDA has issued EUAs for other tests that can be found at:

<https://www.fda.gov/emergencypreparedness-and-response/mcm-legal-regulatory-and-policy-framework/emergency-use-authorization>.

**Where can I go for updates and more information?****CDC webpages:****General:**

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

**Symptoms:**

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

**Healthcare Professionals:**

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/index.html>

**Information for Laboratories:**

<https://www.cdc.gov/coronavirus/2019-nCoV/lab/index.html>

**Laboratory Biosafety:**

<https://www.cdc.gov/coronavirus/2019-nCoV/lab-biosafety-guidelines.html>

**Isolation Precautions in Healthcare Settings:**

<https://www.cdc.gov/coronavirus/2019-ncov/infection-control/control-recommendations.html>

**Specimen Collection:**

<https://www.cdc.gov/coronavirus/2019-nCoV/guidelines-clinical-specimens.html>

**Infection Control:**

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# FACT SHEET FOR HEALTHCARE PROVIDERS

iHealth Labs Inc.

November 5, 2021

iHealth® COVID-19 Antigen Rapid Test

Coronavirus  
Disease 2019  
(COVID-19)

<https://www.cdc.gov/coronavirus/2019-ncov/infection-control/index.html>

**Discontinuation of Isolation:**

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/dispositionin-home-patients.html>

**FDA webpages:**

**General:** [www.fda.gov/novelcoronavirus](http://www.fda.gov/novelcoronavirus)

**EUAs:(includes links to patient/individual fact sheets and manufacturer's instructions)**

<https://www.fda.gov/medical-devices/coronavirus-disease-2019-covid-19-emergency-use-authorizations-medical-devices/in-vitro-diagnostics-euas>

**Distributor Contact Information:**

iHealth Labs, Inc.

120 San Lucar Ct, Sunnyvale, CA 94086, USA

1-855-816-7705      [www.ihealthlabs.com](http://www.ihealthlabs.com)

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**Report Adverse events**, including problems with test performance or results, to MedWatch by submitting the online FDA Form 3500 (<https://www.accessdata.fda.gov/scripts/medwatch/index.cfm?action=reporting.home>) or by calling 1-800-FDA-1088



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Form **W-9**  
(Rev. October 2018)  
Department of the Treasury  
Internal Revenue Service

## Request for Taxpayer Identification Number and Certification

**Give Form to the  
requester. Do not  
send to the IRS.**

▶ Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	<p>1 Name (as shown on your income tax return). Name is required on this line, do not leave this line blank. <b>AO Apparel Inc</b></p> <p>2 Business name/disregarded entity name, if different from above</p> <p>3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.</p> <p><input type="checkbox"/> Individual/sole proprietor or single-member LLC    <input checked="" type="checkbox"/> C Corporation    <input type="checkbox"/> S Corporation    <input type="checkbox"/> Partnership    <input type="checkbox"/> Trust/estate</p> <p><input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____</p> <p><b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is <b>not</b> disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.</p> <p><input type="checkbox"/> Other (see instructions) ▶ _____</p> <p>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) _____</p> <p>Exemption from FATCA reporting code (if any) _____</p> <p><small>(Applies to accounts maintained outside the U.S.)</small></p> <p>5 Address (number, street, and apt. or suite no.) See instructions. <b>201 East 36th Street, 12D</b></p> <p>6 City, state, and ZIP code <b>New York, NY 10016</b></p> <p>7 List account number(s) here (optional)</p> <p>Requester's name and address (optional)</p>
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### Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

<b>Social security number</b>												
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### Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	Signature of U.S. person ▶	Date ▶ <b>02/10/2021</b>
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### General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

#### Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
  - Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
  - Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
  - Form 1099-S (proceeds from real estate transactions)
  - Form 1099-K (merchant card and third party network transactions)
  - Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
  - Form 1099-C (canceled debt)
  - Form 1099-A (acquisition or abandonment of secured property)
- Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What Is backup withholding, later.*



Lesia Nwankwo <lnwankwo@magnoliapublicschools.org>

## RE: COVID Test Kits, KN95's and AIR PURIFIERS

1 message

ecrawford@casuppliesolutions.com <ecrawford@casuppliesolutions.com>  
To: Lesia Nwankwo <lnwankwo@magnoliapublicschools.org>

Thu, Jan 13, 2022 at 7:28 AM

Good morning Lesia,

Below is the CareStart Covid test kit we will offer to school districts at the discounted price.

Please note these are moving quickly so availability is subject to change. If you need an official quote let me know!

**Item # CARESTART-2- \$12.00/test (2 tests/kit- \$24.00)**

### Here's the breakdown per pallet:

1 Kit = 2 tests

232 Kits (464 tests) / Box

20 Boxes / Pallet = 4640 Kits (9,280 tests)



Thank you,









November 22, 2021

Sang Joon Han  
Associate Principal Scientist, Division of R&D  
Access Bio, Inc.  
65 Clyde Road, Suite A  
Somerset, NJ 08873

Device: *CareStart* COVID-19 Antigen Home Test  
EUA Number: EUA210314  
Company: Access Bio, Inc.  
Indication: Non-prescription home use for the qualitative detection of nucleocapsid protein antigen from SARS-CoV-2 with:  
Self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.  
Adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.  
Self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older, or adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests.

Dear Sang Joon Han:

On August 2, 2021, based on your<sup>1</sup> request the Food and Drug Administration (FDA) issued an Emergency Use Authorization (EUA) for the *CareStart* COVID-19 Antigen Home Test pursuant to Section 564 of the Federal Food, Drug, and Cosmetic Act (the Act) (21 U.S.C.

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<sup>1</sup> For ease of reference, this letter will use the term “you” and related terms to refer to Access Bio, Inc.

Page 2 – Sang Joon Han, Access Bio, Inc.

§360bbb-3) for the indication stated in the letter.<sup>2</sup> Based on your request, FDA granted updates to the authorized labeling on August 23, 2021.<sup>3</sup>

On October 26, 2021, you requested to amend this EUA. Based on that request, and having concluded that revising the August 2, 2021, EUA is appropriate to protect the public health or safety under section 564(g)(2)(C) of the Act (21 U.S.C. § 360bbb-3(g)(2)(C)), FDA is reissuing the August 2, 2021, letter in its entirety with the revisions incorporated.<sup>4</sup> Accordingly, your product<sup>5</sup> is hereby authorized pursuant to section 564 of the Act when used pursuant to the Scope of Authorization (Section II) and Conditions of Authorization (Section IV) of this reissued letter.

On February 4, 2020, pursuant to Section 564(b)(1)(C) of the Act, the Secretary of the Department of Health and Human Services (HHS) determined that there is a public health emergency that has a significant potential to affect national security or the health and security of United States citizens living abroad, and that involves the virus that causes COVID-19. Pursuant to Section 564 of the Act, and on the basis of such determination, the Secretary of HHS then declared that circumstances exist justifying the authorization of emergency use of in vitro diagnostics for detection and/or diagnosis of the virus that causes COVID-19 subject to the terms of any authorization issued under Section 564(a) of the Act.<sup>6</sup>

FDA considered the totality of scientific information available in authorizing the emergency use of your product for the indication above. A summary of the performance information FDA

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<sup>2</sup> The August 2, 2021, letter authorized the *CareStart* COVID-19 Antigen Home Test for the qualitative detection of SARS-CoV-2 nucleocapsid protein antigens from individuals with or without symptoms or other epidemiological reasons to suspect a COVID-19 infection when tested twice over two or three days with at least 24 hours and not more than 48 hours between tests. This test is authorized for non-prescription home use with self-collected direct anterior nasal (nares) swab samples from individuals aged 14 years or older or adult collected anterior nasal swab samples from individuals aged 2 years or older.

<sup>3</sup> On August 23, 2021, your request was granted to update the authorized labeling for the *CareStart* COVID-19 Antigen Home Test with various edits and clarifications, including a new QR code used to access the mobile application and to make those same edits to the authorized brand name labeling.

<sup>4</sup> The revisions to the August 2, 2021, letter and authorized labeling include: (1) updates to the intended use to include use of your product with “*self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older with symptoms of COVID-19 within the first 7 days of symptom onset,*” “*adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset,*” and “*self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older, or adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests,*” (2) update the outer box labels and Instructions for Use (IFU) limitations section to reflect the updates to the intended use, (3) offer the test kit with 1-test option, in addition to the 2-test, 4-test and 20-test options currently offered, (4) Update Condition of Authorization Q. and S. below to give a 1 month extension and Condition of Authorization R. below to give a 6 month extension, and (5) updates to the letter and fact sheets to reflect the updated intended use and for consistency with language used in more recent authorizations.

<sup>5</sup> For ease of reference, this letter will use the term “your product” to refer to the *CareStart* COVID-19 Antigen Home Test, that will also be offered under the authorized distributor brand name of “on/go COVID-19 Antigen Self-Test,” used for the indication identified above.

<sup>6</sup> U.S. Department of Health and Human Services, *Determination of a Public Health Emergency and Declaration that Circumstances Exist Justifying Authorizations Pursuant to Section 564(b) of the Federal Food, Drug, and Cosmetic Act*, 21 U.S.C. § 360bbb-3. 85 FR 7316 (February 7, 2020).



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relied upon is included in the “*CareStart* COVID-19 Antigen Home Test Healthcare Provider Instructions for Use” identified below.

Having concluded that the criteria for issuance of this authorization under Section 564(c) of the Act are met, I am authorizing the emergency use of your product, described in the Scope of Authorization of this letter (Section II), subject to the terms of this authorization.

### **I. Criteria for Issuance of Authorization**

I have concluded that the emergency use of your product meets the criteria for issuance of an authorization under Section 564(c) of the Act, because I have concluded that:

1. The SARS-CoV-2 can cause a serious or life-threatening disease or condition, including severe respiratory illness, to humans infected by this virus;
2. Based on the totality of scientific evidence available to FDA, it is reasonable to believe that your product may be effective in diagnosing COVID-19, and that the known and potential benefits of your product when used for diagnosing COVID-19, outweigh the known and potential risks of your product; and
3. There is no adequate, approved, and available alternative to the emergency use of your product.<sup>7</sup>

### **II. Scope of Authorization**

I have concluded, pursuant to Section 564(d)(1) of the Act, that the scope of this authorization is limited to the indication above.

#### **Authorized Product Details**

Your product is a lateral flow immunoassay intended for the qualitative detection of nucleocapsid protein antigen from SARS-CoV-2. This test is authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older with symptoms of COVID-19 within the first 7 days of symptom onset. This test is also authorized for non-prescription home use with adult-collected nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.

This test is also authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older, or adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests.

The SARS-CoV-2 nucleocapsid protein antigen is generally detectable in anterior nasal (nares)

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<sup>7</sup> No other criteria of issuance have been prescribed by regulation under Section 564(c)(4) of the Act.

swab specimens during the acute phase of infection. Positive results indicate the presence of viral antigens, but clinical correlation with past medical history and other diagnostic information is necessary to determine infection status. Positive results do not rule out bacterial infection or co-infection with other viruses and the agent detected may not be the definite cause of disease. Individuals who test positive with your product should self-isolate and seek follow-up care with their physician or healthcare provider as additional testing may be necessary.

Negative results should be treated as presumptive, and confirmation with a molecular assay for patient management, may be performed if necessary. Negative results do not rule out SARS-CoV-2 infection, and should not be used as the sole basis for treatment or patient management decisions, including infection control decisions. Negative results should be considered in the context of an individual's recent exposures, history, and the presence of clinical signs and symptoms consistent with COVID-19.

For serial testing programs, additional confirmatory testing with a molecular test for negative results may be necessary, if there is a high likelihood of COVID-19, such as, an individual with a close contact with COVID-19 or with suspected exposure to COVID-19 or in communities with high prevalence of infection. Additional confirmatory testing with a molecular test for positive results may also be necessary, if there is a low likelihood of COVID-19, such as in individuals without known exposures to COVID-19 or residing in communities with low prevalence of infection.

Individuals who test negative and continue to experience COVID-like symptoms of fever, cough and/or shortness of breath may still have SARS-CoV-2 infection and should seek follow up care from their healthcare provider.

Individuals should provide all results obtained with this product to their healthcare provider for public health reporting. All healthcare providers will report all test results they receive from individuals who use the authorized product to relevant public health authorities in accordance with local, state, and federal requirements using appropriate LOINC and SNOMED codes, as defined by the Laboratory In Vitro Diagnostics (LIVD) Test Code Mapping for SARS-CoV-2 Tests provided by the Centers for Disease Control and Prevention (CDC).

Your product is performed using anterior nasal (nares) swab samples from individuals aged 14 years or older or adult-collected anterior nasal (nares) swab samples from individuals age 2 years or older. The individual using your product has the option to follow the “*CareStart COVID-19 Antigen Home Test User Instructions*” provided with the kit or follow step-by-step mobile application-based instructions by downloading the “on/go App” onto a compatible smartphone.<sup>8</sup> When using your product, the individual unpacks the tray containing all the test components, before removing the test device from its pouch and placing it on a flat clean surface. The extraction vial is then opened and inserted into the tray in an upright position. The swab is then removed from its pouch and the individual collects an anterior nasal (nares) swab sample by inserting the swab into the nostril and rotating at least 5 times for a total of 15 seconds before

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<sup>8</sup> Compatible smart phone includes Apple iPhone running Operation System (iOS) 13 or later versions of the OS, and Android Phones running Android10 or later versions. Additional smart phone models as may be requested, and for which you receive appropriate authorization, in accordance with Condition L. below.



repeating in the second nostril. The swab is then inserted into the extraction vial and rotated vigorously at least 5 times before being removed and the vial capped. The contents of the extraction vial are then mixed before three drops are applied to the sample well of the test device. When the anterior nasal (nares) swab specimen migrates in the test strip, SARS-CoV-2 viral antigens present in the sample bind to anti-SARS-CoV-2 nucleocapsid protein antibodies conjugated to indicator and capture particles in the test strip forming an immune complex. The immune complex is then captured by the test line on the nitrocellulose membrane as it migrates through the strip. Test results are interpreted visually after 10 minutes based on the presence or absence of visually detectable purple and blue colored lines. Upon completion of the test and result interpretation the user should share their results with their healthcare provider.

The *CareStart* COVID-19 Antigen Home Test kit includes the following materials or other authorized materials packed and sealed in a tray: Test Device (pouched with desiccant), extraction vial and cap, Nasal Swab, Quick Reference Instructions, and Fact Sheet for Individuals.

Your product includes an internal control test line that must generate the expected result for a test to be considered valid, as outlined in the “*CareStart* COVID-19 Antigen Home Test Healthcare Provider Instructions for Use.”

The labeling entitled “*CareStart* COVID-19 Antigen Home Test Healthcare Provider Instructions for Use,” the “*CareStart* COVID-19 Antigen Home Test User Instructions” (Quick Reference Instructions) and the “*CareStart* COVID-19 Antigen Home Test” box labels (1-test, 2-tests, 4-tests and 20-tests) (available at <https://www.fda.gov/medical-devices/coronavirus-disease-2019-covid-19-emergency-use-authorizations-medical-devices/in-vitro-diagnostics-euas>), the “on/go App” software application, and the following fact sheets pertaining to the emergency use, is required to be made available as set forth in the Conditions of Authorization (Section IV), and are collectively referred to as “authorized labeling”<sup>9</sup>:

- Fact Sheet for Healthcare Professionals: Access Bio, Inc. - *CareStart* COVID-19 Antigen Home Test
- Fact Sheet for Individuals: Access Bio, Inc. - *CareStart* COVID-19 Antigen Home Test

The above described product, when accompanied by authorized labeling as set forth in the Conditions of Authorization (Section IV) is authorized to be distributed and used under this EUA, despite the fact that it does not meet certain requirements otherwise required by applicable federal law.

I have concluded, pursuant to Section 564(d)(2) of the Act, that it is reasonable to believe that the known and potential benefits of your product, when used consistent with the Scope of Authorization of this letter (Section II), outweigh the known and potential risks of your product.

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<sup>9</sup> The “authorized labeling” listed in this paragraph (and elsewhere) specifically refers to the labeling for the *CareStart* COVID-19 Antigen Home Test; however, “authorized labeling” under this letter also includes these specific pieces of labeling when entitled with the authorized distributor brand name of “on/go COVID-19 Antigen Self-Test,” as would be the case with other authorized distributor brand names added in accordance with Condition L. below.

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I have concluded, pursuant to Section 564(d)(3) of the Act, based on the totality of scientific evidence available to FDA, that it is reasonable to believe that your product may be effective in diagnosing COVID-19, when used consistent with the Scope of Authorization of this letter (Section II), pursuant to Section 564(c)(2)(A) of the Act.

FDA has reviewed the scientific information available to FDA, including the information supporting the conclusions described in Section I above, and concludes that your product (as described in the Scope of Authorization of this letter (Section II)) meets the criteria set forth in Section 564(c) of the Act concerning safety and potential effectiveness.

The emergency use of your product under this EUA must be consistent with, and may not exceed, the terms of this letter, including the Scope of Authorization (Section II) and the Conditions of Authorization (Section IV). Subject to the terms of this EUA and under the circumstances set forth in the Secretary of HHS’s determination under Section 564(b)(1)(C) of the Act described above and the Secretary of HHS’s corresponding declaration under Section 564(b)(1) of the Act, your product is authorized for the indication above.

### **III. Waiver of Certain Requirements**

I am waiving the following requirements for your product during the duration of this EUA:

- Current good manufacturing practice requirements, including the quality system requirements under 21 CFR Part 820 with respect to the design, manufacture, packaging, labeling, storage, and distribution of your product, but excluding Subpart H (Acceptance Activities, 21 CFR 820.80 and 21 CFR 820.86), Subpart I (Nonconforming Product, 21 CFR 820.90), and Subpart O (Statistical Techniques, 21 CFR 820.250).

### **IV. Conditions of Authorization**

Pursuant to Section 564(e) of the Act, I am establishing the following conditions on this authorization:

#### **Access Bio, Inc. (You) and Authorized Distributor(s)<sup>10</sup>**

- A. Your product must comply with the following labeling requirements: the intended use statement in 21 CFR 809.10(a)(2), (b)(2); adequate directions for use in 21 U.S.C. 352(f) and 21 CFR 809.10(b)(5), (7), and (8); appropriate limitations on the use of the device including information required under 21 CFR 809.10(a)(4); and any available information regarding performance of the device, including requirements under 21 CFR 809.10(b)(12).
- B. You and authorized distributor(s) must make available the “*CareStart* COVID-19

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<sup>10</sup> “Authorized Distributor(s)” are identified by you, Access Bio, Inc., in your EUA submission as an entity allowed to distribute your product.



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Antigen Home Test User Instructions” and the “Fact Sheet for Individuals” for your product in the shipped kit using the applicable “*CareStart* COVID-19 Antigen Home Test” box label (1-test, 2-tests, 4-tests or 20-tests) and make these two documents electronically available on your website.

- C. You and authorized distributor(s) must maintain records of customer complaint files and report to FDA any significant complaints about usability or deviations from the established performance characteristics of which you and authorized distributor(s) become aware.
- D. You and authorized distributor(s) must inform relevant public health authorities of this EUA, including the terms and conditions herein, and any updates made to your product and/or the authorized labeling.
- E. Through a process of inventory control, you and authorized distributor(s) must maintain records of the locations (e.g., pharmacies, doctor’s offices, etc.) to which your product is distributed and the number of tests distributed to each location.
- F. You and authorized distributor(s) must collect information on the performance of your product and have a process in place to track adverse events, including any occurrence of false positive or false negative results and significant deviations from the established performance characteristics of the product of which you become aware and report any such events to FDA in accordance with 21 CFR Part 803. Serious adverse events, especially unexpected biosafety concerns, should immediately be reported to the Division of Microbiology (DMD)/Office of Health Technology 7 (OHT7)-Office of In Vitro Diagnostics and Radiological Health (OIR)/Office of Product Evaluation and Quality (OPEQ)/Center for Devices and Radiological Health (CDRH) (via email: [CDRH-EUAREporting@fda.hhs.gov](mailto:CDRH-EUAREporting@fda.hhs.gov)).
- G. You and authorized distributor(s) are authorized to make available additional information relating to the emergency use of your product that is consistent with, and does not exceed, the terms of this letter of authorization.
- H. You and authorized distributor(s) using your product must ensure that any records associated with this EUA are maintained until otherwise notified by FDA. Such records will be made available to FDA for inspection upon request.

**Access Bio, Inc. (You)**

- I. You must notify FDA of any authorized distributor(s) of your product, including the name, address, and phone number of any authorized distributor(s).
- J. You must provide authorized distributor(s) with a copy of this EUA and communicate to authorized distributor(s) any subsequent revisions that might be made to this EUA and its authorized accompanying materials, including the authorized labeling.

- K. You must make the authorized “*CareStart* COVID-19 Antigen Home Test Healthcare Provider Instructions for Use” and the “Fact Sheet for Healthcare Professionals” electronically available on your website. Additionally, you must provide the opportunity to request a copy of the “*CareStart* COVID-19 Antigen Home Test Healthcare Provider Instructions for Use” and “Fact Sheet for Healthcare Professionals” in paper form, and after such request, promptly provide the requested labeling at no additional cost.
- L. You may request changes to this EUA for your product, including to the Scope of Authorization (Section II in this letter) or to the authorized labeling, including requests to make available additional authorized labeling specific to an authorized distributor. Such additional labeling may use another name for the product but otherwise must be consistent with the authorized labeling, and shall not exceed the terms of authorization of this letter. Any request for changes to this EUA should be submitted to DMD/OHT7-OIR/OPEQ/CDRH and require appropriate authorization from FDA prior to implementation.
- M. You must comply with the following requirements pursuant to FDA regulations: 21 CFR 820 Subpart H (Acceptance Activities, 21 CFR 820.80 and 21 CFR 820.86), Subpart I (Nonconforming Product, 21 CFR 820.90), and Subpart O (Statistical Techniques, 21 CFR 820.250).
- N. You must have lot release procedures and the lot release procedures, including the study design and statistical power, must ensure that the product released for distribution meet the clinical and analytical performance claimed in the authorized labeling.
- O. If requested by FDA, you must submit your lot release procedures to FDA, including sampling protocols, testing protocols, and acceptance criteria, that you use to release lots of your product for distribution in the U.S. If such lot release procedures are requested by FDA, you must provide them within 48 hours of the request.
- P. You must evaluate the analytical limit of detection and assess traceability<sup>11</sup> of your product with any FDA-recommended reference material(s). After submission to and concurrence with the data by FDA, you will update your labeling to reflect the additional testing. Such labeling updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.
- Q. You must further develop your mobile phone application or website to further facilitate results reporting by the individual using your product and submit to FDA such application or website within 1 month of the date of this letter (unless otherwise agreed to with DMD/OHT7-OIR/OPEQ/CDRH). After submission of the mobile phone application or website to, and review of and concurrence with the developed mobile phone application or website by FDA, you must update the authorized labeling. Such labeling updates will be made in consultation with, and require concurrence of, FDA.
- R. You must evaluate the clinical performance of your product to support the serial

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<sup>11</sup> Traceability refers to tracing analytical sensitivity/reactivity back to an FDA-recommended reference material.



screening claim in an FDA agreed upon post authorization clinical evaluation study within 6 months of the date of this letter (unless otherwise agreed to with DMD/OHT7-OIR/OPEQ/CDRH). After submission to and concurrence with the data by FDA, you must update the authorized labeling to reflect the additional testing. Such labeling updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.

- S. You must evaluate the usability of the “*CareStart* COVID-19 Antigen Home Test User Instructions” with individuals using only the paper instructions of your product in an FDA agreed upon post authorization study within 1 month of the date of this letter (unless otherwise agreed to with DMD/OHT7-OIR/OPEQ/CDRH). After submission to and concurrence with the data by FDA, you must update the authorized labeling, as applicable, to reflect the additional testing. Such labeling updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.
- T. You must complete the agreed upon real-time stability study for your product and notify DMD/OHT7-OIR/OPEQ/CDRH of the testing results as they become available until completion of the study. After submission of the study data, and review and concurrence with the data by FDA, you must update your product labeling accordingly. Such labeling updates must be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.
- U. You must evaluate the impact of SARS-CoV-2 viral mutations on your product’s performance. Such evaluations must occur on an ongoing basis and must include any additional data analysis that is requested by FDA in response to any performance concerns you or FDA identify during routine evaluation. Additionally, if requested by FDA, you must submit records of these evaluations for FDA review within 48 hours of the request. If your evaluation identifies viral mutations that affect the stated expected performance of your device, you must notify FDA immediately (via email: CDRH-EUA-Reporting@fda.hhs.gov).
- V. If requested by FDA, you must update your labeling within 7 calendar days to include any additional labeling risk mitigations identified by FDA, such as those related to the impact of viral mutations on test performance. Such updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.

#### **Conditions Related to Printed Materials, Advertising and Promotion**

- W. All descriptive printed matter, advertising and promotional materials relating to the use of your product shall be consistent with the authorized labeling, as well as the terms set forth in this EUA and meet the requirements set forth in section 502(a), (q)(1), and (r) of the Act, as applicable, and FDA implementing regulations.
- X. No descriptive printed matter, advertising or promotional materials relating to the use of your product may represent or suggest that this test is safe or effective for the detection of SARS-CoV-2.

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Y. All descriptive printed matter, advertising and promotional materials relating to the use of your product shall clearly and conspicuously state that:

- This product has not been FDA cleared or approved; but has been authorized by FDA under an EUA;
- This product has been authorized only for the detection of proteins from SARS- CoV-2, not for any other viruses or pathogens; and,
- This product is only authorized for the duration of the declaration that circumstances exist justifying the authorization of emergency use of in vitro diagnostics for detection and/or diagnosis of COVID-19 under Section 564(b)(1) of the Federal Food, Drug and Cosmetic Act, 21 U.S.C. § 360bbb-3(b)(1), unless the declaration is terminated or authorization is revoked sooner.

The emergency use of your product as described in this letter of authorization must comply with the conditions and all other terms of this authorization.

#### **V. Duration of Authorization**

This EUA will be effective until the declaration that circumstances exist justifying the authorization of the emergency use of in vitro diagnostics for detection and/or diagnosis of COVID-19 is terminated under Section 564(b)(2) of the Act or the EUA is revoked under Section 564(g) of the Act.

Sincerely,

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Jacqueline A. O'Shaughnessy, Ph.D.  
Acting Chief Scientist  
Food and Drug Administration

Enclosure

**For use under an Emergency Use Authorization (EUA) only**  
**For use with anterior nasal swab specimens**  
**For *in vitro* diagnostic use only**

CareStart™

# COVID-19 Antigen Home Test

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*Rapid Diagnostic Test for the Detection of SARS-CoV-2 Antigen*

## Healthcare Provider Instructions for Use

**CareStart™ COVID-19 Antigen Home Test**

Rapid Diagnostic Test for Detection of SARS-CoV-2 Antigen

**Intended Use**

The CareStart™ COVID-19 Antigen Home Test is a lateral flow immunoassay intended for the qualitative detection of nucleocapsid protein antigens from SARS-CoV-2.

This test is authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older with symptoms of COVID-19 within the first 7 days of symptom onset. This test is also authorized for non-prescription home use with adult-collected nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.

This test is also authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older, or adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests.

Results are for the identification of SARS-CoV-2 nucleocapsid protein antigen. The antigen is generally detectable in anterior nasal (nares) swab specimens during the acute phase of infection. Positive results indicate the presence of viral antigens, but clinical correlation with past medical history and other diagnostic information is necessary to determine infection status. Positive results do not rule out bacterial infection or co-infection with other viruses and the agent detected may not be the definite cause of disease. Individuals who test positive with the CareStart™ COVID-19 Antigen Home Test should self-isolate and seek follow-up care with their physician or healthcare provider as additional testing may be necessary.

Negative results should be treated as presumptive and confirmation with a molecular assay for patient management, may be performed if necessary. Negative results do not rule out SARS-CoV-2 infection, and should not be used as the sole basis for treatment or patient management decisions, including infection control decisions. Negative results should be considered in the context of an individual's recent exposures, history, and the presence of clinical signs and symptoms consistent with COVID-19.

For serial testing programs, additional confirmatory testing with a molecular test for negative results may be necessary, if there is a high likelihood of COVID-19, such as, an individual with a close contact with COVID-19 or with suspected exposure to COVID-19 or in communities with high prevalence of infection. Additional confirmatory testing with a molecular test for positive results may also be necessary, if there is a low likelihood of COVID-19, such as in individuals without known exposures to COVID-19 or residing in communities with low prevalence of infection.

**CareStart™ COVID-19 Antigen Home Test**

Rapid Diagnostic Test for Detection of SARS-CoV-2 Antigen

Individuals who test negative and continue to experience COVID-like symptoms of fever, cough and/or shortness of breath may still have SARS-CoV-2 infection and should seek follow up care from their healthcare provider.

Individuals should provide all results obtained with this product to their healthcare provider for public health reporting. All healthcare providers will report all test results they receive from individuals who use the authorized product to relevant public health authorities in accordance with local, state, and federal requirements using appropriate LOINC and SNOMED codes, as defined by the [Laboratory In Vitro Diagnostics \(LVID\) Test Code Mapping](#) for SARS-CoV-2 Tests provided by CDC.

The *CareStart™* COVID-19 Antigen Home Test is authorized for non-prescription self-use and/or, as applicable for an adult lay user testing another person aged 2 years or older. The *CareStart™* COVID-19 Antigen Home Test is only for use under the Food and Drug Administration's Emergency Use Authorization.

**Principles of the Test**

The *CareStart™* COVID-19 Antigen Home Test is a lateral flow immunochromatographic assay for the detection of extracted nucleocapsid protein antigens specific to SARS-CoV-2 in self-collected anterior nasal (nares) swab specimens.

Nasal swabs require a sample preparation step in which the sample is eluted into the extraction buffer solution. Extracted swab sample is added to the sample well of the test device to initiate the test. When the swab sample migrates in the test strip, SARS-CoV-2 viral antigens bind to anti-SARS-CoV-2 nucleocapsid protein antibodies conjugated to indicator and capture particles in the test strip forming an immune complex. The immune complex is then captured by the test line on the nitrocellulose membrane as it migrates through the strip.

The user should perform the test following the in-app self-paced, step-by-step instructions or Quick Reference Instructions.

Test results are interpreted visually at 10 minutes after sample loading followed by the instructions. The presence of two colored lines in the control line region "C" and test line region "T" indicates COVID-19 positive. The presence of one colored line in the control line region "C" indicates COVID-19 negative. No appearance of a colored line in the control region "C" indicates an invalid test. Results should not be read after 15 minutes.

**Quality Control**

- The *CareStart™* COVID-19 Antigen Home Test contains a built-in internal procedural control that is included in the test device. A purple-colored line appearing in the control region "C" is designed as an internal procedural control. The appearance of the



**CareStart™ COVID-19 Antigen Home Test**

Rapid Diagnostic Test for Detection of SARS-CoV-2 Antigen

procedural control line indicates that sufficient flow has occurred, and the functional integrity of the test device has been maintained. If the procedural control line does not develop in 10 minutes, the test result is considered invalid and retesting with a new device is recommended. If the internal procedural control line is still absent in the retest, please contact the Technical Support at +1-888-898-1270 (Available Hours: Mon. to Fri.: 8 a.m. – 5 p.m.) or TShelp@accessbio.net (24/7 available).

- The unique barcode on the test device contains essential device information and captured during the test process using mobile application to ensure test validity. In the event the barcode is not valid for any reason, the user is presented with a final screen indicating the fail reason by one of the below:
  - Invalid: Barcode Not Found
  - Invalid: Test Expired
  - Invalid: Test Barcode Invalid
  - Invalid: Test Previously Used

**Reagents and Materials****Materials provided**

All following required components for single-use are packed and sealed in a tray.

- a test device: foil pouched test device containing one test strip which is encased in plastic device cassette with a desiccant.
- an extraction vial and cap: the extraction vial contains 500 µL of extraction buffer solution.
- a nasal swab: swab for anterior nasal specimen collection.

Quick Reference Instructions and Fact Sheet for Individuals are also included in each box.

CareStart™ COVID-19 Antigen Home Test is available in the following packaging configuration: 1 test (REF: RCPM-00171), 2 tests (REF: RCPM-00271), 4 tests (REF: RCPM-00471), or 20 tests (REF: RCPM-02071)

**Materials required but not provided**

- Smartphone (supplied by the user): For a list of compatible smartphone OS systems, visit [www.accessbio.net/app](http://www.accessbio.net/app).
- Mobile application: Prior to testing, the user should download the free mobile application, on/go™ App, for iOS or Android smartphones.
- Timer



## Warnings and Precautions

- For *in vitro* diagnostic use only.
- This product has not been FDA cleared or approved but has been authorized by FDA under an Emergency Use Authorization (EUA).
- This product has been authorized only for the detection of proteins from SARS-CoV-2, not for any other viruses or pathogens.
- The emergency use of this product is only authorized for the duration of the declaration that circumstances exist justifying the authorization of emergency use of *in vitro* diagnostics for the detection and/or diagnosis of COVID-19 under Section 564(b)(1) of the Federal Food, Drug and Cosmetic Act, 21 U.S.C. § 360bbb-3(b)(1), unless the declaration is terminated, or authorization is revoked sooner.
- Children aged 13 years old and younger should be tested by a parent or legal guardian.
- Wear a safety mask or other face-covering when collecting anterior nares swab specimen from a child or another individual.
- Wash hands thoroughly for at least 20 seconds before and after handling nasal swab samples.
- In order to obtain accurate results, the user must follow the instructions for use.
- Immediately use after opening the test device in the pouch.
- Keep the test device on a flat surface during the testing.
- Keep testing kit and kit components away from children and pets before and after use.
- Excess blood or mucus on the swab specimen may interfere with test performance and may yield a false-positive result. Avoid touching any bleeding areas of the nasal cavity when collecting specimens.
- Inadequate or inappropriate sample collection, storage, and transport can result in incorrect results. If specimen storage is necessary, swabs can be placed into the extraction vial for up to four hours. Specimens should not be stored dry.
- When collecting a nasal swab sample, use only the Nasal Swab provided in the kit.
- Keep foreign substances and household cleaning products away from the test during the testing process. Contact with foreign substances and household cleaning products may result in an incorrect test result.
- Use appropriate precautions in the collection, handling, storage, and disposal of patient samples and used kit contents.
- Handle all specimens as though they contain infectious agents.
- Do not operate your test outside of storage conditions.
- Do not use on anyone under 2 years of age.
- Do not close the App during processing as it may cause an error and you will need a new test kit.
- Do not interpret the test result before 10 minutes and after 15 minutes starting the test.

**CareStart™ COVID-19 Antigen Home Test**

Rapid Diagnostic Test for Detection of SARS-CoV-2 Antigen

- Do not use on anyone who is prone to nosebleeds or has had facial or head injury/surgery in the last 6 months.
- Do not use if the test device package is damaged.
- Do not touch the tip (specimen collection area) of the swab.
- Do not use the kit contents beyond the expiration date.
- Do not eat, drink, or smoke in the area where the specimens and kit contents are handled.
- Do not interchange kit contents from different lots.
- Do not re-use any contents in the kit as they are single-use only.
- Eye and skin contact with the extraction solution should be avoided.
- Extraction solution should not be ingested.
- The extraction solution in the vial contains potentially harmful chemicals (see table below). If the solution contacts the skin or eye, flush with copious amounts of water. If irritation persists, seek medical advice: <https://www.poison.org/contact-us> or 1-800-222-1222.

Chemical Name/CAS	Harms (GHS Code) for each Ingredient
Sodium Tetraborate Pentahydrate/12179-04-3	H319 Causes serious eye irritation. H360 May damage fertility or the unborn child.
Ethylenediaminetetraacetic acid (EDTA)/13235-36-4	H302 Harmful if swallowed. H318 Causes serious eye damage.
Sodium Chloride (NaCl)/ 7647-14-5	None
Triton X-100/9002-93-1	H302 Harmful if swallowed. H315 Causes skin irritation. H318 Causes serious eye damage. H410 Very toxic to aquatic life with long-lasting effects.
N-Lauroylsarcosine sodium salt/137-16-6	H315 Causes skin irritation. H318 Causes serious eye damage. H330 Fatal if inhaled.

**Storage and Stability**

- Store the test kit as packaged between 1 ~ 30°C.
- The test device must remain in the sealed pouch until use.
- Do not freeze any contents of the kit.

**Disposal**

Dispose of all used test kit components and patient samples in household trash.

**Specimen Collection and Handling**

Acceptable specimen type for testing with the *CareStart™* COVID-19 Antigen is a direct anterior nasal (nares) swab specimen. It is essential that correct specimen collection and preparation methods be followed. Inadequate specimen collection, improper specimen handling and/or transport may yield false results. Process the test swab sample immediately after collection (specimens are stable up to 4 hours in extraction buffer). Refer to the CDC Interim Guidelines

**CareStart™ COVID-19 Antigen Home Test**

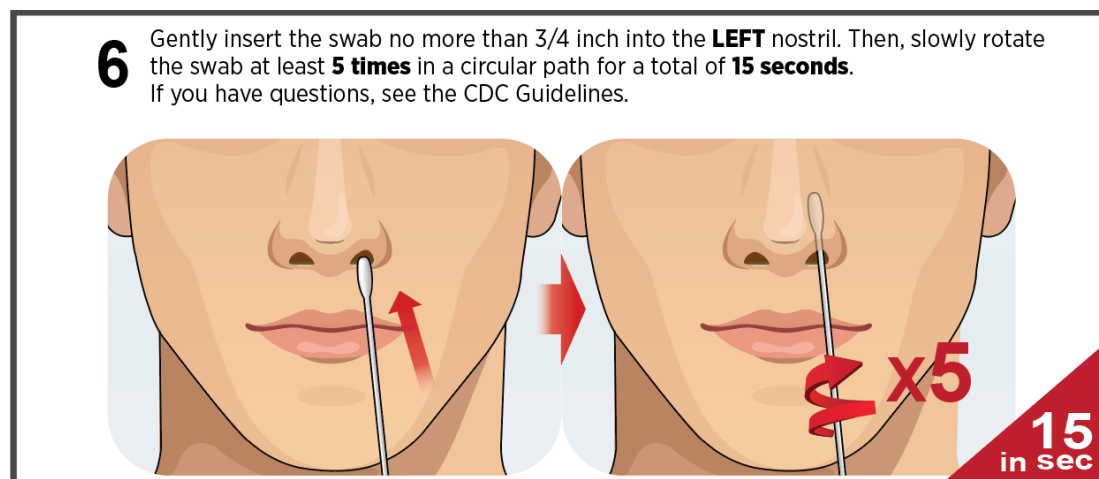
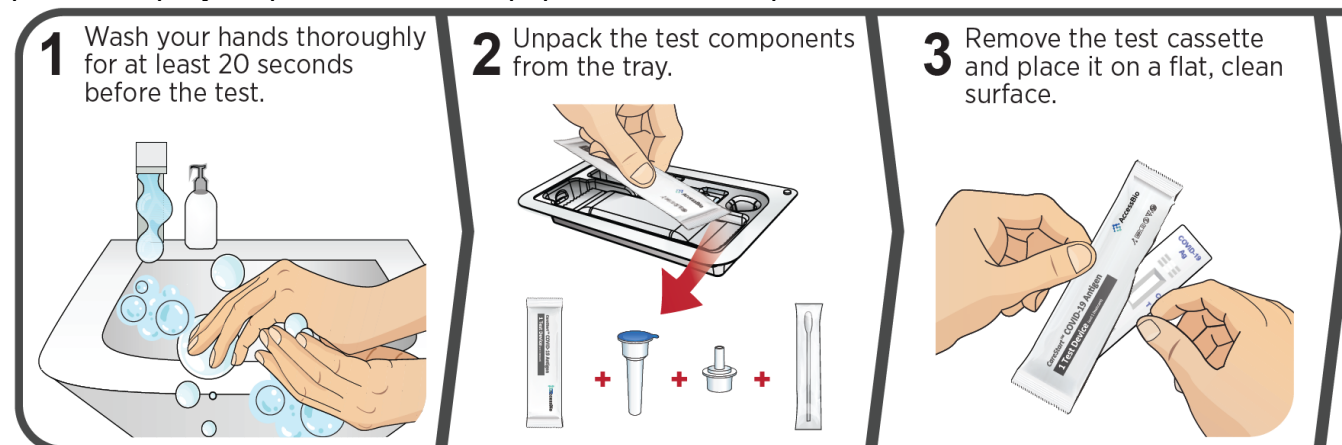
Rapid Diagnostic Test for Detection of SARS-CoV-2 Antigen

for Collecting, Handling, and Testing Clinical Specimens from Persons for Coronavirus Disease 2019 (COVID-19)

<https://www.cdc.gov/coronavirus/2019-nCoV/lab/guidelines-clinical-specimens.html>

**Instructions for Running the Test**

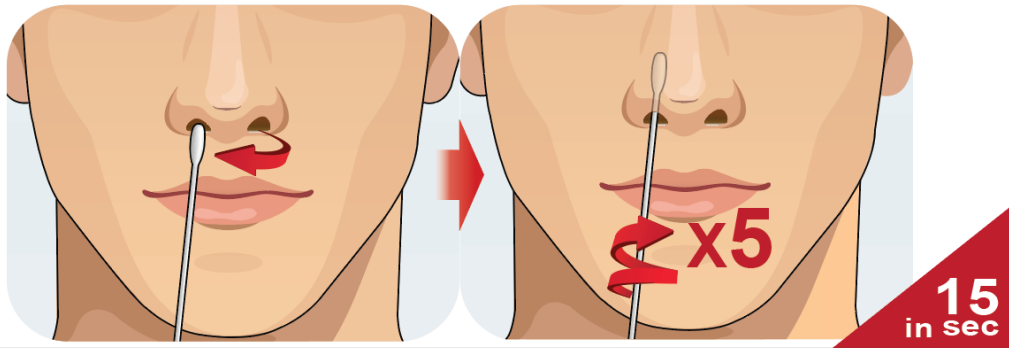
**IMPORTANT:** Do not open kit components until instructions to do so. Follow the in-app self-paced, step-by-step instructions or paper instructions printed on the QRI as below.



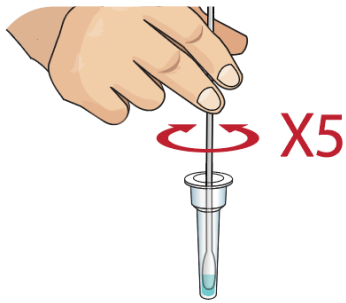
**CareStart™ COVID-19 Antigen Home Test**

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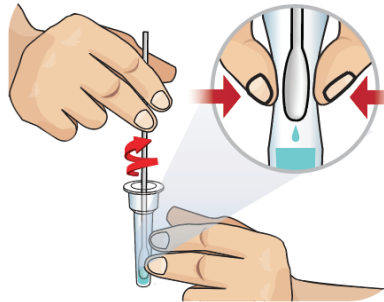
- 7** Gently remove the swab from the **LEFT** nostril and place directly into the **RIGHT** nostril, repeating the process of rotating at least **5 times** in a circular path for a total of **15 seconds**. Remove the swab from the **RIGHT** nostril.



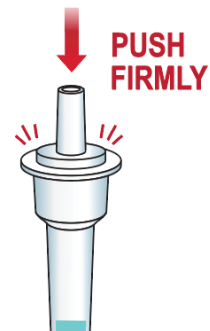
- 8** Place the swab into the extraction vial. Rotate the swab vigorously at least 5 times.



- 9** Remove the swab by rotating against the extraction vial while squeezing the sides of the vial to release the liquid from the swab. Discard the swab in trash.



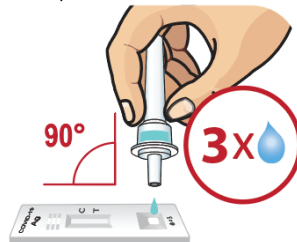
- 10** Close the vial by pushing the cap firmly onto the vial.



- 11** With your finger, mix thoroughly by flicking the bottom of the vial.



- 12** Invert the extraction vial and hold the sample vertically above the sample well. Squeeze the vial gently. Allow **THREE (3)** drops of sample to fall into the sample well.



- 13 Start a timer.**

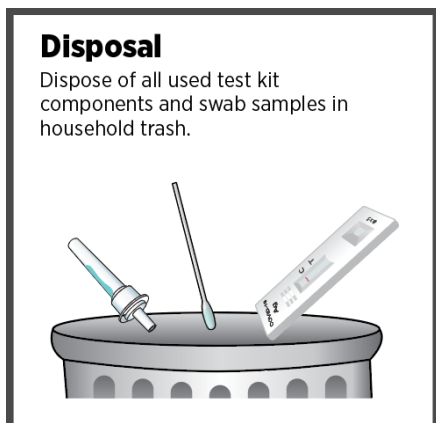
Read the result at **10 minutes**.  
The test result should not be read after 15 minutes.

**IMPORTANT**

Do not move or lift the test cassette during this time.  
Do not exit the mobile app during this process.

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If used for serial testing and the test result is negative, a second test should be obtained two or three days with at least 24 hours and no more than 48 hours between tests.

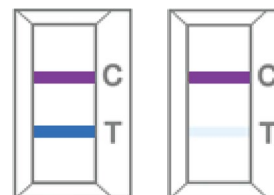
**Interpretation of Results**

The test results will be interpreted by visual reading following the in-app interpretation instructions or provided Quick Reference Instructions.

**NOTE:** The test results should be read by visual and interpreted at 10 minutes after the sample application and the reading and interpretation of the results should not exceed 15 minutes as it may yield inaccurate results.

**COVID-19 Detected (Positive):**

One purple-colored line next to “C” and one blue-colored line next to “T” indicates COVID-19 positive result.



**NOTE:** The color intensity of the blue-colored test line will vary depending on the amount of SARS-CoV-2 nucleocapsid protein antigen present in the sample. Any faint blue-colored line in the test line should be considered as positive.

A positive test result for COVID-19 indicates that antigens from SARS-CoV-2 were detected, and the patient is very likely to be infected with the virus and presumed to be contagious. Test results should always be considered in the context of clinical observations and epidemiological data (such as local prevalence rates and current outbreak/epicenter locations) in making a final diagnosis and patient management decisions. Patient management should follow current CDC guidelines. Additional confirmatory testing with a molecular

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test for positive results may also be necessary, if there is a low likelihood of COVID-19, such as in individuals without known exposures to COVID-19 or residing in communities with low prevalence of infection.

**COVID-19 Not Detected (Negative):**

One purple-colored line only next to “C” indicates a negative result.

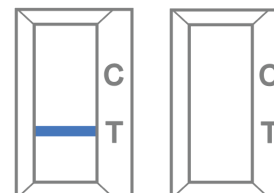


Negative results do not rule out SARS-CoV-2 infection. Individuals without symptoms that test negative should be tested again with at least 24 hours and no more than 48 hours between tests. All negative results are considered presumptive, and confirmation with a molecular assay, if necessary for patient management, may be performed. The amount of antigen in a sample may decrease as the duration of illness increases. Negative results should be considered in the context of an individual's recent exposures, history, and the presence of clinical signs and symptoms consistent with COVID-19 and confirmed with a molecular assay, if necessary, for patient management.

**Invalid:**

Invalid barcode or absence of a purple-colored line next to “C”. Re-test with a COVID-19 test may be needed.

An invalid test result indicates that your test has experienced an error and unable to interpret the result of the test. You will need to retest with a new test or consult a healthcare professional. If you still have symptoms, you should self-isolate at home and avoid contact with others prior to the retest



For questions, or to report a problem, please call Technical Support at +1-888-898-1270 (Available Hours: Mon. to Fri.: 8 a.m. – 5 p.m.) or TShelp@accessbio.net (24/7 available).

**Limitations**

1. This test will indicate the presence of SARS-CoV-2 nucleocapsid protein antigen in the specimen from both viable and non-viable SARS-CoV-2 virus. Test performance depends on



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- the amount of virus (antigen) in the sample and may or may not correlate with viral culture results performed on the same sample.
2. The detection of SARS-CoV-2 nucleocapsid antigen is dependent upon proper specimen collection, handling, storage, and preparation. Failure to observe proper procedures in any one of these steps can lead to incorrect results.
  3. False negative results may occur in patients who have indicated or whose clinical status or history would indicate they are currently taking high doses of biotin (> 10 mg per day). Biotin levels of 2.5 µg/mL and greater have been demonstrated to result in false negative test results.
  4. Failure to follow the instructions for use may adversely affect test performance and/or invalidate the test result.
  5. False negative results are more likely after seven days or more of symptoms.
  6. Interpretation of any result after 15 minutes may yield inaccurate test results.
  7. This test and the results from this test do not establish that the user has acquired immunity to COVID-19.
  8. Extracted specimens are stable for 4 hours in extraction buffer at room temperature.
  9. Results from antigen testing should not be used as the sole basis to diagnose or exclude SARS-CoV-2 infection or to determine infection status.
  10. Negative results are presumptive in symptomatic individuals, do not rule out COVID-19 and it may be necessary to obtain additional testing with a molecular assay, if needed for patient management.
  11. This device has been evaluated for use with human specimen material only.
  12. False-negative results may occur if the concentration of the target antigen in the clinical specimen is below the detection limits of the device.
  13. This device is a qualitative test and does not provide information on the viral concentration present in the specimen.
  14. This test cannot rule out diseases caused by other bacterial or viral pathogens.
  15. The prevalence of infection will affect the test's predictive values.
  16. False positive results may occur, particularly in individuals without COVID-19 symptoms and/or individuals who live in areas with low numbers of COVID-19 and without known exposure to COVID-19.
  17. Positive and negative predictive values are highly dependent on prevalence. False-negative test results are more likely during peak activity when the prevalence of the disease is high. False-positive test results are more likely during the periods of low SARS-CoV-2 activity when prevalence is moderate to low.
  18. Performance of nasal swabs collected from individuals without symptoms or other epidemiological reasons to suspect COVID-19 or for serial screening, when tested twice over two or three days with at least 24 hours and no more than 48 hours between tests has not been determined, a study to support use will be completed.

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19. If the differentiation of specific SARS viruses and strains is needed, additional testing, in consultation with state or local public health departments, is required.
20. The performance of this test was established based on the evaluation of a limited number of clinical specimens collected between March 2021 and May 2021. The clinical performance has not been established in all circulating variants but is anticipated to be reflective of the prevalent variants in circulation at the time and location of the clinical evaluation. Performance at the time of testing may vary depending on the variants circulating, including newly emerging strains of SARS-CoV-2 and their prevalence, which change over time.
21. Testing for asymptomatic individuals should be performed at least twice over three days, with at least twenty-four hours and no more than 48 hours between tests. You may need to purchase additional tests to perform this serial (repeat) testing.
22. There is a higher chance of false negative results with home use tests than with laboratory-based molecular tests. This means that there is a higher chance this test will give you a negative result when you have COVID-19.
23. Serial testing (i.e., testing every day or every other day) is more likely to detect COVID-19, especially when you do not have any symptoms.

**Performance Characteristics****Clinical Performance**

The clinical performance characteristics of the *CareStart™* COVID-19 Antigen Home Test using anterior nasal swab specimen were evaluated at seven (7) geographically diverse study sites in the U.S. between March 2021 and May 2021 against an FDA Emergency Use Authorized RT-PCR molecular assay as a comparator method. Subjects self-sampled and self-tested using the *CareStart™* COVID-19 Antigen Home Test in a simulated home setting utilizing only the labeling provided with the test. A total of 153 subjects were evaluated in this study. The *CareStart™* COVID-19 Antigen Home Test when conducted by a lay user correctly identified 87% of positive samples and 98% of negative samples. The overall clinical performance is shown in the following tables.

***CareStart™ COVID-19 Antigen Home Test clinical performance against the comparator method***

<i>CareStart™</i> COVID-19 Antigen Home Test	Comparator		
	Positive	Negative	Total
Positive	26	3 <sup>a</sup>	29
Negative	4 <sup>b</sup>	120	124
Total	30	123	153
Positive Percent Agreement (PPA)	87% (26/30) (95% CI: 70%-95%)		
Negative Percent Agreement (NPA)	98% (120/123) (95% CI: 93%-99%)		

<sup>a</sup>COVID-19 was detected in 0/3 False Positive specimens using the Quidel Lyra SARS-CoV-2 Assay



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<sup>b</sup>COVID-19 was not detected in 2/4 False Negative specimens using the Quidel Lyra SARS-CoV-2 Assay**Patient Demographics**

Age Group	CareStart™ COVID-19 Antigen Home Test		
	Female	Male	Positivity Rate % (total positive / total tested)
2-13 Years of Age	6	2	0.0% (0/8)
14-24 Years of Age	16	10	15.4% (4/26)
25-64 Years of Age	69	34	22.3% (23/103)
≥65 Years of Age	9	7	12.5% (2/16)
Total	100	53	13.9% (29/153)

Positive results are broken down by days since onset of symptoms:

Days Since Symptom Onset	PPA (95% CI)	NPA (95% CI)
Asymptomatic	70.0% (7/10) (95% CI: 39.7%-89.2%)	97.6% (123/126) (95% CI: 93.2%-99.2%)
0-1	100% (5/5) (95% CI: 56.6%-100%)	96.8% (30/31) (95% CI: 83.8%-99.4%)
0-2	100% (11/11) (95% CI: 74.1%-100%)	94.8% (55/58) (95% CI: 85.9%-98.2%)
0-3	100% (20/20) (95% CI: 83.9%-100%)	96.3% (78/81) (95% CI: 89.7%-98.7%)
0-4	92.0% (23/25) (95% CI: 75.0%-97.8%)	97.1% (100/103) (95% CI: 91.8%-99.0%)
0-5	92.6% (25/27) (95% CI: 76.6%-97.9%)	97.3% (108/111) (95% CI: 92.4%-99.1%)
0-6	89.7% (26/29) (95% CI: 73.6%-96.4%)	97.3% (109/112) (95% CI: 92.4%-99.1%)
0-7	86.7% (26/30) (95% CI: 70.3%-94.7%)	97.5% (116/119) (95% CI: 92.9%-99.1%)
0-14	86.7% (26/30) (95% CI: 70.3%-94.7%)	97.6% (120/123) (95% CI: 93.1%-99.2%)

Invalid Test Rate: The overall invalid result rate within a total of 172 subjects that performed testing in a clinical study was 2.9% (5/172).

**Analytical Sensitivity: Limit of Detection (LoD)**

The LoD for direct nasal swab was established using gamma-irradiated SARS-CoV-2 isolate USA-WA1/2020 (NR-52287). The strain was spiked into the pooled human nasal swab matrix obtained from multiple healthy volunteers eluted in PBS and confirmed as SARS-CoV-2 negative by RT-PCR to prepare positive samples. The estimated LoD found from the initial two-fold serial dilution test was confirmed by testing 20 replicates. The confirmed LoD for direct swab was 2.8 x 10<sup>3</sup> TCID<sub>50</sub>/ml.

**Analytical Specificity: Cross Reactivity (Exclusivity) and Microbial Interference**

The potential cross-reactivity (exclusivity) of a panel of common organisms was evaluated with SARS-CoV-2 negative samples using the CareStart™ COVID-19 Antigen Home Test. Potential microbial interference was evaluated with samples containing gamma-irradiated SARS-CoV-2 isolate USA-WA1/2020 at approximately 3x LoD. A total of 10 bacteria were tested at a target concentration of approximately 10<sup>7</sup> cfu/ml with the exception of *Mycoplasma pneumoniae*, which was tested at a final concentration of 1.5 x 10<sup>3</sup> cfu/ml. The 18 viruses were tested at

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concentrations between  $10^{5.2}$  and  $10^{7.9}$  TCID<sub>50</sub>/ml. All negative samples gave negative results at the concentrations of the potentially cross-reactive common organisms tested showing no cross-reactivity with CareStart™ COVID-19 Antigen Home Test assay. All samples with SARS-CoV-2 strain tested positive showing no microbial interference at the concentrations of the potentially interfering common organisms tested.

Potential Cross-Reactant		
Adenovirus 1	MERS-Coronavirus, Irradiated Lysate	<i>Bordetella pertussis</i>
Adenovirus 7	Parainfluenza virus type 1	<i>Candida albicans</i>
Enterovirus 71, Tainan/4643/1998	Parainfluenza virus type 2	<i>Chlamydomyxa pneumoniae</i>
Human coronavirus (OC43)	Parainfluenza virus type 3	<i>Haemophilus influenzae</i>
Human coronavirus (229E)	Parainfluenza virus type 4	<i>Legionella pneumophila</i>
Human coronavirus (NL63)	Respiratory syncytial virus Type B	<i>Mycoplasma pneumoniae</i>
Human metapneumovirus (hMPV)	Rhinovirus	<i>Staphylococcus aureus</i>
Influenza A/Michigan/45/2015	SARS-Coronavirus	<i>Staphylococcus epidermidis</i>
Influenza B/Wisconsin/01/2010	Pooled human nasal wash	<i>Streptococcus pneumoniae</i>
		<i>Streptococcus pyogenes, Group A</i>

To estimate the likelihood of cross-reactivity with SARS-CoV-2 of organisms that were not available for wet testing, *in silico* analysis using the Basic Local Alignment Search Tool (BLAST) managed by the National Center for Biotechnology Information (NCBI) was used to assess the degree of protein sequence homology.

[https://blast.ncbi.nlm.nih.gov/Blast.cgi?PAGE=Proteins&PROGRAM=blastp&BLAST\\_PROGRAMS=blastp&PAGE\\_TYPE=BlastSearch&BLAST\\_SPEC=blast2seq&DATABASE=n/a&QUERY=&SUBJECTS=](https://blast.ncbi.nlm.nih.gov/Blast.cgi?PAGE=Proteins&PROGRAM=blastp&BLAST_PROGRAMS=blastp&PAGE_TYPE=BlastSearch&BLAST_SPEC=blast2seq&DATABASE=n/a&QUERY=&SUBJECTS=)

- The homology between SARS-CoV-2 nucleocapsid protein and human coronavirus HKU1 nucleocapsid protein is relatively low, at 36.7% across 86.4% of sequences, but cross-reactivity cannot be ruled out.
- The homology between SARS-CoV-2 nucleocapsid protein and *Mycobacterium tuberculosis* total protein (3,991 proteins) is relatively low, homology-based cross-reactivity cannot be ruled out.
- The homology between SARS-CoV-2 nucleocapsid protein and *Pneumocystis jirovecii* total protein (3,745 proteins) is relatively low, homology-based cross-reactivity cannot be ruled out.
- The homology between SARS-CoV-2 nucleocapsid protein and human coronavirus 229E nucleocapsid protein is relatively low, at 28.8% across 72.1% of sequences, but cross-reactivity cannot be ruled out. However, a result of the cross-reactivity wet study showed that CareStart™ COVID-19 Antigen Home Test had no cross-reactivity against human coronavirus 229E.

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- No homologous protein was detected as a result of in silico assay with all the proteins (686 proteins) of *Mycoplasma pneumoniae* and the nucleocapsid protein (NP) of SARS-CoV-2, however cross-reactivity cannot be ruled out.

**Endogenous Interfering Substances Effect**

To assess substances with the potential to interfere with the performance of the *CareStart™* COVID-19 Antigen Home Test, positive and negative samples were tested with the addition of potentially interfering substances. The SARS-CoV-2 target concentration in the positive samples was approximately 2x LoD. All samples tested produced expected results, demonstrating that the *CareStart™* COVID-19 Antigen Home Test performance was not affected by any of the 35 potentially interfering substances listed in the table below at the concentrations tested.

Potential Interfering Substances	Concentration	Potential Interfering Substances	Concentration
Acetaminophen	10 mg/ml	Oseltamivir Phosphate (Tamiflu)	5mg/ml
Acetyl salicylic acid	15 mg/ml	OTC Nasal Spray (Alkaol)	1:10 dilution
Beclomethasone	0.5 mg/ml	OTC Nasal Spray (Cromolyn Sodium)	15%
Benzocaine	5 mg/ml	OTC Naso GEL (NeilMed)	5%
Budesonide	2 mg/ml	OTC Sore Throat Phenol Spray	5%
Chlorpheniramine maleate	5 mg/ml	OTC Throat drop (Halls)	15%
Dexamethasone	1 mg/ml	OTC Throat drop (Ricola)	15%
Dextromethorphan HBr	2 mg/ml	OTC Nasal spray (Afrin)	15%
Diphenhydramine HCl	5 mg/ml	OTC Nasal spray (VicksSinex)	15%
Ephedrine HCl	10 mg/ml	OTC Nasal spray (Zicam)	15%
Flunisolide	5 mg/ml	Oxymetazoline HCl	10 mg/ml
Fluticasone	1 mg/ml	Phenylephrine HCl	5 mg/ml
Guaiaicol Glyceryl Ether	20 mg/ml	Phenylpropanolamine	5 mg/ml
Histamine Dihydrochloride	10 mg/ml	Tobramycin	1 mg/ml
Menthol	10 mg/ml	Triamcinolone	1 mg/ml
Mometasone	1 mg/ml	Whole Blood	4%
Mucin	2%	Zanamivir	1 mg/ml
Mupirocin	1 mg/ml		

The interfering effects of biotin concentrations ranging between 625 ng/mL and 10 µg/mL were tested in a separate study. Biotin concentrations up to 1.25 µg/ml did not lead to false results. Biotin concentrations ≥2.5 µg/ml can cause false-negative COVID-19 results with the *CareStart™* COVID-19 Antigen Home Test.

**High-dose Hook Effect**

The *CareStart™* COVID-19 Antigen Home Test was tested up to 10<sup>6</sup> TCID<sub>50</sub>/ml of gamma-irradiated SARS-CoV-2 isolate USA-WA1/2020 strain and no high-dose hook effect was observed.

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**Technical Support**








For questions, or to report a problem, please call Technical Support at +1-888-898-1270 (Available Hours: Mon. to Fri.: 8 a.m. – 5 p.m.) or TShelp@accessbio.net (24/7 available).

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**Description of Symbols**

## Symbol Descriptions







	<b>In vitro</b> diagnostic medical device Indicates a medical device that is intended to be used as an <i>in vitro</i> diagnostic medical device.
	Consult instructions for use Indicates the need for the user to consult the instructions for use.
	Manufacturer Indicates the medical device manufacturer.
	Batch code Indicates the manufacturer's batch code so that the batch or lot can be identified.
	Do not re-use Indicates a medical device that is intended for one use, or uses on a single patient during a single procedure.
	Use by date Indicates the date after which the medical device is not to be used.
	Prescription-only

**Manufactured by:**

**Access Bio, Inc.**  
65 Clyde Road, Suite A.  
Somerset, NJ 08873, USA  
Tel: 732-873-4040  
Fax: 732-873-4043  
Email: [info@accessbio.net](mailto:info@accessbio.net)  
Website: [www.accessbio.net](http://www.accessbio.net)

**Technical Support in the U.S.**  
Tel: +1-888-898-1270 (Toll Free)  
Email: [TShelp@accessbio.net](mailto:TShelp@accessbio.net)

## Symbol Descriptions

	Catalog number Indicates the manufacturer's catalog number so that the medical device can be identified.
	Caution Indicates the need for the user to consult the instructions for use for important cautionary information such as warnings and precautions that cannot, for a variety of reasons, be presented on the medical device itself.
	Date of manufacture Indicates the date when the medical device was manufactured.
	Temperature limit Indicates the temperature limits to which the medical device can be safely exposed.
	Do not use if the package is damaged Indicates a medical device that should not be used if the package has been damaged or opened.
	Contains sufficient for <n> tests Indicates the total number of IVD tests that can be performed with the IVD.

Document Number: IFU-RCPM71-E

Revision Number: B

Effective Date: Nov. 22, 2021



November 22, 2021

Sang Joon Han  
Associate Principal Scientist, Division of R&D  
Access Bio, Inc.  
65 Clyde Road, Suite A  
Somerset, NJ 08873

Device: *CareStart* COVID-19 Antigen Home Test

EUA Number: EUA210314

Company: Access Bio, Inc.

Indication: Non-prescription home use for the qualitative detection of nucleocapsid protein antigen from SARS-CoV-2 with:

Self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.

Adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.

Self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older, or adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests.

Dear Sang Joon Han:

On August 2, 2021, based on your<sup>1</sup> request the Food and Drug Administration (FDA) issued an Emergency Use Authorization (EUA) for the *CareStart* COVID-19 Antigen Home Test pursuant to Section 564 of the Federal Food, Drug, and Cosmetic Act (the Act) (21 U.S.C.

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<sup>1</sup> For ease of reference, this letter will use the term “you” and related terms to refer to Access Bio, Inc.



Page 2 – Sang Joon Han, Access Bio, Inc.

§360bbb-3) for the indication stated in the letter.<sup>2</sup> Based on your request, FDA granted updates to the authorized labeling on August 23, 2021.<sup>3</sup>

On October 26, 2021, you requested to amend this EUA. Based on that request, and having concluded that revising the August 2, 2021, EUA is appropriate to protect the public health or safety under section 564(g)(2)(C) of the Act (21 U.S.C. § 360bbb-3(g)(2)(C)), FDA is reissuing the August 2, 2021, letter in its entirety with the revisions incorporated.<sup>4</sup> Accordingly, your product<sup>5</sup> is hereby authorized pursuant to section 564 of the Act when used pursuant to the Scope of Authorization (Section II) and Conditions of Authorization (Section IV) of this reissued letter.

On February 4, 2020, pursuant to Section 564(b)(1)(C) of the Act, the Secretary of the Department of Health and Human Services (HHS) determined that there is a public health emergency that has a significant potential to affect national security or the health and security of United States citizens living abroad, and that involves the virus that causes COVID-19. Pursuant to Section 564 of the Act, and on the basis of such determination, the Secretary of HHS then declared that circumstances exist justifying the authorization of emergency use of in vitro diagnostics for detection and/or diagnosis of the virus that causes COVID-19 subject to the terms of any authorization issued under Section 564(a) of the Act.<sup>6</sup>

FDA considered the totality of scientific information available in authorizing the emergency use of your product for the indication above. A summary of the performance information FDA

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<sup>2</sup> The August 2, 2021, letter authorized the *CareStart* COVID-19 Antigen Home Test for the qualitative detection of SARS-CoV-2 nucleocapsid protein antigens from individuals with or without symptoms or other epidemiological reasons to suspect a COVID-19 infection when tested twice over two or three days with at least 24 hours and not more than 48 hours between tests. This test is authorized for non-prescription home use with self-collected direct anterior nasal (nares) swab samples from individuals aged 14 years or older or adult collected anterior nasal swab samples from individuals aged 2 years or older.

<sup>3</sup> On August 23, 2021, your request was granted to update the authorized labeling for the *CareStart* COVID-19 Antigen Home Test with various edits and clarifications, including a new QR code used to access the mobile application and to make those same edits to the authorized brand name labeling.

<sup>4</sup> The revisions to the August 2, 2021, letter and authorized labeling include: (1) updates to the intended use to include use of your product with “*self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older with symptoms of COVID-19 within the first 7 days of symptom onset,*” “*adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset,*” and “*self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older, or adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests,*” (2) update the outer box labels and Instructions for Use (IFU) limitations section to reflect the updates to the intended use, (3) offer the test kit with 1-test option, in addition to the 2-test, 4-test and 20-test options currently offered, (4) Update Condition of Authorization Q. and S. below to give a 1 month extension and Condition of Authorization R. below to give a 6 month extension, and (5) updates to the letter and fact sheets to reflect the updated intended use and for consistency with language used in more recent authorizations.

<sup>5</sup> For ease of reference, this letter will use the term “your product” to refer to the *CareStart* COVID-19 Antigen Home Test, that will also be offered under the authorized distributor brand name of “on/go COVID-19 Antigen Self-Test,” used for the indication identified above.

<sup>6</sup> U.S. Department of Health and Human Services, *Determination of a Public Health Emergency and Declaration that Circumstances Exist Justifying Authorizations Pursuant to Section 564(b) of the Federal Food, Drug, and Cosmetic Act*, 21 U.S.C. § 360bbb-3. 85 FR 7316 (February 7, 2020).

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relied upon is included in the “*CareStart* COVID-19 Antigen Home Test Healthcare Provider Instructions for Use” identified below.

Having concluded that the criteria for issuance of this authorization under Section 564(c) of the Act are met, I am authorizing the emergency use of your product, described in the Scope of Authorization of this letter (Section II), subject to the terms of this authorization.

### **I. Criteria for Issuance of Authorization**

I have concluded that the emergency use of your product meets the criteria for issuance of an authorization under Section 564(c) of the Act, because I have concluded that:

1. The SARS-CoV-2 can cause a serious or life-threatening disease or condition, including severe respiratory illness, to humans infected by this virus;
2. Based on the totality of scientific evidence available to FDA, it is reasonable to believe that your product may be effective in diagnosing COVID-19, and that the known and potential benefits of your product when used for diagnosing COVID-19, outweigh the known and potential risks of your product; and
3. There is no adequate, approved, and available alternative to the emergency use of your product.<sup>7</sup>

### **II. Scope of Authorization**

I have concluded, pursuant to Section 564(d)(1) of the Act, that the scope of this authorization is limited to the indication above.

#### **Authorized Product Details**

Your product is a lateral flow immunoassay intended for the qualitative detection of nucleocapsid protein antigen from SARS-CoV-2. This test is authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older with symptoms of COVID-19 within the first 7 days of symptom onset. This test is also authorized for non-prescription home use with adult-collected nasal (nares) swab samples from individuals aged 2 years or older with symptoms of COVID-19 within the first 7 days of symptom onset.

This test is also authorized for non-prescription home use with self-collected anterior nasal (nares) swab samples from individuals aged 14 years or older, or adult-collected anterior nasal (nares) swab samples from individuals aged 2 years or older, with or without symptoms or other epidemiological reasons to suspect COVID-19 when tested twice over three days with at least 24 hours (and no more than 48 hours) between tests.

The SARS-CoV-2 nucleocapsid protein antigen is generally detectable in anterior nasal (nares)

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<sup>7</sup> No other criteria of issuance have been prescribed by regulation under Section 564(c)(4) of the Act.



swab specimens during the acute phase of infection. Positive results indicate the presence of viral antigens, but clinical correlation with past medical history and other diagnostic information is necessary to determine infection status. Positive results do not rule out bacterial infection or co-infection with other viruses and the agent detected may not be the definite cause of disease. Individuals who test positive with your product should self-isolate and seek follow-up care with their physician or healthcare provider as additional testing may be necessary.

Negative results should be treated as presumptive, and confirmation with a molecular assay for patient management, may be performed if necessary. Negative results do not rule out SARS-CoV-2 infection, and should not be used as the sole basis for treatment or patient management decisions, including infection control decisions. Negative results should be considered in the context of an individual's recent exposures, history, and the presence of clinical signs and symptoms consistent with COVID-19.

For serial testing programs, additional confirmatory testing with a molecular test for negative results may be necessary, if there is a high likelihood of COVID-19, such as, an individual with a close contact with COVID-19 or with suspected exposure to COVID-19 or in communities with high prevalence of infection. Additional confirmatory testing with a molecular test for positive results may also be necessary, if there is a low likelihood of COVID-19, such as in individuals without known exposures to COVID-19 or residing in communities with low prevalence of infection.

Individuals who test negative and continue to experience COVID-like symptoms of fever, cough and/or shortness of breath may still have SARS-CoV-2 infection and should seek follow up care from their healthcare provider.

Individuals should provide all results obtained with this product to their healthcare provider for public health reporting. All healthcare providers will report all test results they receive from individuals who use the authorized product to relevant public health authorities in accordance with local, state, and federal requirements using appropriate LOINC and SNOMED codes, as defined by the Laboratory In Vitro Diagnostics (LIVD) Test Code Mapping for SARS-CoV-2 Tests provided by the Centers for Disease Control and Prevention (CDC).

Your product is performed using anterior nasal (nares) swab samples from individuals aged 14 years or older or adult-collected anterior nasal (nares) swab samples from individuals age 2 years or older. The individual using your product has the option to follow the “*CareStart COVID-19 Antigen Home Test User Instructions*” provided with the kit or follow step-by-step mobile application-based instructions by downloading the “on/go App” onto a compatible smartphone.<sup>8</sup> When using your product, the individual unpacks the tray containing all the test components, before removing the test device from its pouch and placing it on a flat clean surface. The extraction vial is then opened and inserted into the tray in an upright position. The swab is then removed from its pouch and the individual collects an anterior nasal (nares) swab sample by inserting the swab into the nostril and rotating at least 5 times for a total of 15 seconds before

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<sup>8</sup> Compatible smart phone includes Apple iPhone running Operation System (iOS) 13 or later versions of the OS, and Android Phones running Android10 or later versions. Additional smart phone models as may be requested, and for which you receive appropriate authorization, in accordance with Condition L. below.

repeating in the second nostril. The swab is then inserted into the extraction vial and rotated vigorously at least 5 times before being removed and the vial capped. The contents of the extraction vial are then mixed before three drops are applied to the sample well of the test device. When the anterior nasal (nares) swab specimen migrates in the test strip, SARS-CoV-2 viral antigens present in the sample bind to anti-SARS-CoV-2 nucleocapsid protein antibodies conjugated to indicator and capture particles in the test strip forming an immune complex. The immune complex is then captured by the test line on the nitrocellulose membrane as it migrates through the strip. Test results are interpreted visually after 10 minutes based on the presence or absence of visually detectable purple and blue colored lines. Upon completion of the test and result interpretation the user should share their results with their healthcare provider.

The *CareStart* COVID-19 Antigen Home Test kit includes the following materials or other authorized materials packed and sealed in a tray: Test Device (pouched with desiccant), extraction vial and cap, Nasal Swab, Quick Reference Instructions, and Fact Sheet for Individuals.

Your product includes an internal control test line that must generate the expected result for a test to be considered valid, as outlined in the “*CareStart* COVID-19 Antigen Home Test Healthcare Provider Instructions for Use.”

The labeling entitled “*CareStart* COVID-19 Antigen Home Test Healthcare Provider Instructions for Use,” the “*CareStart* COVID-19 Antigen Home Test User Instructions” (Quick Reference Instructions) and the “*CareStart* COVID-19 Antigen Home Test” box labels (1-test, 2-tests, 4-tests and 20-tests) (available at <https://www.fda.gov/medical-devices/coronavirus-disease-2019-covid-19-emergency-use-authorizations-medical-devices/in-vitro-diagnostics-euas>), the “on/go App” software application, and the following fact sheets pertaining to the emergency use, is required to be made available as set forth in the Conditions of Authorization (Section IV), and are collectively referred to as “authorized labeling”<sup>9</sup>:

- Fact Sheet for Healthcare Professionals: Access Bio, Inc. - *CareStart* COVID-19 Antigen Home Test
- Fact Sheet for Individuals: Access Bio, Inc. - *CareStart* COVID-19 Antigen Home Test

The above described product, when accompanied by authorized labeling as set forth in the Conditions of Authorization (Section IV) is authorized to be distributed and used under this EUA, despite the fact that it does not meet certain requirements otherwise required by applicable federal law.

I have concluded, pursuant to Section 564(d)(2) of the Act, that it is reasonable to believe that the known and potential benefits of your product, when used consistent with the Scope of Authorization of this letter (Section II), outweigh the known and potential risks of your product.

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<sup>9</sup> The “authorized labeling” listed in this paragraph (and elsewhere) specifically refers to the labeling for the *CareStart* COVID-19 Antigen Home Test; however, “authorized labeling” under this letter also includes these specific pieces of labeling when entitled with the authorized distributor brand name of “on/go COVID-19 Antigen Self-Test,” as would be the case with other authorized distributor brand names added in accordance with Condition L. below.



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I have concluded, pursuant to Section 564(d)(3) of the Act, based on the totality of scientific evidence available to FDA, that it is reasonable to believe that your product may be effective in diagnosing COVID-19, when used consistent with the Scope of Authorization of this letter (Section II), pursuant to Section 564(c)(2)(A) of the Act.

FDA has reviewed the scientific information available to FDA, including the information supporting the conclusions described in Section I above, and concludes that your product (as described in the Scope of Authorization of this letter (Section II)) meets the criteria set forth in Section 564(c) of the Act concerning safety and potential effectiveness.

The emergency use of your product under this EUA must be consistent with, and may not exceed, the terms of this letter, including the Scope of Authorization (Section II) and the Conditions of Authorization (Section IV). Subject to the terms of this EUA and under the circumstances set forth in the Secretary of HHS’s determination under Section 564(b)(1)(C) of the Act described above and the Secretary of HHS’s corresponding declaration under Section 564(b)(1) of the Act, your product is authorized for the indication above.

### **III. Waiver of Certain Requirements**

I am waiving the following requirements for your product during the duration of this EUA:

- Current good manufacturing practice requirements, including the quality system requirements under 21 CFR Part 820 with respect to the design, manufacture, packaging, labeling, storage, and distribution of your product, but excluding Subpart H (Acceptance Activities, 21 CFR 820.80 and 21 CFR 820.86), Subpart I (Nonconforming Product, 21 CFR 820.90), and Subpart O (Statistical Techniques, 21 CFR 820.250).

### **IV. Conditions of Authorization**

Pursuant to Section 564(e) of the Act, I am establishing the following conditions on this authorization:

#### **Access Bio, Inc. (You) and Authorized Distributor(s)<sup>10</sup>**

- A. Your product must comply with the following labeling requirements: the intended use statement in 21 CFR 809.10(a)(2), (b)(2); adequate directions for use in 21 U.S.C. 352(f) and 21 CFR 809.10(b)(5), (7), and (8); appropriate limitations on the use of the device including information required under 21 CFR 809.10(a)(4); and any available information regarding performance of the device, including requirements under 21 CFR 809.10(b)(12).
- B. You and authorized distributor(s) must make available the “*CareStart* COVID-19

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<sup>10</sup> “Authorized Distributor(s)” are identified by you, Access Bio, Inc., in your EUA submission as an entity allowed to distribute your product.

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Antigen Home Test User Instructions” and the “Fact Sheet for Individuals” for your product in the shipped kit using the applicable “*CareStart* COVID-19 Antigen Home Test” box label (1-test, 2-tests, 4-tests or 20-tests) and make these two documents electronically available on your website.

- C. You and authorized distributor(s) must maintain records of customer complaint files and report to FDA any significant complaints about usability or deviations from the established performance characteristics of which you and authorized distributor(s) become aware.
- D. You and authorized distributor(s) must inform relevant public health authorities of this EUA, including the terms and conditions herein, and any updates made to your product and/or the authorized labeling.
- E. Through a process of inventory control, you and authorized distributor(s) must maintain records of the locations (e.g., pharmacies, doctor’s offices, etc.) to which your product is distributed and the number of tests distributed to each location.
- F. You and authorized distributor(s) must collect information on the performance of your product and have a process in place to track adverse events, including any occurrence of false positive or false negative results and significant deviations from the established performance characteristics of the product of which you become aware and report any such events to FDA in accordance with 21 CFR Part 803. Serious adverse events, especially unexpected biosafety concerns, should immediately be reported to the Division of Microbiology (DMD)/Office of Health Technology 7 (OHT7)-Office of In Vitro Diagnostics and Radiological Health (OIR)/Office of Product Evaluation and Quality (OPEQ)/Center for Devices and Radiological Health (CDRH) (via email: [CDRH-EUAREporting@fda.hhs.gov](mailto:CDRH-EUAREporting@fda.hhs.gov)).
- G. You and authorized distributor(s) are authorized to make available additional information relating to the emergency use of your product that is consistent with, and does not exceed, the terms of this letter of authorization.
- H. You and authorized distributor(s) using your product must ensure that any records associated with this EUA are maintained until otherwise notified by FDA. Such records will be made available to FDA for inspection upon request.

**Access Bio, Inc. (You)**

- I. You must notify FDA of any authorized distributor(s) of your product, including the name, address, and phone number of any authorized distributor(s).
- J. You must provide authorized distributor(s) with a copy of this EUA and communicate to authorized distributor(s) any subsequent revisions that might be made to this EUA and its authorized accompanying materials, including the authorized labeling.



- K. You must make the authorized “*CareStart* COVID-19 Antigen Home Test Healthcare Provider Instructions for Use” and the “Fact Sheet for Healthcare Professionals” electronically available on your website. Additionally, you must provide the opportunity to request a copy of the “*CareStart* COVID-19 Antigen Home Test Healthcare Provider Instructions for Use” and “Fact Sheet for Healthcare Professionals” in paper form, and after such request, promptly provide the requested labeling at no additional cost.
- L. You may request changes to this EUA for your product, including to the Scope of Authorization (Section II in this letter) or to the authorized labeling, including requests to make available additional authorized labeling specific to an authorized distributor. Such additional labeling may use another name for the product but otherwise must be consistent with the authorized labeling, and shall not exceed the terms of authorization of this letter. Any request for changes to this EUA should be submitted to DMD/OHT7-OIR/OPEQ/CDRH and require appropriate authorization from FDA prior to implementation.
- M. You must comply with the following requirements pursuant to FDA regulations: 21 CFR 820 Subpart H (Acceptance Activities, 21 CFR 820.80 and 21 CFR 820.86), Subpart I (Nonconforming Product, 21 CFR 820.90), and Subpart O (Statistical Techniques, 21 CFR 820.250).
- N. You must have lot release procedures and the lot release procedures, including the study design and statistical power, must ensure that the product released for distribution meet the clinical and analytical performance claimed in the authorized labeling.
- O. If requested by FDA, you must submit your lot release procedures to FDA, including sampling protocols, testing protocols, and acceptance criteria, that you use to release lots of your product for distribution in the U.S. If such lot release procedures are requested by FDA, you must provide them within 48 hours of the request.
- P. You must evaluate the analytical limit of detection and assess traceability<sup>11</sup> of your product with any FDA-recommended reference material(s). After submission to and concurrence with the data by FDA, you will update your labeling to reflect the additional testing. Such labeling updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.
- Q. You must further develop your mobile phone application or website to further facilitate results reporting by the individual using your product and submit to FDA such application or website within 1 month of the date of this letter (unless otherwise agreed to with DMD/OHT7-OIR/OPEQ/CDRH). After submission of the mobile phone application or website to, and review of and concurrence with the developed mobile phone application or website by FDA, you must update the authorized labeling. Such labeling updates will be made in consultation with, and require concurrence of, FDA.
- R. You must evaluate the clinical performance of your product to support the serial

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<sup>11</sup> Traceability refers to tracing analytical sensitivity/reactivity back to an FDA-recommended reference material.

screening claim in an FDA agreed upon post authorization clinical evaluation study within 6 months of the date of this letter (unless otherwise agreed to with DMD/OHT7-OIR/OPEQ/CDRH). After submission to and concurrence with the data by FDA, you must update the authorized labeling to reflect the additional testing. Such labeling updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.

- S. You must evaluate the usability of the “*CareStart* COVID-19 Antigen Home Test User Instructions” with individuals using only the paper instructions of your product in an FDA agreed upon post authorization study within 1 month of the date of this letter (unless otherwise agreed to with DMD/OHT7-OIR/OPEQ/CDRH). After submission to and concurrence with the data by FDA, you must update the authorized labeling, as applicable, to reflect the additional testing. Such labeling updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.
- T. You must complete the agreed upon real-time stability study for your product and notify DMD/OHT7-OIR/OPEQ/CDRH of the testing results as they become available until completion of the study. After submission of the study data, and review and concurrence with the data by FDA, you must update your product labeling accordingly. Such labeling updates must be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.
- U. You must evaluate the impact of SARS-CoV-2 viral mutations on your product’s performance. Such evaluations must occur on an ongoing basis and must include any additional data analysis that is requested by FDA in response to any performance concerns you or FDA identify during routine evaluation. Additionally, if requested by FDA, you must submit records of these evaluations for FDA review within 48 hours of the request. If your evaluation identifies viral mutations that affect the stated expected performance of your device, you must notify FDA immediately (via email: CDRH-EUA-Reporting@fda.hhs.gov).
- V. If requested by FDA, you must update your labeling within 7 calendar days to include any additional labeling risk mitigations identified by FDA, such as those related to the impact of viral mutations on test performance. Such updates will be made in consultation with, and require concurrence of, DMD/OHT7-OIR/OPEQ/CDRH.

#### **Conditions Related to Printed Materials, Advertising and Promotion**

- W. All descriptive printed matter, advertising and promotional materials relating to the use of your product shall be consistent with the authorized labeling, as well as the terms set forth in this EUA and meet the requirements set forth in section 502(a), (q)(1), and (r) of the Act, as applicable, and FDA implementing regulations.
- X. No descriptive printed matter, advertising or promotional materials relating to the use of your product may represent or suggest that this test is safe or effective for the detection of SARS-CoV-2.

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Y. All descriptive printed matter, advertising and promotional materials relating to the use of your product shall clearly and conspicuously state that:

- This product has not been FDA cleared or approved; but has been authorized by FDA under an EUA;
- This product has been authorized only for the detection of proteins from SARS- CoV-2, not for any other viruses or pathogens; and,
- This product is only authorized for the duration of the declaration that circumstances exist justifying the authorization of emergency use of in vitro diagnostics for detection and/or diagnosis of COVID-19 under Section 564(b)(1) of the Federal Food, Drug and Cosmetic Act, 21 U.S.C. § 360bbb-3(b)(1), unless the declaration is terminated or authorization is revoked sooner.

The emergency use of your product as described in this letter of authorization must comply with the conditions and all other terms of this authorization.

#### **V. Duration of Authorization**

This EUA will be effective until the declaration that circumstances exist justifying the authorization of the emergency use of in vitro diagnostics for detection and/or diagnosis of COVID-19 is terminated under Section 564(b)(2) of the Act or the EUA is revoked under Section 564(g) of the Act.

Sincerely,

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Jacqueline A. O'Shaughnessy, Ph.D.  
Acting Chief Scientist  
Food and Drug Administration

Enclosure



# COVID-19 Ag

## Quick Immunoassay



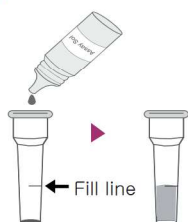
## GenBody COVID-19 Ag Detection kit for SARS-CoV-2 antigen

The pandemic of COVID-19 has been already announced by WHO (World Health Organization). The symptoms of COVID-19 are diverse, but generally include fatigue, fever, cough, loss of smell and taste and breathing difficulties. The symptoms of COVID-19 start to show in the period of 1 to 14 days after exposure to the virus. Even though the molecular test (RT-PCR) has become the standard method for the diagnosis of this disease, a lot of clinic systems need more simple and convenient methods due to several limitations of molecular test.

GenBody COVID-19 Ag is an immunochromatographic assay kit for the qualitative detection of SARS-CoV-2 antigen in nasopharyngeal and oropharyngeal swab from human. This kit is simply used to detect the SARS-CoV-2 virus, providing results in 10 to 20 mins. One of the best advantages of this kit is inexpensive despite high sensitivity and specificity.

### Assay Procedure

#### Preparation of Extraction solution



Bring swabs, specimens, and test kit to 15-30 min prior to use. Add the Extraction Solution to the Fill Line indicated on the Extraction Tube (400  $\mu$ L).



Remove the swab from the extraction tube while pressing the swab against the side of the tube to extract the solution. Place the disposable dropper cap on the extraction tube.

#### Nasopharyngeal swab



Nasopharyngeal swab collection: Collect the specimens from the patient using the provided swab.



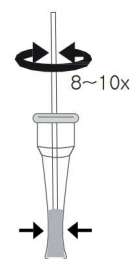
Add 4 drops (~100  $\mu$ L) of the solution to the center of the sample well of the test device.



Insert the nasopharyngeal swab samples into the extraction solution.



15~20 min



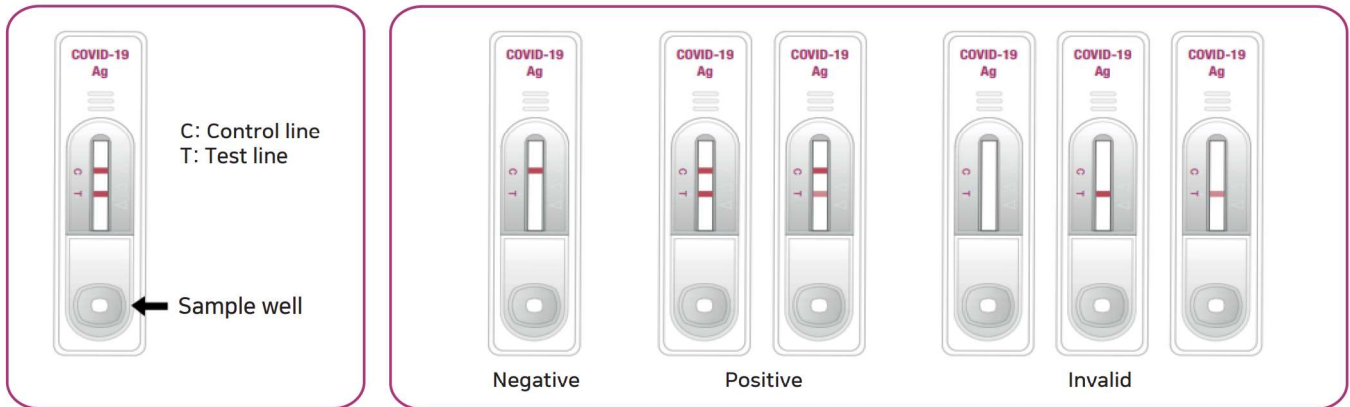
Mix by squeezing the tube and simultaneously rotating the swab 8-10 times.



Read the test between 15-20 min after the addition of the sample. Treat samples, swab, tube and test device as biohazardous waste.

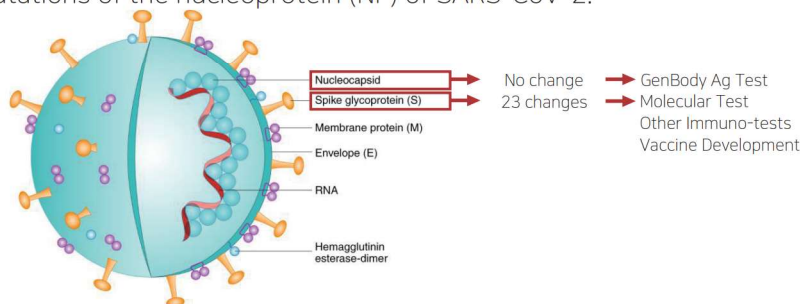


# Interpretation of the Results



## Diagnosis of GenBody COVID-19 Ag kit for the SARS-CoV-2 variants

- Current variants of SARS-CoV-2: mainly mutated in spike protein (SP).
- Total 23 mutated positions by SNPs (single-nucleotide polymorphisms) or deletion.
- Very less or none mutations of the nucleoprotein (NP) of SARS-CoV-2.



- Target protein of GenBody COVID-19 Ag is NP of SARS-CoV-2 in human respiratory specimens.
  - No effect to diagnose from these kinds of SARS-CoV-2 variants.
- In summary, GenBody COVID-19 Ag can surely detect the current variants of SARS-CoV-2.

\*Reference

1. Leonid Y. et al. Structural and functional analysis of the D614G SARS-CoV-2 spike protein variant. Cell (2020) 183, p739-751.
2. Andrew R. et al. Preliminary genomic characterization of an emergent SARS-CoV-2 lineage in the UK defined by a novel set of spike mutations. nCoV-2019 Genomic Epidemiology (2020) <https://virological.org/t/preliminary-genomic-characterisation-of-an-emergent-sars-cov-2-lineage-in-the-uk-defined-by-a-novel-set-of-spike-mutations/563>

## Clinical evaluation

- Under the strict IRB regulation, we collected and performed the clinical studies using total 506 patient’s samples (493 specimens : Ct ≤ 30, 13 specimens : Ct > 30) which were confirmed to be COVID-19 positive and its negative in Korea (2 sites) and in USA (1 site). The method of confirmation was RT-PCR kit (Korean/US FDA-EUA approved).

n = 493 (Ct ≤ 30)		Molecular test (RT-PCR)		Total
		Positive	Negative	
GenBody COVID-19 Ag	Positive	119	4	123
	Negative	4	366	370
Total		123	370	493

- Sensitivity = 96.8% (95% CI: 91.9% to 99.1%), (Ct > 30: Less than 50%)
- Specificity = 98.9% (95% CI: 97.3% to 99.7%)
- PPV (Positive Predictive Value) = 96.8%
- NPV (Negative Predictive Value) = 98.9%

n = 285		Real-Time PCR			Total	
		Positive				Negative
		Asymptomatic	*Day 1~6	*Day 7~		
GenBody COVID-19 Ag	Positive	5	48	24	3	80
	Negative	1	4	3	197	205
Total		6	52	27	200	285

\*Day after the onset of symptoms.

- Sensitivity = 83.3% (Asymptomatic cases)
  - 92.3% (95% CI = 81.5% to 97.9%) at Day 1~6
  - 88.9% (95% CI = 70.8% to 97.7%) at after Day 7
- Specificity = 98.5% (95% CI = 95.7% to 99.7%)

## Ordering Information

Cat no.	Product Name	Package	Box Size (mm)	Carton Size(mm)
COVAG025	GenBody COVID-19 Ag	25 Tests/Kit	250 x 125 x 90	570 x 390 x 520

Date EUA Issued or Last Updated	Entity	Diagnostic (Most Recent Letter of Authorization) and Date EUA Originally Issued	Attributes	Authorized Settings <sup>1</sup>	Authorization Documents <sup>2</sup>
01/07/2022	Abbott Diagnostics Scarborough, Inc.	<a href="#">BinaxNOW COVID-19 Ag Card</a>	Lateral Flow, Visual Read	H, M, W	<a href="#">HCP - Patients IFU</a>
01/07/2022	Abbott Diagnostics Scarborough, Inc.	<a href="#">BinaxNOW COVID-19 Ag Card Home Test</a>	Lateral Flow, Visual Read, Prescription Home Testing, Telehealth Proctor Supervised	Home, H, M, W	<a href="#">HCP IFU IFU (Home Test)</a>
01/07/2022	Abbott Diagnostics Scarborough, Inc.	<a href="#">BinaxNOW COVID-19 Antigen Self Test</a>	Lateral Flow, Visual Read, Over the Counter (OTC) Home Testing, Serial Screening	Home, H, M, W	<a href="#">HCP - Individuals IFU IFU (Home Test)</a>
01/07/2022	Abbott Diagnostics Scarborough, Inc.	<a href="#">BinaxNOW COVID-19 Ag Card 2 Home Test</a>	Lateral Flow, Visual Read, Over the Counter (OTC) Home Testing, Telehealth Proctor Supervised, Serial Screening	Home, H, M, W	<a href="#">HCP - Individuals IFU IFU (Home Test)</a>
01/07/2022	Abbott Diagnostics Scarborough, Inc.	<a href="#">BinaxNOW COVID-19 Ag 2 Card</a>	Lateral Flow, Visual Read, Non-prescription Testing, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
01/05/2022	SD Biosensor, Inc.	<a href="#">COVID-19 At-Home Test</a>	Lateral Flow, Visual Read, Over the Counter (OTC) Home Testing, Serial Screening	Home, H, M, W	<a href="#">HCP IFU IFU (Home Test)</a>
12/29/2021	Siemens Healthineers	<a href="#">CLINITEST Rapid COVID-19 Antigen Self-Test</a>	Lateral Flow, Visual Read, Over the Counter (OTC) Home Testing, Serial Screening	Home, H, M, W	<a href="#">HCP IFU IFU (Home Test)</a>
12/29/2021	<a href="#">Health Labs, Inc.</a>	<a href="#">Health COVID-19 Antigen Rapid Test</a>	Lateral Flow, Visual Read, Over the Counter (OTC) Home Testing, Serial Screening	Home, H, M, W	<a href="#">HCP IFU IFU (Home Test)</a>
12/21/2021	Quanterix Corporation	<a href="#">Siema SARS-CoV-2 N Protein Antigen Test</a>	Paramagnetic Microbead-based Immunoassay, Serial Screening	H, M	<a href="#">HCP - Patients IFU</a>
12/17/2021	Safely Oy	<a href="#">Siema-Clarity COVID-19 Antigen Rapid Test Cassette</a>	Lateral Flow, Visual Read	H, M, W	<a href="#">HCP - Patients IFU</a>
12/10/2021	Becton, Dickinson and Company (BD)	<a href="#">BD Veritor System for Rapid Detection of SARS-CoV-2</a>	Chromatographic Digital Immunoassay, Instrument Read, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
12/08/2021	Nano-Diagn Corp.	<a href="#">Nano-Check COVID-19 Antigen Test</a>	Lateral Flow, Visual Read, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
12/02/2021	Access Bio, Inc.	<a href="#">CareStart COVID-19 Antigen test</a>	Lateral Flow, Visual Read, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
12/01/2021	Access Bio, Inc.	<a href="#">CareStart COVID-19 Antigen Home Test</a>	Lateral Flow, Visual Read, Over the Counter (OTC) Home Testing, Serial Screening	Home, H, M, W	<a href="#">HCP IFU IFU (Home Test)</a>
11/23/2021	Becton, Dickinson and Company (BD)	<a href="#">BD Veritor At-Home COVID-19 Test</a>	Lateral Flow, Digital Read, Over the Counter (OTC) Home Testing, Serial Screening	Home, H, M, W	<a href="#">HCP - Individuals IFU IFU (Home Test)</a>
11/22/2021	IBios International Inc.	<a href="#">SCoV-2 Ag Detect Rapid Self-Test</a>	Lateral Flow, Visual Read, Over the Counter (OTC) Home Testing, Serial Screening	Home, H, M, W	<a href="#">HCP IFU IFU (Home Test)</a>
11/17/2021	GenBody Inc.	<a href="#">GenBody COVID-19 Ag</a>	Lateral Flow, Visual Read, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
11/16/2021	Ortho Clinical Diagnostics, Inc.	<a href="#">VITROS Immunoprecipitation Products SARS-CoV-2 Antigen Reagent Pack</a>	Chemiluminescence Immunoassay, Instrument Read	H, M	<a href="#">HCP - Patients IFU</a>
11/15/2021	PHASE Scientific International, Ltd.	<a href="#">INSCAN COVID-19 Rapid Antigen Test</a>	Lateral Flow, Visual Read, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
11/09/2021	Quidel Corporation	<a href="#">QuickVue SARS Antigen Test</a>	Lateral Flow, Visual Read, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
11/01/2021	OraSure Technologies, Inc.	<a href="#">InflSwab COVID-19 Rapid Test</a>	Lateral Flow, Visual Read, Over the Counter (OTC) Home Testing, Serial Screening	Home, H, M, W	<a href="#">HCP - Individuals IFU IFU (Home Test)</a>
10/29/2021	LuminaDx UK Ltd.	<a href="#">LuminaDx SARS-CoV-2 Ag Test</a>	Microfluidic Immunofluorescence Assay, Instrument Read, Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
10/27/2021	Princeton Biomeditech Corp.	<a href="#">Status COVID-19 Flu A/B</a>	Lateral Flow, Visual Read, Multi-analyte	H, M, W	<a href="#">HCP - Patients IFU</a>
10/21/2021	Celtrion USA, Inc.	<a href="#">Celtrion DiATest COVID-19 At-Home Test</a>	Lateral Flow, Visual Read, Over the Counter (OTC) Home Testing, Serial Screening	Home, H, M, W	<a href="#">HCP IFU IFU (Home Test)</a>
10/21/2021	Quidel Corporation	<a href="#">QuickVue At-Home COVID-19 Test</a>	Lateral Flow, Visual Read, Over the Counter (OTC) Home Testing, Serial Screening	Home, H, M, W	<a href="#">HCP - Individuals IFU IFU (Home Test)</a>
10/19/2021	ACON Laboratories, Inc.	<a href="#">Flowflex COVID-19 Antigen Home Test</a>	Lateral Flow, Visual Read, Over the Counter (OTC) Home Testing, Screening	Home, H, M, W	<a href="#">HCP IFU IFU (Home Test)</a>
09/15/2021	Xtrava Health	<a href="#">SPERA COVID-19 Ag Test</a>	Lateral Flow, Visual Read	H, M, W	<a href="#">HCP - Patients IFU</a>
09/24/2021	ANP Technologies, Inc.	<a href="#">NIDS COVID-19 Antigen Rapid Test Kit 09/24/2021</a>	Lateral Flow, Visual Read, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
09/03/2021	IBios International, Inc.	<a href="#">SCoV-2 Ag Detect Rapid Test</a>	Lateral Flow, Visual Read, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
09/01/2021	Celtrion USA, Inc.	<a href="#">Celtrion DiATest COVID-19 At-Rapid Test 04/16/2021</a>	Lateral Flow, Visual Read, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
08/05/2021	QIAGEN GmbH	<a href="#">QIAveach SARS-CoV-2 Antigen</a>	Digital Lateral Flow, Fluorescence, Instrument Read	H, M	<a href="#">HCP - Patients IFU</a>
07/12/2021	DiaSorin, Inc.	<a href="#">LISON SARS-CoV-2 Ag 03/26/2021</a>	CLIA	H, M	<a href="#">HCP - Patients IFU</a>
07/08/2021	Elume Limited	<a href="#">elume lab COVID Antigen Test 07/08/2021</a>	Lateral Flow, Fluorescence, Instrument Read	H, M, W	<a href="#">HCP - Patients IFU</a>
06/11/2021	Quidel Corporation	<a href="#">Sofia SARS Antigen FIA</a>	Lateral Flow, Fluorescence, Instrument Read, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
06/04/2021	OraSure Technologies, Inc.	<a href="#">InflSwab COVID-19 Rapid Test Rx 06/04/2021</a>	Lateral Flow, Visual Read, Prescription Home Testing	Home, H, M, W	<a href="#">HCP IFU IFU (Home Test)</a>
06/04/2021	OraSure Technologies, Inc.	<a href="#">InflSwab COVID-19 Rapid Test Pro 06/04/2021</a>	Lateral Flow, Visual Read, Serial Screening	H, M, W	<a href="#">HCP - Patients IFU</a>
04/13/2021	Corvo Biotechnologies, LLC.	<a href="#">Omnia SARS-CoV-2 Antigen Test 04/13/2021</a>	Bulk Acoustic Wave (BAW) Biosensor, Instrument Read	H, M	<a href="#">HCP - Patients IFU</a>
03/24/2021	Becton, Dickinson and Company (BD)	<a href="#">BD Veritor System for Rapid Detection of SARS-CoV-2 &amp; Flu A/B 03/24/2021</a>	Chromatographic Digital Immunoassay, Instrument Read, Multi-analyte	H, M, W	<a href="#">HCP - Patients IFU Viral Mutation Revision Letter - September 23, 2021</a>
03/01/2021	Quidel Corporation	<a href="#">QuickVue At-Home COVID-19 Test 03/01/2021</a>	Lateral Flow, Visual Read, Prescription Home Testing	Home, H, M, W	<a href="#">HCP - Patients IFU IFU (Home Test)</a>
02/11/2021	Elume Limited	<a href="#">Elume COVID-19 Home Test 12/15/2020</a>	Lateral Flow, Fluorescence, Instrument Read, Over the Counter (OTC) Home Testing, Screening	Home, H, M, W	<a href="#">HCP IFU IFU (Home Test) FAQ</a>
12/07/2020	Luminostics, Inc.	<a href="#">Clia COVID Rapid Antigen Test 12/07/2020</a>	Lateral flow immunofluorescent assay, instrument read	H, M, W	<a href="#">HCP - Patients IFU</a>
10/23/2020	Celtrion USA, Inc.	<a href="#">Rempointe COVID-19 Antigen MIA 10/23/2020</a>	Magnetic Force-assisted Electrochemical Sandwich Immunoassay (MESIA)	H, M	<a href="#">HCP - Patients IFU</a>
10/02/2020	Quidel Corporation	<a href="#">Sofia 2 Flu + SARS Antigen FIA 10/02/2020</a>	Lateral Flow, Fluorescence, Instrument Read, Multi-Analyte	H, M, W	<a href="#">HCP - Patients IFU</a>







## MEMORANDUM

Date: January 20, 2022

To: Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**")  
Board of Directors

From: Alfredo Rubalcava, CEO & Superintendent

RE: Procurement of Antigen Rapid Test Kits for MSA Sites and Home Office

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### I. CEO Determination

*I, Alfredo Rubalcava, MPS CEO and Superintendent, with MPS Staff have determined after careful evaluation from multiple vendors that the purchase of 5,000 Antigen COVID-19 rapid test kits from Aotek Inc. is the best option for tests at the most affordable prices at \$21.00 per box containing 2 kits.*

### II. Background

*Due to the recent surge in Covid – 19 omnivariant cases and additional requirements mandated by State and local health departments, MPS will need to procure the rapid test kits in a timely manner in order to ensure the safety of all students and staff members.*

Alfredo Rubalcava  
Chief Executive Officer and Superintendent

## Cover Sheet

### Approval of Adoption of State Disability Insurance (SDI) Account for MSA-1

<b>Section:</b>	III. Action Items
<b>Item:</b> Account for MSA-1	H. Approval of Adoption of State Disability Insurance (SDI)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	SDI Account for MSA-1.pdf





Board Agenda Item #	III H: Action Item
Date:	January 20, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Steve Budhreja Ed.D, Chief Financial Officer
RE:	Adoption of State Disability Insurance (SDI) account for MSA-1

### **Proposed Board Recommendation**

I move that the Board approve the establishment of a State Disability Insurance (SDI) account for MSA-1 transitioning from the school`s private tax-rated account to School Employee Fund (SEF) as advised by the California Employment Development Department (EDD).

### **Introduction**

Public school districts, charter schools, (kindergarten through 12th grade) and community colleges may elect to participate in the School Employees Fund (SEF), which is a special reimbursable financing method available for school districts.

The SEF is a joint, pooled-risk fund administered by the EDD, which collects contributions based on a percentage of total wages paid by public schools and community college districts. The SEF reimburses the Unemployment Insurance (UI) Fund for the cost of UI benefits paid to former school employees. It is a statutory requirement for MSA-1 to adopt an SDI account to be able to initiate the SEF account.

### **Background**

Currently, all existing Magnolia Public Schools (MPS) with the exception of MSA-1 are already participating in the SEF account. The Finance Department prepares and submits wage and tax reports to the EDD on a quarterly basis as noted below for the other MSA schools.

Account	Account ID	Name
School Employees Fund	942-6262-3	MAGNOLIA SCIENCE ACADEMY - 2
School Employees Fund	942-6277-1	MAGNOLIA SCIENCE ACADEMY-3
School Employees Fund	942-6278-9	MAGNOLIA SCIENCE ACADEMY – 4
School Employees Fund	942-6279-7	MAGNOLIA SCIENCE ACADEMY – 5
School Employees Fund	942-6300-1	MAGNOLIA SCIENCE ACADEMY – 6
School Employees Fund	942-6301-9	MAGNOLIA SCIENCE ACADEMY – 7
School Employees Fund	942-6326-6	MAGNOLIA SCIENCE ACADEMY- 8
School Employees Fund	942-6303-5	MAGNOLIA SCIENCE ACADEMY - SANTA ANA
School Employees Fund	942-6212-8	MAGNOLIA SCIENCE ACADEMY SAN DIEGO

## **Overview**

MSA-1 is the only location that is currently not a member of SEF. Consequently, the school pays Employment Training Tax (ETT) and State Unemployment Insurance (SUI) tax at the time of payroll, while all other MPS schools pay SUI tax quarterly with the submission of the Wage reporting.

## **Budget Implications**

MSA-1 does not need to pay the ETT tax when the school switches to the SEF account. As a result of this action, the school is estimated to save approximately \$1,500-\$2,000 per year.

## **Exhibits:**

Board Resolution – Adoption of SDI Account for MSA 1





**Resolution for the Adoption of State Disability Insurance (SDI) account for Magnolia Science Academy - 1**

**WHEREAS**, the board approves the adoption of a State Disability Insurance (SDI) account for MSA-1. The school's EDD account is interchanged to School Employee Fund (SEF) from the private tax-rated account.

**WEREAS**, any of the following Authorized signatories of the company are hereby authorized, singly / jointly, on behalf of the company to sign, submit and execute the required applications, documents, deeds, and writings and do all such acts, deeds, and things as may be needed in this regard to implement and give effect to this resolution:

**NOW, THEREFORE, BE IT RESOLVED**, that the Governing Board of Directors of Magnolia Public Schools (MPS) after discussion, approved the following Resolution:

**Resolution for the Adoption of State Disability Insurance (SDI) account for Magnolia Science Academy - 1**

Certified copy of the relevant extract from the minutes of the Meeting of Board of Directors of Magnolia Public Schools (MPS) held on January 20, 2022 at 6:30 p.m.

Name	Signature
1.	
2.	