Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday January 19, 2023 at 5:30 PM PST

Location

https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

Meeting ID: 978 5606 4990 **Passcode:** 021250
One tap mobile:+16694449171,,97856064990# US

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

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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 or call 213-628-3634 Ext. 21101.

Board Members:
Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair

Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Daniel Sheehan
Mrs. Esra Eldem Tunc

CEO & Superintendent:
Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			**5:30 PM**
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m
D. Public Comments			5 m
E. Announcements from CEO & Superintendent and Board Members			5 m
F. Approval of Minutes from MPS Regular Board Meeting - December 8, 2022	Approve Minutes		1 m
II. Consent Items			**5:44 PM**
A. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum	Vote	Derya Hajmeirza	3 m
B. Approval of School Accountability Report Cards (SARC) for all MPS	Vote	David Yilmaz	3 m
III. Action Items			**5:50 PM**
A. Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953	Vote	Alfredo Rubalcava	3 m
B. Approval of Design & Engineering Contract with DLR Group for the Magnolia Science Academy-5 Winnetka Ave Project	Vote	Audit & Facilities Committee	10 m

	Purpose	Presenter	Time
C. Approval of 2021-22 Annual Audit Report for all Magnolia Science Academy Schools and the Home Office	Vote	Steve Budhraja	15 m
D. Approval of Magnolia Science Academy- 3 Surveillance Cameras' Installation: Procedures and Design	Vote	Suat Acar	7 m
IV. Closed Session			**6:25 PM**
A. Public Announcement of Closed Session	FYI		1 m
B. Confidential Student Enrollment Matter - Consideration of Compliance with Rehabilitation Plan Case No.: 20221208			20 m
C. Report Out of Closed Session	FYI		1 m
V. Closing Items			**6:47 PM**
A. Adjourn Meeting			1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - December 8, 2022

Section:	I. Opening Items
Item:	F. Approval of Minutes from MPS Regular Board Meeting - December 8, 2022
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on December 8, 2022

APPROVED

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday December 8, 2022 at 5:30 PM

Location
https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

Meeting ID: 978 5606 4990 **Passcode:** 021250
One tap mobile: +16694449171,,97856064990# US

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

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

Directors Absent
D. Sheehan

Directors who arrived after the meeting opened
M. Muhammedov

Directors who left before the meeting adjourned

S. Dikbas

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 8, 2022 at 5:36 PM.

B. Record Attendance and Guests

Refer to attendance information recorded above.

C. Approval of Agenda

S. Covarrubias made a motion to approve the amended agenda with the removal of Closed Session Item IV C: Confidential Student Enrollment Matter.
D. Gonzalez seconded the motion.
J.Hernandez, Director of Student Services, informed the Board that the item is removed.
The board **VOTED** to approve the motion.

Roll Call

U. Yapanel	No
S. Dikbas	No
E. Eldem Tunc	No
D. Sheehan	Absent
D. Gonzalez	No
S. Covarrubias	No
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, thanked everyone for being on the call.
S.Keskinturk and M.Rowell, Principals at Magnolia Science Academy - Santa Ana highlighted that their school hosted the McDonalds Acer National Program. Their keynote speaker was Katya Echazarreta, she is the first Mexican-born woman to go to space. All Magnolia School Principals provided highlights of their school site. Board Members thanked everyone for the amazing highlights.
M. Muhammedov arrived at 5:45 PM.
S. Dikbas left at 5:45 PM.

F. Approval of Minutes from MPS Regular Board Meeting - November 10, 2022

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 11-10-22.
E. Eldem Tunc seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Eldem Tunc	Aye
S. Covarrubias	Aye
U. Yapanel	Aye
S. Dikbas	Absent

Roll Call

D. Gonzalez	Aye
M. Muhammedov	Aye
D. Sheehan	Absent

II. Information/Discussion Items

A. Data Presentation: 2022-23 MPS Demographics

D.Yilmaz, Chief Accountability Officer, and L.Woods, Director of School Office Data & Accountability went over the Magnolia wide 2022-23 CALPADS Fall 1 demographic information. L.Woods added that the information presented is preliminary as schools are continuously collecting and entering data into the system. There have been some system issues which staff was informed that it would be resolved in January. She added that before certifying the data, they present each of the data reports to the school leaders to ensure that the data quality is there. She went over the historical enrollment by school which is on trend with what is happening across the state. Some schools enrollment increased but some others saw a decrease in the census day enrollment counts. Possible factors such as leaving the state/area or opting for virtual education options played a factor. Regarding enrollment by ethnicity there is a minimal difference from last year with the Hispanic student population being the highest demographic. She also presented the student population ethnicity percentage breakdown for each school. She presented the gender breakdown in comparison to last year. She also went over the EL student rates along with EL students with disability rates for each school. Free/Reduced preliminary rates was also presented which was in collaboration with school leaders and staff to collect majority of the forms from the students. She showcased the unduplicated pupil counts per school site. Other areas that were presented was the GATE student rates, foster youth rates and counts which increased from last year, students with disabilities count, homeless student rates and immigrant student rates. She also presented a summary of the CALPADS Census day data from October. Board members provided feedback.

B. Student Board Member Processes and Responsibilities

J.Hernandez, Director of Student Services, stated that this was presented previously at the Nominating/Governance Committee back in November in which the Committee had provided feedback and additional information. He presented that the Board had approved the amended Bylaws back in February in which the student board member was added to the Bylaws language. He presented the application, the election process, timeline and key responsibilities that the student board member role entails. The Student Board Member will be joining their first Board Meeting in July of 2023. He also provided current processes still being formalized and discussed with principals and legal counsel. Sometime in February, information will be sent out to students and families informing them of the opportunity. This will be presented to the principals at the upcoming principals meeting to answer any further questions. Staff is still in the process of communicating with legal counsel. Board members provided feedback.

C. Enrollment Projections for Magnolia Public Schools (MPS) Sites for 2023-24

B.Lopez, Chief External Officer, presented the enrollment projections for the upcoming school year. This was in collaboration with the Accountability Department, school leaders and staff. She mentioned that this year they pushed these procedures sooner to make sure they have projections before winter break begins and before the January open enrollment window closes. This is to ensure that PACE Coordinators and school leaders continuously reach out to families.

Meetings with the Outreach & Development and school site leaders have taken place to discuss strategies for enrollment activates. She presented the enrollment projection numbers for each school site.

III. Action Items

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

The Board 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 in addition to the all standing Board Committees (Finance, Audit/Facilities, Academic, Stakeholder and Development & Nominating/Governance Committees) and public to meet safely. In-person Board Meeting will reconvene beginning in March. Staff will undergo protocols and systems to ensure board and members of the public can meet safely.
U. Yapanel made a motion to adopt the findings relating to the ability of the MPSBoard and all MPS Committees 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

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

B. Approval of Updated 2022-2023 Magnolia Public Schools Employee Handbook

D.Hajmeirza, Director of Human Resources, presented the updated employee handbook which was reviewed by legal counsel. This includes regulation changes and labor codes that will become effective January 1, 2023. She went over the updates such as overpayments, family leave and eligibility, clarifying language on school paid holidays, bereavement leave for seasonal and temporary employees and language on the security cameras policy.
U. Yapanel made a motion to approve the updated 2022-23 Employee Handbook as presented with an effective date of January 1, 2023.
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approval of Magnolia Science Academy-4, 6,7 and 8 Fiscal Benchmarks

Presented previously at the Finance Committee Meeting which the Committee approved for their recommendation. S.Budhraja, Chief Financial Officer, presented the areas for improvement regarding internal controls. He went over that the recommendation for MPS to move to a single system for its accounting and payroll system in underway. Staff has reached out to vendors and still discussing with leadership for the best possible option while maintaining that all current systems are still ongoing to ensure no disruption on the organizations day to day. Staff is still exploring along with the costs and timelines. All other recommendations were implemented.
M. Muhammedov made a motion to approve the actions taken by Magnolia Public Schools (MPS) staff to address Fiscal Benchmarks noted by the Los Angeles Unified School District (LAUSD) during their last renewal for Magnolia Science Academy-4, 6, 7 and 8.
E. Eldem Tunc seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. Approval of First Interim Reports for the 2022-23 Fiscal Year

Presented previously at the Finance Committee Meeting which the Committee approved for their recommendation. S.Budhraja, Chief Financial Officer, presented 2022-23 first interim report which is a snapshot of the operating budget with adjustments that were made since July. He added that the Discretionary block grant would be separated into two programs - arts and music/instructional materials and learning recovery emergency block grant. He also added that this captures hold harmless and one time revenues which he mentioned that staff is mindful that this disappears overtime and are planning for changes for the upcoming year. He clarified that as discussed during the Finance Committee Meeting, the staff will have additional information from the Governor's January proposal and for that to be presented end of January/February. He went over each school site and Home Office revenues and financial health. Board members questions were addressed.

U. Yapanel made a motion to approve the fiscal year 2022-23 first interim budget reports as the most recent revised budget for the 2022-23 fiscal year.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Closed Session

A.

Public Announcement of Closed Session

J.Lara, Board Secretary, stated that as mentioned during the approval of agenda, item IV C will not be discussed today and that the Board will be going into closed session to discuss conference with real property negotiations for the property at 16600 Vanowen Street and that the Board will report out.

B. Conference with Real Property Negotiations (§ 54956.8)

This item was discussed in Closed Session.

C. Confidential Student Enrollment Matter - Consideration of Compliance with Rehabilitation Plan Case No.: 20221208

This item was removed during the approval of agenda.

D. Report Out of Closed Session

M.Muhammedov announced in Open Session at 7:59pm that the Board discussed certain actions proposed regarding MPS real property negotiations for the property at 16600 Vanowen Street and that the Board voted unanimously to accept the proposal as presented.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

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

Section: II. Consent Items
Item: A. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum
Purpose: Vote
Submitted by:
Related Material: Health & Safety - IIPP COVID-19 Addendum.pdf

Agenda Item:	II A: Consent Item
Date:	*January 19, 2023*
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	*Derya Hajmeirza, Director of Human Resources*
RE:	Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum

1. ***Action Proposed:***

   I move that the board approve the updated MPS Health & Safety Policy alongside the Injury Illness Prevention Program (IIPP) COVID-19 addendum.

2. ***Background:***

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

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

3. ***Analysis:***

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

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

- The policy constitutes MPS's COVID-19 testing plan, as required by Education Code section 32096 (SB 1479).
- Removal of the COVID-19 supplemental paid sick leave information as it expired as of December 31, 2022.
- Individuals who have recovered from COVID-19 within the last 30 days are not required to test unless they develop symptoms. The guidance used to be 90 days.

MPS IIPP COVID-19 Addendum update(s) are as follows:

- Removal of the COVID-19 supplemental paid sick leave information as it expired as of

December 31, 2022.

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

5. ***Exhibits:***

Updated MPS Health and Safety Policy (with redline) ..... Pg. 3
Updated MPS Health and Safety Policy (without redline) ..... Pg. 43
Updated MPS IIPP COVID-19 Addendum (with redline) ..... Pg. 84
Updated MPS IIPP COVID-19 Addendum (without redline) ..... Pg. 107

Updated on 11/10/2022

HEALTH AND SAFETY POLICY FOR COVID-19

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

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

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

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

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

2

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

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

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

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

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

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

2. Wellness Checks and Temperature Screenings:

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

information:

- Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case's infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation. In indoor spaces greater than 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities), then close contact is defined as being within 6 feet from the infected person for a cumulative total of 15 minutes or more over a 24-hour period.

- If the student, staff, parent, or, visitor answers "no" to all questions, he or she may enter the school.
- If the student, staff, parent, or visitor answers "yes" to any of the questions regarding COVID-19 symptoms, he or she may not enter the school. Employees, parents, and visitors answering "yes" must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering "yes" will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.
- Students, staff, parents, or visitors who have had close contact with an individual who has tested positive shall be permitted to access the school site so long as they follow all

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

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

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

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

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

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

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- Testing will be applied on symptomatic[1], response[2], and asymptomatic[3] bases, as required by health authority guidance and this policy.
- The Charter School's COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA Emergency Temporary Standards, the Charter School will provide testing at no cost to employees during paid time for:
    - Any employees experiencing symptoms of COVID-19, regardless of whether there is a known exposure, and
    - Any employee with close contact exposure, whether to a single case, an outbreak, or a major outbreak.
- Testing Required in San Diego County:
    - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
    - Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-SD employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:

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[1] Symptomatic testing "is used for individuals with symptoms of COVID-19, either at home or at school."

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

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

- Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
- Individuals who have recovered from laboratory-confirmed COVID-19 within the last 30 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
- These campuses are recommended to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes.
- Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.

- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - Beginning July 1, 2022, MSA-1, 5, 7, and Santa Ana will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.

- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.

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

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

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

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

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

- Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school. Students and employees of MSA- 2, 3, 4, 6 and 8 will be provided with a rapid antigen test to administer at home.
- A log will be kept of all persons entering the isolation area.
- Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.

- **Symptomatic but negative**. Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - Documentation of a negative test result should be provided to school administrators.
  - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
  - For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.
- **Isolation**. Persons who test positive or are otherwise diagnosed with COVID-19 must isolate until they have satisfied the following conditions:
  - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
  - Other symptoms have resolved or are improving; AND
  - An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative. Confirmed cases at MSA 2, 3, 4, 6, and 8 will be provided with a rapid antigen test to be used to determine eligibility to return to school.
  - NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.

- If a person's COVID-19 symptoms recur or worsen after ending isolation, they should re-isolate as they may have COVID-19 rebound. Isolation for COVID-19 rebound can end 5 days after rebound began, as long as the individual has been fever-free for at least 24 hours and symptoms are improving.
- Note: For staff, per CAL/OSHA COVID-19 Prevention ETS, testing that is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered and self-read unless they are observed by the employer or an authorized telehealth proctor or verifiable through the use of a time/date stamped photograph or through the use of a test that employee digital result reporting that marks the time and date of the result.
- Students returning to school after isolation are strongly recommended to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.
- Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's IIPP addendum.

- **School Response to Confirmed Case**. In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
  - MSA Los Angeles COVID-19 Compliance Officers are only required to alert LACDPH when there are three or more cases of COVID-19 in a classroom, office, or other pre-defined or identifiable group who were on campus at any point within the 14 days prior to illness onset date.
  - MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to ACDC-Education@ph.lacounty.gov.
  - MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-

administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.

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

third case within any group. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.

- For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.

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

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- Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
- Providing synchronous instruction as required by law.
  - "Synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
    - For TK/K-3 opportunities must occur daily.
    - For 4-8 opportunities must occur weekly along with daily live interaction.
    - For 9-12 opportunities must occur weekly.
    - Can be classroom style, designated small group, or one-on-one.
  - The "teacher of record for that pupil" pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.
- Charter School will document each pupil's participation in synchronous instruction.
- Continuing to provide school meals.

- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.

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

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

6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12

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

Schools in California, 2021-22 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Contact Tracing**. Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had "Close Contacts" with the confirmed case during his or her infectious period. Only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.
- "**Close Contact**" is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case's infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation). For large indoor airspaces of 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities) close contact is defined as being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the infected person's infectious period. Spaces that are separated by floor-to-ceiling walls (e.g. offices, suites, break/eating areas separated by floor-to-ceiling walls) are considered distinct indoor airspaces.)
    - In Los Angeles County, close contacts occurring in "large indoor airspaces," may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
    - If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the "same airspace" definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.
    - Persons with an outdoor exposure at school are not considered close contacts.
    - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.

- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,[5] with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.

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

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

- Notification should occur to "groups" of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual "close contacts" (e.g., those within 6 feet).
- Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
- MSA 2, 3, 4, 6 and 8 COVID-19 Compliance Officers will provide students and employees with a single rapid antigen test per close contact.

- **Exposure Notification.**
  - Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, in keeping with public health guidance on exposure and quarantine responses.
  - School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.
- **Quarantine Procedures.**
  - ***MSA 1, 5, and 7 Employees*** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 30 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.
  - ***MSA 2, 3, 4, 6, and 8 Employees***, regardless of booster status, can remain at work following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly-protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days after last date of exposure. Employees who have had a positive COVID-19 test in the past 30 days are exempt from testing.
  - ***MSA SA Employees*** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 30 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.

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- ***MSA SD Employees****,* regardless of vaccination status, may remain at work so long as they do not have symptoms, test negative on Day 3-5 from their last exposure, and wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure. Employees who are a close contact with a household member can also remain at work if they do not have symptoms, with testing immediately upon learning that they are a close contact, and on Day 3-5 after the COVID-positive household member completes their isolation period.
- ***MSA 1, 5, and 7 Students****,* regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms, 2) wear a highly protective mask around others indoors, except when eating or drinking, for 10 days from exposure, and 3) test with an FDA-authorized viral COVID-19 test within 3-5 days after last exposure.
- ***MSA 2, 3, 4, 6, and 8 Students***, regardless of vaccination status, can remain at school following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days of last exposure. Students who have had a positive COVID-19 test within the last 30 days are exempt from testing. If a student is a close contact but has a mask exemption, they may remain at school but are required to wear a face shield with a drape for 10 days following last exposure. If they cannot tolerate a face shield, they may remain on campus if they 1) remain asymptomatic, 2) monitor for symptoms for 10 days from last exposure, 3) test negative for COVID-19 once during days 3-5 from exposure and once during days 6-9. Students who cannot mask or meet these requirements must remain home until after Day 10 from exposure.
- ***MSA SA Students****,* regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms. It is strongly recommended that student close contacts test within 3-5 days after last exposure, unless they have had COVID-19 within the last 30 days.
- **MSA SD Students**, regardless of vaccination status, may remain on campus so long as they 1) remain asymptomatic and monitor for symptoms, and 2) test negative for COVID-19 between Day 3-5 from last exposure. Students who have had COVID-19 within the last 300 days do not need to test.
- ***MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts***
  Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when

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eating or drinking) for ten days after the last date of exposure to the positive household member while infectious, and test negative within 3-5 days after last date of exposure to the positive household member while infectious. Individuals are exempt from testing if they have recovered from a confirmed positive COVID-19 test in the past 300 days. If household close contact is symptomatic, they should test immediately, and if negative, test again on Day 5 from the positive household member's first day of isolation. If the second test result is negative and the individual has been fever-free for 24 hours without using fever-reducing medications and has improved symptoms, they can return on Day 6. The individual must mask at all times indoors at school/work for a full 10 days after last exposure.

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7. Sanitizing/hygiene materials and practices:

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.

- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

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

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
    - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
    - Dusting hard surfaces;
    - Damp wiping of hard surfaces to ensure they are free of debris;
    - Wet mopping of floors;
    - Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be services at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
    - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
    - Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.

- When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
- Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
- Custodians will clean and disinfect:
  - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
  - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
- The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.

- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.
  - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients

(hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.

- The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Staff shall follow label directions for appropriate dilution rates and contact times.
- The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

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

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

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

- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

10. **Extracurricular Activities:**

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

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

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

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.
- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students who return to school from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- MSA Los Angeles students and employees are required to wear a highly protective mask for 10 days following close contact exposure to a confirmed case. Students and employees of MSA- 1, 5 and 7 who are exempt from wearing a mask may remain in school following exposure if they remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure. Otherwise, they must remain home for 10 days from exposure. Students

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

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

requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.

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

12. Use of Gloves and Personal Protective Equipment: The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment.

Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

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

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

reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.

- Evaluations and Timelines:
    - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
    - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
    - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
    - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
    - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
    - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
    - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
    - Individuals who may not be able to communicate symptoms of illness.

14. COVID-19 Vaccination Policy for Employees. The Charter School has adopted the following COVID-19 employee vaccination policy ("Employee Vaccination Policy"). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School

employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission ("EEOC"), Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

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

employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School's compliance with LAUSD requirements.

- **Proof of COVID-19 Vaccination**:
  - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
    - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
  - Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
  - Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
  - The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **Accommodations**: Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.
- **Compliance Period**:

  - Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
  - Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.
- **Non-Compliance**:
  - Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
  - The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

15. COVID-19 Vaccination Policy for Students. The Charter School has adopted the following COVID-19 student vaccination policy ("Student Vaccination Policy"). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the

Deleted: either COVID-19 Supplemental Paid Sick Leave or

Deleted: <#>Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave, if available and upon request.¶

Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

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

submit their vaccination record, as it will be automatically updated following receipt of the vaccine.

- At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
- To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.

- **Exemptions and Conditional Admissions**.
  - Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.
  - Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
  - There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.
- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

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

- The Charter School will engage with families and staff to develop strategies to prepare and

respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.

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

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local,

county, state or federal authorities ("Agencies"), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School's charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix

Site Specific Planning Form

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

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

School Phone Number: _____

Campus Density

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

Specialized Services for defined subgroups of children (T1)			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students:_____			

Services

The Grab & Go Food Center located closest to this school is at:

- School Name:_____
- Address_____

The COVID-19 Test Center located closest to this school is at:

- School Name:_____
- Address:_____

School COVID-19 Compliance Task Force

Name	**Job Title**	**Role**
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations

	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

Health Office Set-up and Staff

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

School Communications

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

4832-6772-6068, v. 28

Updated on 01/12/2023

HEALTH AND SAFETY POLICY FOR COVID-19

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

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

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

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

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

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

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

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

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

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

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

2. Wellness Checks and Temperature Screenings:

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

information:

- Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case's infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation. In indoor spaces greater than 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities), then close contact is defined as being within 6 feet from the infected person for a cumulative total of 15 minutes or more over a 24-hour period.

- If the student, staff, parent, or, visitor answers "no" to all questions, he or she may enter the school.
- If the student, staff, parent, or visitor answers "yes" to any of the questions regarding COVID-19 symptoms, he or she may not enter the school. Employees, parents, and visitors answering "yes" must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering "yes" will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.
- Students, staff, parents, or visitors who have had close contact with an individual who has tested positive shall be permitted to access the school site so long as they follow all

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

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

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

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

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

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

- Testing will be applied on symptomatic[1], response[2], and asymptomatic[3] bases, as required by health authority guidance and this policy.
- The Charter School's COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA Emergency Temporary Standards, the Charter School will provide testing at no cost to employees during paid time for:
    - Any employees experiencing symptoms of COVID-19, regardless of whether there is a known exposure, and
    - Any employee with close contact exposure, whether to a single case, an outbreak, or a major outbreak.
- Testing Required in San Diego County:
    - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
    - Consistent with California's "State Public Health Officer Order of August 11, 2021," all MSA-SD employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School's COVID-19 employee vaccination policy.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:

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[1] Symptomatic testing "is used for individuals with symptoms of COVID-19, either at home or at school."

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

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

  - Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
  - Individuals who have recovered from laboratory-confirmed COVID-19 within the last 30 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
  - These campuses are recommended to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes.
  - Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - Beginning July 1, 2022, MSA-1, 5, 7, and Santa Ana will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.

- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.

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

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

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

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

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

- Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school. Students and employees of MSA- 2, 3, 4, 6 and 8 will be provided with a rapid antigen test to administer at home.
- A log will be kept of all persons entering the isolation area.
- Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.

- **Symptomatic but negative**. Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - Documentation of a negative test result should be provided to school administrators.
  - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
  - For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.
- **Isolation**. Persons who test positive or are otherwise diagnosed with COVID-19 must isolate until they have satisfied the following conditions:
  - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
  - Other symptoms have resolved or are improving; AND
  - An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative. Confirmed cases at MSA 2, 3, 4, 6, and 8 will be provided with a rapid antigen test to be used to determine eligibility to return to school.
  - NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.

- If a person's COVID-19 symptoms recur or worsen after ending isolation, they should re-isolate as they may have COVID-19 rebound. Isolation for COVID-19 rebound can end 5 days after rebound began, as long as the individual has been fever-free for at least 24 hours and symptoms are improving.
- Note: For staff, per CAL/OSHA COVID-19 Prevention ETS, testing that is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered and self-read unless they are observed by the employer or an authorized telehealth proctor or verifiable through the use of a time/date stamped photograph or through the use of a test that employee digital result reporting that marks the time and date of the result.
- Students returning to school after isolation are strongly recommended to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.
- Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's IIPP addendum.

- **School Response to Confirmed Case**. In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
  - MSA Los Angeles COVID-19 Compliance Officers are only required to alert LACDPH when there are three or more cases of COVID-19 in a classroom, office, or other pre-defined or identifiable group who were on campus at any point within the 14 days prior to illness onset date.
  - MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to ACDC-Education@ph.lacounty.gov.
  - MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-

administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.

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

third case within any group. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.

- For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.

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

- Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
- Providing synchronous instruction as required by law.
  - "Synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
    - For TK/K-3 opportunities must occur daily.
    - For 4-8 opportunities must occur weekly along with daily live interaction.
    - For 9-12 opportunities must occur weekly.
    - Can be classroom style, designated small group, or one-on-one.
  - The "teacher of record for that pupil" pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.
- Charter School will document each pupil's participation in synchronous instruction.
- Continuing to provide school meals.

- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.

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

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

6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine. Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12

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

Schools in California, 2021-22 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Contact Tracing**. Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had "Close Contacts" with the confirmed case during his or her infectious period. Only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.
- "**Close Contact**" is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case's infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation). For large indoor airspaces of 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities) close contact is defined as being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the infected person's infectious period. Spaces that are separated by floor-to-ceiling walls (e.g. offices, suites, break/eating areas separated by floor-to-ceiling walls) are considered distinct indoor airspaces.)
    - In Los Angeles County, close contacts occurring in "large indoor airspaces," may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
    - If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the "same airspace" definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.
    - Persons with an outdoor exposure at school are not considered close contacts.
    - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.

- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,[5] with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.

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

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

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

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

  Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when

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

7. Sanitizing/hygiene materials and practices:

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.

- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

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

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
    - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
    - Dusting hard surfaces;
    - Damp wiping of hard surfaces to ensure they are free of debris;
    - Wet mopping of floors;
    - Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be services at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
    - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
    - Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.

- When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
- Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
- Custodians will clean and disinfect:
  - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
  - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
- The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.

- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.
  - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients

(hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.

- The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Staff shall follow label directions for appropriate dilution rates and contact times.
- The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

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

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

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

- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

10. **Extracurricular Activities:**

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

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

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

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.
- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students who return to school from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- MSA Los Angeles students and employees are required to wear a highly protective mask for 10 days following close contact exposure to a confirmed case. Students and employees of MSA- 1, 5 and 7 who are exempt from wearing a mask may remain in school following exposure if they remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure. Otherwise, they must remain home for 10 days from exposure. Students

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

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

requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.

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

12. Use of Gloves and Personal Protective Equipment: The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment.

Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

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

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

reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.

- Evaluations and Timelines:
    - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
    - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
    - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
    - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
    - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
    - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
    - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
    - Individuals who may not be able to communicate symptoms of illness.

14. COVID-19 Vaccination Policy for Employees. The Charter School has adopted the following COVID-19 employee vaccination policy ("Employee Vaccination Policy"). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School

employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission ("EEOC"), Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

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

employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School's compliance with LAUSD requirements.

- **Proof of COVID-19 Vaccination**:
  - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
    - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
  - Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
  - Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
  - The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **Accommodations**: Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.
- **Compliance Period**:

  - Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
  - Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.
- **Non-Compliance**:
  - Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
  - The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

15. COVID-19 Vaccination Policy for Students. The Charter School has adopted the following COVID-19 student vaccination policy ("Student Vaccination Policy"). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the

Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

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

submit their vaccination record, as it will be automatically updated following receipt of the vaccine.

- At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
- To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.

- **Exemptions and Conditional Admissions**.
  - Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.
  - Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
  - There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.
- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

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

- The Charter School will engage with families and staff to develop strategies to prepare and

respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.

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

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local,

county, state or federal authorities ("Agencies"), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School's charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix

Site Specific Planning Form

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

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

School Phone Number: _____

Campus Density

- Approximate Square Footage open: _____
- Maximum Student Capacity: _____
- Maximum Number of Staff with physical distancing: _____
- Total Number of Students Enrolled: _____
- 25% of Total Number of Students Enrolled: _____
- In-person class size is limited to: _____

➢ The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body andto maximize physical distancing is:

Specialized Services for defined subgroups of children (T1)			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students:_____			

Services

The Grab & Go Food Center located closest to this school is at:

- School Name:_____
- Address_____

The COVID-19 Test Center located closest to this school is at:

- School Name:_____
- Address:_____

School COVID-19 Compliance Task Force

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

Health Office Set-up and Staff

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

School Communications

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

INJURYAND ILLNESS PREVENTION PROGRAM ("IIPP") COVID-19 ADDENDUM

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year from the California Department of Public Health ("CDPH"). This document additionally complies with the temporary Cal/OSHA regulations issued June 18, 2021, which require a "written COVID-19 prevention plan." Resumption of in-person instruction presumes that the Charter School has complied with all applicable legal and public health requirements. Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

Background

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or "COVID-19") leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

Updated on 10/06/2022

COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., "Shelter in Place"), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening or already reopened.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs, * he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
    - People with chronic lung disease or moderate to severe asthma
    - People who have serious heart conditions
    - People who are immunocompromised
        - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune

Deleted:

Updated on 10/06/2022

deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site.

COVID-19 Infection Control Plan

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

1. Design, implement, update and maintain a COVID-19 Infection Control Plan:

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

2. Adjust operations to slow the spread:

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.

Updated on 10/06/2022

- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. If the Charter School conducts screening indoors at the workplace, the employer shall ensure that face coverings[1] are used during screening by both screeners and employee, and if temperatures are measured, that non-contact thermometers are used.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics and be sure to maintain confidentiality of each individual's medical status and history.

3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
    - Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
    - Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms. This includes an evaluation of employees' potential workplace exposure to all persons at the workplace or who may enter the workplace, including coworkers, students, employees of other entities, members of the public, customers or clients, and independent contractors. During this evaluation, the Charter School will also consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work locations.
    - Reviewing and incorporating all applicable federal, state, and local public health

[1] Cal/OSHA defines "face coverings" as "a surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers (i.e., fabrics that do not let light pass through when held up to a light source) that completely covers the nose and mouth and is secured to the head with ties, ear loops, or elastic bands that go behind the head. If gaiters are worn, they shall have two layers of fabric or be folded to make two layers... A face covering is a solid piece of material without slits, visible holes, or punctures, and must fit snugly over the nose, mouth, and chin with no large gaps on the outside of the face. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric. This definition includes clear face coverings or cloth face coverings with a clear plastic panel that, despite the non-cloth material allowing light to pass through, otherwise meet this definition and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker's mouth or facial expressions to understand speech or sign language respectively."

Updated on 10/06/2022

guidance related to COVID-19, as well as any other industry-specific guidance.

- From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.
- Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
- Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:
    - The School will consult with employees' exclusive representatives and coordinate a virtual safety meeting prior to the start of the school year.
    - In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur prior to the start of the school year and on a as needed bases thereafter. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.
    - If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

Updated on 10/06/2022

School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Brad Plonka	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Ali Kaplan	818-705-5676
Magnolia Science Academy-6	James Choe	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskinturk Maria Czerner-Rowell	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
    - Determine what PPE is needed for each workers' specific job duties,

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- Select and provide appropriate PPE to the workers at no cost, and
- Train their workers on its correct use.

4. Take action if an employee is suspected or confirmed to have COVID-19 infection:

Current Cal/OSHA Regulations

- Effective immediately, upon one (1) "COVID-19 case"[2] in the workplace, the Charter School will:
  - Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
  - Investigate whether other Charter School employees or any other third parties may have had close contacts exposure[3] by evaluating the activities of the COVID-19 case at the Charter School campus during the infectious period[4] of the COVID-19 case.
  - Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information[5] of the COVID-19 case, and in the manner the Charter School normally uses to communicate employment-related information, to:
    - 1) All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period, and their authorized representatives, if any, and
    - 2) Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.
  - Make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
  - Provide all employees who had close contacts exposure in the workplace with information regarding:
    - 1) COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vaccination leave, if applicable, workers' compensation law, local governmental requirements, Charter School leave policies as well as any leave guaranteed by contract and/or Cal/OSHA;
    - 2) Potential COVID-19 exclusion pay eligibility, if applicable.
  - Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.

[2] Cal/OSHA regulations define a "COVID-19 case" as a person who: 1) has a positive COVID-19 test, or 2) has a positive COVID-19 diagnosis from a licenses health care provider; or 3) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 4) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID1-9 statistics of a county.
[3] "Close contact" is defined by Cal/OSHA as "being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the currently applicable CDPH definition of the infectious period of a COVID-19 case, unless close contact is defined by regulation or order of the CDPH, in which case the CDPH definition shall apply.
[4] "Infectious period" means the following time period, unless otherwise defined by CDPH regulation or order, in which case the CDPH definition applies: 1) For COVID-19 cases who develop COVID-19 symptoms, from two days before they first develop symptoms until all of the following are true: it has been 10 days since symptoms first appeared 24 hours have passed with no fever, without the use of fever-reducing medications; and symptoms have improved; 2) For COVID-19 cases who never develop COVID-19 symptoms, from two days before until 10 days after the specimen for their first positive test for COVID-19 was collected.
[5] All personally identifying information related to COVID-19 cases or those will COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

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- Effective immediately, and pursuant to current Cal/OSHA regulations:
  - Employers shall review current CDPH guidance for persons who had close contacts, including any guidance regarding quarantine or other measures to reduce transmission. Employers shall develop, implement, and maintain effective policies to prevent transmission of COVID-19 by persons who had close contacts.
  - For employees excluded from work for quarantine, employers shall continue and maintain an employee's earnings, wages, seniority, and all other employee rights and benefits, including the employee's right to their former job status, as if the employee had not been removed from their job. Employers may use employer-provided employee sick leave for this purpose to the extent permitted by law. Wages due under this subsection are subject to existing wage payment obligations and must be paid at the employee's regular rate of pay no later than the regular pay day for the pay period(s) in which the employee is excluded. Unpaid wages owed under this subsection are subject to enforcement through procedures available in existing law. If an employer determines that one of the exceptions below applies, it shall inform the employee of the denial and the applicable exception.
  - Charter School employees with confirmed COVID-19, regardless of vaccination status, previous infection, or lack of symptoms, must be excluded from campus until:
    - At least five days have passed from the date that COVID-19 symptoms began, or, if the person does not develop COVID-19 symptoms, from the date of the first positive COVID-19 test.
    - At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever reducing medications; and
    - A negative COVID-19 test from a specimen collected on the fifth day or later is obtained; or, if unable to test or the employer chooses not to require a test, 10 days have passed from the date that COVID-19 symptoms began or, if the person does not develop COVID-19 symptoms, from the date of first positive COVID-19 test.
    - If an individual's COVID-19 symptoms are not resolving, they may not return to work until 1) At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever-reducing medication, and 2) Symptoms are resolving or 10 days have passed from when the symptoms began.
    - Regardless of vaccination status, previous infection, or lack of COVID-19 symptoms, a COVID-19 case shall wear a face covering in the workplace until 10 days have passed since the date that COVID-19 symptoms began, or, if the person did not have COVID-19 symptoms, from the date of their first positive test.
  - When an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted even if the order exceeds the specified exclusion requirements here and in the ETS or CDPH recommendation.
  - Employees excluded from campus due to close contact COVID-19 exposure may be entitled to salary continuation during the applicable exclusion period. If an employee has no leave available, the Charter School may elect to provide paid sick leave during

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Deleted: <#>Magnolia COVID-19 Supplemental Paid Sick Leave Program¶
Pursuant to state law, employees of the Charter School are entitled to COVID-19 Supplemental Paid Sick Leave of up to 80 hours if one of various causes related to COVID-19 makes it impossible for that employee to work or to telework.¶
COVID-19 Supplemental Paid Sick Leave hours may be claimed until December 31, 2022.¶
Employees are entitled to an allotment of up to 80 total hours of paid supplemental sick leave if they are unable to work or telework due to the following reasons:¶
The employee is subject to quarantine or isolation period related to COVID-19 as defined by order or guidance of the CDC, CDPH, or local public health officer. If subject to multiple such orders, the employee may use leave for the length of the minimum exclusion period under the longest applicable order or guidance;¶
The employee has been advised by a health care provider to isolate or quarantine due to COVID-19;¶
The employee is attending an appointment for themselves or a family member to receive a vaccine or a vaccine booster for protection against COVID-19;¶
The employee is experiencing symptoms or caring for a family member experiencing symptoms, related to a COVID-19 vaccine or booster and those symptoms prevent the employee from working or teleworking;¶
The employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis;¶
The employee is caring for a family member who is subject to a quarantine or isolation order or has been advised to isolate or quarantine by a health provider;¶
The employee is caring for a child whose school or place of care is closed or otherwise unavailable for reasons related to COVID-19.¶
The employee tests positive for COVID-19 or has to remain out of work to care for a family member that tests positive for COVID-19¶
Full time employees may draw upon up to a maximum of 80 hours of supplemental paid sick leave for work time missed between January 1, 2022 and December 31, 2022. Part time employees may be entitled to fewer hours of leave and should consult with their supervisor to confirm their eligibility. ¶
The Charter School shall not require an employee to use any other paid or unpaid leave, paid time off, or vacation time provided by the employer to the employee before the employee may use COVID-19 supplemental paid sick leave.¶
Employees should contact their supervisor with any questions about Magnolia's COVID-19 Supplemental Paid Sick Leave program.¶

Deleted: The Charter School will provide employees with California COVID-19 Supplemental Paid Sick Leave or emergency paid sick leave pursuant to the Families First Coronavirus Response Act ("FFCRA"), if available, during this period

Deleted: is not eligible for California COVID-19 Supplemental Paid Sick Leave or otherwise

Deleted: such

this period.
    - Employees excluded from work due to close contact COVID-19 exposure are not entitled to salary continuation if either of the following applies:
        - 1) If a COVID-19 case is not work-related pursuant to all applicable workers' compensation laws.; or
        - 2) If an employee received disability payments or was covered by workers' compensation and received temporary disability.

Deleted: However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period or FFCRA leave

- Effective immediately, and in the event of a confirmed COVID-19 case at the Charter School campus, the Charter School will notify the local public health department, as required by law.
- Effective immediately, upon notice any COVID-19-related serious illnesses or death[6] of an employee occurring in a place of employment or in connection with any employment, the Charter School will immediately report such information to Cal/OSHA. Notwithstanding the foregoing, for all Charter School campuses co-located on Los Angeles Unified School District campuses, Charter School will also comply with all requirements implemented by LAUSD related to testing and quarantining/isolation.

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Effective January 1, 2021, employers are required to provide certain notices in response to a "notice of potential exposure to COVID-19," in accordance with Labor Code section 6409.6. A "notice of potential exposure" means any of the following:

(a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
(b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
(c) Notification through the school's testing protocol that the employee is a qualifying individual; or
(d) Notification from a subcontracted employer that a qualifying individual was on the schoolsite.

Upon receipt of a "notice of potential exposure," the Charter School must take the following actions within one (1) business day of the notice:

(a) Provide a written notice to all employees who were on the premises in the same worksite[7] as the qualifying individual[8] within the infectious period[9] that they may

[6] Pursuant to 8 CCR §330(h), "Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement."

[7] The "worksite" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

[8] A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

[9] The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

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have been exposed to COVID-19.[10]

(b) Provide a written notice to the exclusive representative, if any, of the above employees.[11]

(c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.

- Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including Charter School sick leave, state-mandated leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.

(d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021, the school must also take the following responses in the event of a COVID-19 "outbreak," as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.[12]
- The Chief Executive Officer of designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

Measures to Maintain Healthy Ongoing School Operations

1. **Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.

2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19. As a result, employees may request a legally recognized accommodation related to such conditions. While the School will work to

Deleted: California COVID-19 Supplemental Paid Sick Leave-related leave, emergency paid sick leave pursuant to the FFCRA,

[10] Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

[11] Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school's employees do not have an exclusive representative.

[12] A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

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provide reasonable accommodations where applicable, the School cannot guarantee the availability of any specific accommodations. Such accommodations could include, but are not limited to:

- Options to telework, if available and reasonable.
- Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
- Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.

3. **Communicate supportive workplace polices clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.

- Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
- Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
- Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
- Communicate how employees may request medical or other legally recognized accommodations from mandatory conditions of employment or continued employment with the School. Employees who wish to request a legally recognized accommodation may contact human resources via email at hr@magnoliapublicschools.org.
- Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.

4. **Face Coverings**

- The Charter School will provide employees with face coverings and ensure they are worn by employees when required by orders from CDPH.
- The Charter School will ensure that face coverings are clean and undamaged, and that they are worn over the nose and mouth. Face shields are not a replacement for face coverings, although they may be worn together for additional protection,
- Employees who are required to wear a face covering pursuant to state or local public health order are not required to wear face coverings in the following situations:
    - 1) When an employee is alone in a room or vehicle,
    - 2) While eating or drinking at the workplace, provided employees are at least six (6) feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible possible,
    - 3) Employees wearing respirators required by the employer and used in compliance in accordance with all safety guidelines,
    - 4) Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating

with a hearing-impaired person,
    - 5) Specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed.
- Employees exempted from wearing face coverings due to a medical condition, mental health condition, or disability shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.
- The Charter School will not prevent an employee from wearing a face covering when not required by this Policy or applicable law, unless it would create a safety hazard, such as interfering with the safe operation of equipment.
- Even if face coverings are not required by Policy or applicable law, the Charter School will provide face coverings to any employee, upon request.
- The Charter School will implement measures to communicate to students and other non-employees the face coverings requirements on campus.

5. Respirators and PPE

- The Charter School will evaluate the need for personal protective equipment to prevent exposure to COVID-19 hazards, such as gloves, goggles, and face shields, and provide such personal protective equipment as needed.
- Upon request, the Charter School shall provide respirators for voluntary use to all employees who are working indoors or in vehicles with more than one (1) person. If any employees are voluntarily using such respirators, the Charter School will encourage their use and ensure employees are provided with the correct respirator size.

6. Engineering Controls

- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.
- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.
- To the extent feasible, the Charter School will consider whether the use of portable or mounted High Efficiency Particulate Air ("HEPA") filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission on campus.

7. Limit Sharing of Tools, Equipment, and PPE

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.

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- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

8. COVID-19 Testing:

- If an employee has COVID-19 symptoms, the Charter School will make COVID-19 testing available to such employees at no cost and during paid time.
- In the event of one (1) confirmed case on campus, the Charter School will make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
- In the event of one (1) COVID-19 case, an outbreak[13], or a major outbreak at the Charter School campus, the Charter School will make COVID-19 testing available during paid time to all employees who had close contacts exposure to COVID-19 in the workplace.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
    - The Charter School will make COVID-19 testing available at no cost to its employees within the exposed group[14], during employees' paid time, except:
        - 1) employees who were not present at the Charter School campus during the relevant fourteen (14) day period, or
        - 2) employee who had COVID-19 within the last ninety (90) days.
    - After initially offering COVID-19 testing to all employees in an exposed group, the Charter School will make such testing available again one (1) week later.
    - After these first two (2) COVID-19 tests, the Charter School will make COVID-19 testing available once a week at no cost, during paid time, to all employees in the exposed group who remain at the workplace until there is no longer an outbreak.
- In the event of a "major COVID-19 outbreak,"[15] the Charter School will provide COVID-19 testing outlined above for outbreak situations, except that such testing will be made available to all employees, regardless of their COVID-19 vaccination status.
- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details.
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their

[13] An outbreak is defined by Cal/OSHA occurs when "three or more employee COVID-19 cases within an exposed group . . . visited the workplace during their high-risk exposure period at any time during a 14-day period," and applies until there are "no new COVID-19 cases detected in the exposed group a workplace for a 14-day period."
[14] "Exposed group" is defined as "all employees at a work location, working area, or a common area at work, where an employee COVID-19 case was present at any time during the high-risk exposure period. A common area at work includes bathrooms, walkways, hallways, aisles, break or eating areas, and waiting areas," subject to limited exceptions.
[15] Cal/OSHA provides that a major outbreak occurs when "20 or more employee COVID-19 cases in an exposed group . . . visited the workplace during their high-risk exposure period within a 30- day period" and applies "until there are fewer than three COVID-19 cases detected in the exposed group for a 14-day period."

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health provider.

- The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status. Further information regarding applicable cadences for COVID-19 testing may be found in the MPS COVID-19 Health and Safety Policy.
- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at hr@magnoliapublicschools.org.

Record Keeping and Availability of Plan

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities ("Agencies") and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

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Appendix A

Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

Engineering (Facilities and Equipment)
• Assess job hazards for feasibility of engineering controls • Ensure ventilation and water systems operate properly
Administrative

Management and Communications
• Monitor state and local public health communications about COVID-19
• Require students who are ill to stay home
• Encourage sick workers to report symptoms, stay home, and follow CDC guidance
• Develop strategies to:
  o communicate with staff
  o manage staff concerns
• Remind staff of available support services
• Communicate to partners, suppliers, other contractors on policies and practices, including face covering requirements.
• Cancel group events
• Close/limit use of shared spaces
• Consider policies that encourage flexible sick leave and alternative work schedules.
• Schedule stocking during off-peak hours
Cleaning and Disinfection
• Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)
• Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19
Training
Provide employees with training on:
• Symptoms, emergency warning signs and high-factors for COVID-19
• Policies to reduce the spread of COVID-19
• The Charter School's COVID-19 procedures designed to protect employees from COVID-19 exposure and hazards, as well as how employees can participate in the identification and evaluation of potential COVID-19 hazards.
• Information regarding COVID-19 transmission, including that COVID-19 "is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms."
• COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers' compensation laws, legally mandated sick and vaccination leave, workers' compensation law, the Charter School's leave policies, and any other rights by contract or collective bargaining agreement.

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Deleted: California COVID-19 Supplemental Paid Sick leave, FFCRA,

- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 but are most effective when used in combination..
- General hygiene
- Cleaning and disinfection
- Cloth face coverings
- Use of PPE
- Safe work practices
- Stress management
- The Charter School's policies for providing respirators, and the right of employees who are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation and at no cost to employees, including:
  - 1) How to properly wear the respirator provided; and
  - 2) How to perform a seal check according to the manufacturer's instructions each time a respirator is worn, and the fact that facial hair interferes with a seal.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. COVID-19 is an airborne disease. N95s and more protective respirators protect the users from airborne disease while face coverings primarily protect people around the user.
- Information on the Charter School's COVID-19 policies; how to access COVID-19 testing and vaccination; and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.
- The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six (6) feet of distance between people cannot be maintained. Employees can request face coverings from the employer at no cost to the employee and can wear them at work, regardless of vaccination status, without fear of retaliation.

Personal Protective Equipment (PPE)

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers' specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.

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APPENDIX B: IDENTIFICATION AND INSPECTION OF COVID-19 HAZARDS

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, students, visitors, employees of other entities, members of the public, customers or clients, and independent contractors. The School will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person(s) conducting the evaluation:

_____ _____

_____ _____

_____ _____

Date:

Name(s) of employee and authorized employee representative that participated:

_____ _____

_____ _____

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Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

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COVID-19 Inspections[16]

Date: _____

Name of person(s) conducting the inspection:

_____ _____

_____ _____

_____ _____

Work location evaluated: _____

_____

Exposure Controls[17]	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			

[16] *Please review the information available at www.dir.ca.gov/dosh/coronavirus/ for additional guidance on what to regularly inspect for, including issues that may be more pertinent to each School campus. Each campus will need to modify this form accordingly.*

[17] Use *empty cells to add any additional controls that the School is using.*

Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
Isolation Areas for Symptomatic Individuals			
Sufficient and Clearly Marked Signage			
Clearly Labeled Ingress and Egress Points			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

MAGNOLIA PUBLIC SCHOOLS

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the School will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health ("NIOSH"), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: [enter date]

Name of person conducting the investigation: **[enter name(s)]**

Employee (or non-employee*) name:		**Occupation (if non-employee, why they were in the workplace):**	
Location where employee worked (or non-employee was present in the workplace):		**Date investigation was initiated:**	
Was COVID-19 test offered?		**Name(s) of staff involved in the investigation:**	
Date and time the COVID-19 case was last present in the workplace:		**Date of the positive or negative test and/or diagnosis:**	
Date the case first had one or more COVID-19 symptoms:		**Information received regarding COVID-19 test results and onset of symptoms (attach documentation):**	

Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):	

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:		
All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period and their authorized representatives.	**Date:**	
	Names of employees that were notified:	
Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.	**Date:**	
	Names of individuals that were notified:	

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		**What could be done to reduce exposure to COVID-19?**	
Was local health department notified?		**Date:**	

***Should an employer be made aware of a non-employee infection source COVID-19 status.**

INJURYAND ILLNESS PREVENTION PROGRAM ("IIPP") COVID-19 ADDENDUM

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year from the California Department of Public Health ("CDPH"). This document additionally complies with the temporary Cal/OSHA regulations issued June 18, 2021, which require a "written COVID-19 prevention plan." Resumption of in-person instruction presumes that the Charter School has complied with all applicable legal and public health requirements. Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

Background

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or "COVID-19") leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

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COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., "Shelter in Place"), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening or already reopened.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs, * he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
    - People with chronic lung disease or moderate to severe asthma
    - People who have serious heart conditions
    - People who are immunocompromised
        - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune

deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site.

COVID-19 Infection Control Plan

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

1. Design, implement, update and maintain a COVID-19 Infection Control Plan:

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

2. Adjust operations to slow the spread:

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.

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- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. If the Charter School conducts screening indoors at the workplace, the employer shall ensure that face coverings[1] are used during screening by both screeners and employee, and if temperatures are measured, that non-contact thermometers are used.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics and be sure to maintain confidentiality of each individual's medical status and history.

3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
    - Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
    - Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms. This includes an evaluation of employees' potential workplace exposure to all persons at the workplace or who may enter the workplace, including coworkers, students, employees of other entities, members of the public, customers or clients, and independent contractors. During this evaluation, the Charter School will also consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work locations.
    - Reviewing and incorporating all applicable federal, state, and local public health

[1] Cal/OSHA defines "face coverings" as "a surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers (i.e., fabrics that do not let light pass through when held up to a light source) that completely covers the nose and mouth and is secured to the head with ties, ear loops, or elastic bands that go behind the head. If gaiters are worn, they shall have two layers of fabric or be folded to make two layers... A face covering is a solid piece of material without slits, visible holes, or punctures, and must fit snugly over the nose, mouth, and chin with no large gaps on the outside of the face. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric. This definition includes clear face coverings or cloth face coverings with a clear plastic panel that, despite the non-cloth material allowing light to pass through, otherwise meet this definition and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker's mouth or facial expressions to understand speech or sign language respectively."

guidance related to COVID-19, as well as any other industry-specific guidance.

- From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.
- Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
- Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:
    - The School will consult with employees' exclusive representatives and coordinate a virtual safety meeting prior to the start of the school year.
    - In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur prior to the start of the school year and on a as needed bases thereafter. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.
    - If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

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School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Brad Plonka	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Ali Kaplan	818-705-5676
Magnolia Science Academy-6	James Choe	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskinturk Maria Czerner-Rowell	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
    - Determine what PPE is needed for each workers' specific job duties,

- Select and provide appropriate PPE to the workers at no cost, and
- Train their workers on its correct use.

4. Take action if an employee is suspected or confirmed to have COVID-19 infection:

Current Cal/OSHA Regulations

- Effective immediately, upon one (1) "COVID-19 case"[2] in the workplace, the Charter School will:
  - Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
  - Investigate whether other Charter School employees or any other third parties may have had close contacts exposure[3] by evaluating the activities of the COVID-19 case at the Charter School campus during the infectious period[4] of the COVID-19 case.
  - Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information[5] of the COVID-19 case, and in the manner the Charter School normally uses to communicate employment-related information, to:
    - 1) All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period, and their authorized representatives, if any, and
    - 2) Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.
  - Make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
  - Provide all employees who had close contacts exposure in the workplace with information regarding:
    - 1) COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vaccination leave, if applicable, workers' compensation law, local governmental requirements, Charter School leave policies as well as any leave guaranteed by contract and/or Cal/OSHA;
    - 2) Potential COVID-19 exclusion pay eligibility, if applicable.
  - Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.

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[2] Cal/OSHA regulations define a "COVID-19 case" as a person who: 1) has a positive COVID-19 test, or 2) has a positive COVID-19 diagnosis from a licenses health care provider; or 3) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 4) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID1-9 statistics of a county.

[3] "Close contact" is defined by Cal/OSHA as "being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the currently applicable CDPH definition of the infectious period of a COVID-19 case, unless close contact is defined by regulation or order of the CDPH, in which case the CDPH definition shall apply.

[4] "Infectious period" means the following time period, unless otherwise defined by CDPH regulation or order, in which case the CDPH definition applies: 1) For COVID-19 cases who develop COVID-19 symptoms, from two days before they first develop symptoms until all of the following are true: it has been 10 days since symptoms first appeared 24 hours have passed with no fever, without the use of fever-reducing medications; and symptoms have improved; 2) For COVID-19 cases who never develop COVID-19 symptoms, from two days before until 10 days after the specimen for their first positive test for COVID-19 was collected.

[5] All personally identifying information related to COVID-19 cases or those will COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

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- Effective immediately, and pursuant to current Cal/OSHA regulations:
    - Employers shall review current CDPH guidance for persons who had close contacts, including any guidance regarding quarantine or other measures to reduce transmission. Employers shall develop, implement, and maintain effective policies to prevent transmission of COVID-19 by persons who had close contacts.
    - For employees excluded from work for quarantine, employers shall continue and maintain an employee's earnings, wages, seniority, and all other employee rights and benefits, including the employee's right to their former job status, as if the employee had not been removed from their job. Employers may use employer-provided employee sick leave for this purpose to the extent permitted by law. Wages due under this subsection are subject to existing wage payment obligations and must be paid at the employee's regular rate of pay no later than the regular pay day for the pay period(s) in which the employee is excluded. Unpaid wages owed under this subsection are subject to enforcement through procedures available in existing law. If an employer determines that one of the exceptions below applies, it shall inform the employee of the denial and the applicable exception.
    - Charter School employees with confirmed COVID-19, regardless of vaccination status, previous infection, or lack of symptoms, must be excluded from campus until:
        - At least five days have passed from the date that COVID-19 symptoms began, or, if the person does not develop COVID-19 symptoms, from the date of the first positive COVID-19 test.
        - At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever reducing medications; and
        - A negative COVID-19 test from a specimen collected on the fifth day or later is obtained; or, if unable to test or the employer chooses not to require a test, 10 days have passed from the date that COVID-19 symptoms began or, if the person does not develop COVID-19 symptoms, from the date of first positive COVID-19 test.
        - If an individual's COVID-19 symptoms are not resolving, they may not return to work until 1) At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever-reducing medication, and 2) Symptoms are resolving or 10 days have passed from when the symptoms began.
        - Regardless of vaccination status, previous infection, or lack of COVID-19 symptoms, a COVID-19 case shall wear a face covering in the workplace until 10 days have passed since the date that COVID-19 symptoms began, or, if the person did not have COVID-19 symptoms, from the date of their first positive test.

    - When an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted even if the order exceeds the specified exclusion requirements here and in the ETS or CDPH recommendation.
    - Employees excluded from campus due to close contact COVID-19 exposure may be entitled to salary continuation during the applicable exclusion period. If an employee has no leave available, the Charter School may elect to provide paid sick leave during

this period.
    - Employees excluded from work due to close contact COVID-19 exposure are not entitled to salary continuation if either of the following applies:
        - 1) If a COVID-19 case is not work-related pursuant to all applicable workers' compensation laws.; or
        - 2) If an employee received disability payments or was covered by workers' compensation and received temporary disability.
- Effective immediately, and in the event of a confirmed COVID-19 case at the Charter School campus, the Charter School will notify the local public health department, as required by law.
- Effective immediately, upon notice any COVID-19-related serious illnesses or death[6] of an employee occurring in a place of employment or in connection with any employment, the Charter School will immediately report such information to Cal/OSHA. Notwithstanding the foregoing, for all Charter School campuses co-located on Los Angeles Unified School District campuses, Charter School will also comply with all requirements implemented by LAUSD related to testing and quarantining/isolation.

AB 685
Effective January 1, 2021, employers are required to provide certain notices in response to a "notice of potential exposure to COVID-19," in accordance with Labor Code section 6409.6. A "notice of potential exposure" means any of the following:

(a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
(b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
(c) Notification through the school's testing protocol that the employee is a qualifying individual; or
(d) Notification from a subcontracted employer that a qualifying individual was on the schoolsite.

Upon receipt of a "notice of potential exposure," the Charter School must take the following actions within one (1) business day of the notice:

(a) Provide a written notice to all employees who were on the premises in the same worksite[7] as the qualifying individual[8] within the infectious period[9] that they may

[6] Pursuant to 8 CCR §330(h), "Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement."
[7] The "worksite" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)
[8] A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)
[9] The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

have been exposed to COVID-19.[10]

(b) Provide a written notice to the exclusive representative, if any, of the above employees.[11]

(c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
   - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including Charter School sick leave, state-mandated leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.

(d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021, the school must also take the following responses in the event of a COVID-19 "outbreak," as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.[12]
- The Chief Executive Officer of designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

Measures to Maintain Healthy Ongoing School Operations

1. **Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.

2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19. As a result, employees may request a legally recognized accommodation related to such conditions. While the School will work to

[10] Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

[11] Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school's employees do not have an exclusive representative.

[12] A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

provide reasonable accommodations where applicable, the School cannot guarantee the availability of any specific accommodations. Such accommodations could include, but are not limited to:

- Options to telework, if available and reasonable.
- Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
- Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.

3. **Communicate supportive workplace polices clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.

- Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
- Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
- Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
- Communicate how employees may request medical or other legally recognized accommodations from mandatory conditions of employment or continued employment with the School. Employees who wish to request a legally recognized accommodation may contact human resources via email at hr@magnoliapublicschools.org.
- Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.

4. **Face Coverings**

- The Charter School will provide employees with face coverings and ensure they are worn by employees when required by orders from CDPH.
- The Charter School will ensure that face coverings are clean and undamaged, and that they are worn over the nose and mouth. Face shields are not a replacement for face coverings, although they may be worn together for additional protection,
- Employees who are required to wear a face covering pursuant to state or local public health order are not required to wear face coverings in the following situations:
    - 1) When an employee is alone in a room or vehicle,
    - 2) While eating or drinking at the workplace, provided employees are at least six (6) feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible possible,
    - 3) Employees wearing respirators required by the employer and used in compliance in accordance with all safety guidelines,
    - 4) Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating

with a hearing-impaired person,
    - 5) Specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed.
- Employees exempted from wearing face coverings due to a medical condition, mental health condition, or disability shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.
- The Charter School will not prevent an employee from wearing a face covering when not required by this Policy or applicable law, unless it would create a safety hazard, such as interfering with the safe operation of equipment.
- Even if face coverings are not required by Policy or applicable law, the Charter School will provide face coverings to any employee, upon request.
- The Charter School will implement measures to communicate to students and other non-employees the face coverings requirements on campus.

5. Respirators and PPE

- The Charter School will evaluate the need for personal protective equipment to prevent exposure to COVID-19 hazards, such as gloves, goggles, and face shields, and provide such personal protective equipment as needed.
- Upon request, the Charter School shall provide respirators for voluntary use to all employees who are working indoors or in vehicles with more than one (1) person. If any employees are voluntarily using such respirators, the Charter School will encourage their use and ensure employees are provided with the correct respirator size.

6. Engineering Controls

- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.
- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.
- To the extent feasible, the Charter School will consider whether the use of portable or mounted High Efficiency Particulate Air ("HEPA") filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission on campus.

7. Limit Sharing of Tools, Equipment, and PPE

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.

Updated on 01/12/2023

- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

8. COVID-19 Testing:

- If an employee has COVID-19 symptoms, the Charter School will make COVID-19 testing available to such employees at no cost and during paid time.
- In the event of one (1) confirmed case on campus, the Charter School will make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
- In the event of one (1) COVID-19 case, an outbreak[13], or a major outbreak at the Charter School campus, the Charter School will make COVID-19 testing available during paid time to all employees who had close contacts exposure to COVID-19 in the workplace.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
    - The Charter School will make COVID-19 testing available at no cost to its employees within the exposed group[14], during employees' paid time, except:
        - 1) employees who were not present at the Charter School campus during the relevant fourteen (14) day period, or
        - 2) employee who had COVID-19 within the last ninety (90) days.
    - After initially offering COVID-19 testing to all employees in an exposed group, the Charter School will make such testing available again one (1) week later.
    - After these first two (2) COVID-19 tests, the Charter School will make COVID-19 testing available once a week at no cost, during paid time, to all employees in the exposed group who remain at the workplace until there is no longer an outbreak.
- In the event of a "major COVID-19 outbreak,"[15] the Charter School will provide COVID-19 testing outlined above for outbreak situations, except that such testing will be made available to all employees, regardless of their COVID-19 vaccination status.
- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details.
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their

[13] An outbreak is defined by Cal/OSHA occurs when "three or more employee COVID-19 cases within an exposed group . . . visited the workplace during their high-risk exposure period at any time during a 14-day period," and applies until there are "no new COVID-19 cases detected in the exposed group a workplace for a 14-day period."

[14] "Exposed group" is defined as "all employees at a work location, working area, or a common area at work, where an employee COVID-19 case was present at any time during the high-risk exposure period. A common area at work includes bathrooms, walkways, hallways, aisles, break or eating areas, and waiting areas," subject to limited exceptions.

[15] Cal/OSHA provides that a major outbreak occurs when "20 or more employee COVID-19 cases in an exposed group . . . visited the workplace during their high-risk exposure period within a 30- day period" and applies "until there are fewer than three COVID-19 cases detected in the exposed group for a 14-day period."

health provider.

- The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status. Further information regarding applicable cadences for COVID-19 testing may be found in the MPS COVID-19 Health and Safety Policy.
- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at hr@magnoliapublicschools.org.

Record Keeping and Availability of Plan

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities ("Agencies") and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Updated on 01/12/2023

Appendix A

Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

Engineering (Facilities and Equipment)
• Assess job hazards for feasibility of engineering controls • Ensure ventilation and water systems operate properly
Administrative

Management and Communications
• Monitor state and local public health communications about COVID-19
• Require students who are ill to stay home
• Encourage sick workers to report symptoms, stay home, and follow CDC guidance
• Develop strategies to:
  o communicate with staff
  o manage staff concerns
• Remind staff of available support services
• Communicate to partners, suppliers, other contractors on policies and practices, including face covering requirements.
• Cancel group events
• Close/limit use of shared spaces
• Consider policies that encourage flexible sick leave and alternative work schedules.
• Schedule stocking during off-peak hours
Cleaning and Disinfection
• Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)
• Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19
Training
Provide employees with training on:
• Symptoms, emergency warning signs and high-factors for COVID-19
• Policies to reduce the spread of COVID-19
• The Charter School's COVID-19 procedures designed to protect employees from COVID-19 exposure and hazards, as well as how employees can participate in the identification and evaluation of potential COVID-19 hazards.
• Information regarding COVID-19 transmission, including that COVID-19 "is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms."
• COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers' compensation laws, legally mandated sick and vaccination leave, workers' compensation law, the Charter School's leave policies, and any other rights by contract or collective bargaining agreement.

Updated on 01/12/2023

- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 but are most effective when used in combination..
- General hygiene
- Cleaning and disinfection
- Cloth face coverings
- Use of PPE
- Safe work practices
- Stress management
- The Charter School's policies for providing respirators, and the right of employees who are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation and at no cost to employees, including:
    - 1) How to properly wear the respirator provided; and
    - 2) How to perform a seal check according to the manufacturer's instructions each time a respirator is worn, and the fact that facial hair interferes with a seal.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. COVID-19 is an airborne disease. N95s and more protective respirators protect the users from airborne disease while face coverings primarily protect people around the user.
- Information on the Charter School's COVID-19 policies; how to access COVID-19 testing and vaccination; and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.
- The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six (6) feet of distance between people cannot be maintained. Employees can request face coverings from the employer at no cost to the employee and can wear them at work, regardless of vaccination status, without fear of retaliation.

Personal Protective Equipment (PPE)

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers' specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.

MAGNOLIA PUBLIC SCHOOLS

APPENDIX B: IDENTIFICATION AND INSPECTION OF COVID-19 HAZARDS

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, students, visitors, employees of other entities, members of the public, customers or clients, and independent contractors. The School will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person(s) conducting the evaluation:

_____ _____

_____ _____

_____ _____

Date:

Name(s) of employee and authorized employee representative that participated:

_____ _____

_____ _____

MAGNOLIA PUBLIC SCHOOLS

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

MAGNOLIA PUBLIC SCHOOLS

COVID-19 Inspections[16]

Date: _____

Name of person(s) conducting the inspection:

_____ _____

_____ _____

_____ _____

Work location evaluated: _____

_____

Exposure Controls[17]	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			

[16] *Please review the information available at www.dir.ca.gov/dosh/coronavirus/ for additional guidance on what to regularly inspect for, including issues that may be more pertinent to each School campus. Each campus will need to modify this form accordingly.*

[17] Use *empty cells to add any additional controls that the School is using.*

Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
Isolation Areas for Symptomatic Individuals			
Sufficient and Clearly Marked Signage			
Clearly Labeled Ingress and Egress Points			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the School will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health ("NIOSH"), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: [enter date]

Name of person conducting the investigation: **[enter name(s)]**

Employee (or non-employee*) name:		**Occupation (if non-employee, why they were in the workplace):**	
Location where employee worked (or non-employee was present in the workplace):		**Date investigation was initiated:**	
Was COVID-19 test offered?		**Name(s) of staff involved in the investigation:**	
Date and time the COVID-19 case was last present in the workplace:		**Date of the positive or negative test and/or diagnosis:**	
Date the case first had one or more COVID-19 symptoms:		**Information received regarding COVID-19 test results and onset of symptoms (attach documentation):**	

Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):	

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:		
All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period and their authorized representatives.	**Date:**	
	Names of employees that were notified:	
Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.	**Date:**	
	Names of individuals that were notified:	

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		**What could be done to reduce exposure to COVID-19?**	
Was local health department notified?		**Date:**	

***Should an employer be made aware of a non-employee infection source COVID-19 status.**

Coversheet

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

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

Agenda Item:	II B: Consent Item
Date:	January 19, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of School Accountability Report Cards (SARC) For All MPS

1. ***Action Proposed:***

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

2. ***Purpose:***

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).

3. ***Background:***

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 2021-22 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. Schools are required to use the template provided by the CDE where the majority of the data is pre-populated in the report by the CDE 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.

4. ***Analysis:***

Please see the attached SARC reports for the currently available data and information about each MPS school. MPS will publish SARC after board approval and before February 1 and will notify parents in English and Spanish 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. MPS also utilizes the ParentSquare messaging system to communicate with our educational partners. The Home Office Accountability Department supports and monitors the completion and dissemination of the report.

5. ***Impact:***

It is mandated by the state that each school have a board approved SARC available for public view. It will also allow our educational partners to access data and information so they can provide feedback for continuous school improvement.

6. ***Budget Implications:***

N/A

7. ***Committee Recommendations:***

N/A

8. ***Exhibits:***

- School Accountability Report Card (SARC) (one for each MSA)
  - Magnolia Science Academy - 1 .....Pg. 3
  - Magnolia Science Academy - 2 .....Pg. 31
  - Magnolia Science Academy - 3 .....Pg. 67
  - Magnolia Science Academy - 4 .....Pg. 95
  - Magnolia Science Academy - 5 .....Pg. 124
  - Magnolia Science Academy - 6 .....Pg. 152
  - Magnolia Science Academy - 7 .....Pg. 179
  - Magnolia Science Academy - 8 .....Pg.205
  - Magnolia Science Academy - Santa Ana .....Pg. 232
  - Magnolia Science Academy - San Diego .....Pg. 258

Magnolia Science Academy

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	18238 Sherman Way Reseda, CA , 91335-4550	**Principal:**	Brad Plonka
Phone:		**Grade 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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Brad Plonka

Principal, Magnolia Science Academy

About Our School

Contact

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

Phone:
Email: bplonka@magnoliapublicschools.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles County Office of Education
Phone Number Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoe.edu
Website	https://msal.magnoliapublicschools.org

School Contact Information (School Year 2022–23)

School Name	Magnolia Science Academy
Street	18238 Sherman Way
City, State, Zip	Reseda, CA , 91335-4550
Phone Number Principal	Brad Plonka
Email Address	bplonka@magnoliapublicschools.org
Website	https://msa1.magnoliapublicschools.org
County-District-School (CDS) Code	19101996119945

Last updated: 1/17/23

School Description and Mission Statement (School Year 2022–23)

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 2022-23 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.

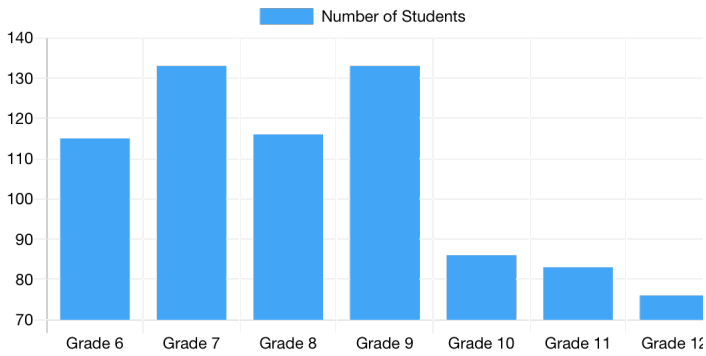
4. CONNECTION

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: 1/17/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	115
Grade 7	133
Grade 8	116
Grade 9	133
Grade 10	86
Grade 11	83
Grade 12	76
Total Enrollment	742



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/13/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.00%
Male	52.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	3.00%
Black or African American	1.00%
Filipino	2.00%
Hispanic or Latino	91.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	3.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	22.00%
Foster Youth	0.00%
Homeless	2.00%
Migrant	0.00%
Socioeconomically Disavantaged	86.00%
Students with Disabilities	15.00%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	84.84	314.10	59.37	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	2.42	13.10	2.48	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	6.98	42.50	8.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	4.59	139.00	26.27	12115.80	4.41
Unknown	0.30	1.11	20.20	3.82	18854.30	6.86
Total Teaching Positions	34.20	100.00	529.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.70	

Misassignments	1.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.30	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.50	
Total Out-of-Field Teachers	1.50	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

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

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	CA Inspire	Yes	0%
History-Social Science	Impact	Yes	0%
Foreign Language	Realidades Spanish Textbook		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: 1/17/23

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 and federal American Disabilities Act (ADA) access requirements, and are evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken 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: 1/17/23

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 2022

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

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/17/23

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	47%	N/A	38%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	14%	N/A	22%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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: 1/17/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	436	430	98.62	1.38	36.05
Female	209	204	97.61	2.39	40.20
Male	227	226	99.56	0.44	32.30
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	393	387	98.47	1.53	33.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	69.23
English Learners	100	98	98.00	2.00	2.04
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	366	362	98.91	1.09	34.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	57	98.28	1.72	5.26

Note: ELA 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	436	429	98.39	1.61	14.05
Female	209	205	98.09	1.91	13.24
Male	227	224	98.68	1.32	14.80
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	38.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	393	386	98.22	1.78	11.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	46.15
English Learners	100	98	98.00	2.00	1.02
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	366	361	98.63	1.37	13.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	56	96.55	3.45	3.57

Note: 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)		21.13	31.21	27.78	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	268	265	98.88	1.12	21.13
Female	130	128	98.46	1.54	14.84
Male	138	137	99.28	0.72	27.01
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	33.33
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	239	237	99.16	0.84	19.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	53	98.15	1.85	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	227	225	99.12	0.88	18.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	5.26

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Last updated: 1/17/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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: 1/17/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	85.14%

Last updated: 1/17/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated:

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

MSA-1 is a school of choice that significantly benefits from parent involvement in our student's learning process. Our school provides a login for parents to track their child's progress. 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 can meet their homeroom students and families to convey the school and classroom expectations. Parents can also voice any concerns they have before the school year starts and have any of their questions answered.

Our Parent Task Force (PTF) meets monthly to discuss fundraising, school-related activities, and concerns. We also have Coffee with the Admin team to allow parents to meet the whole admin team once a month and learn about hot topics like internet safety or community resources. Throughout the year, parents can 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 where 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 on weekdays and weekends.

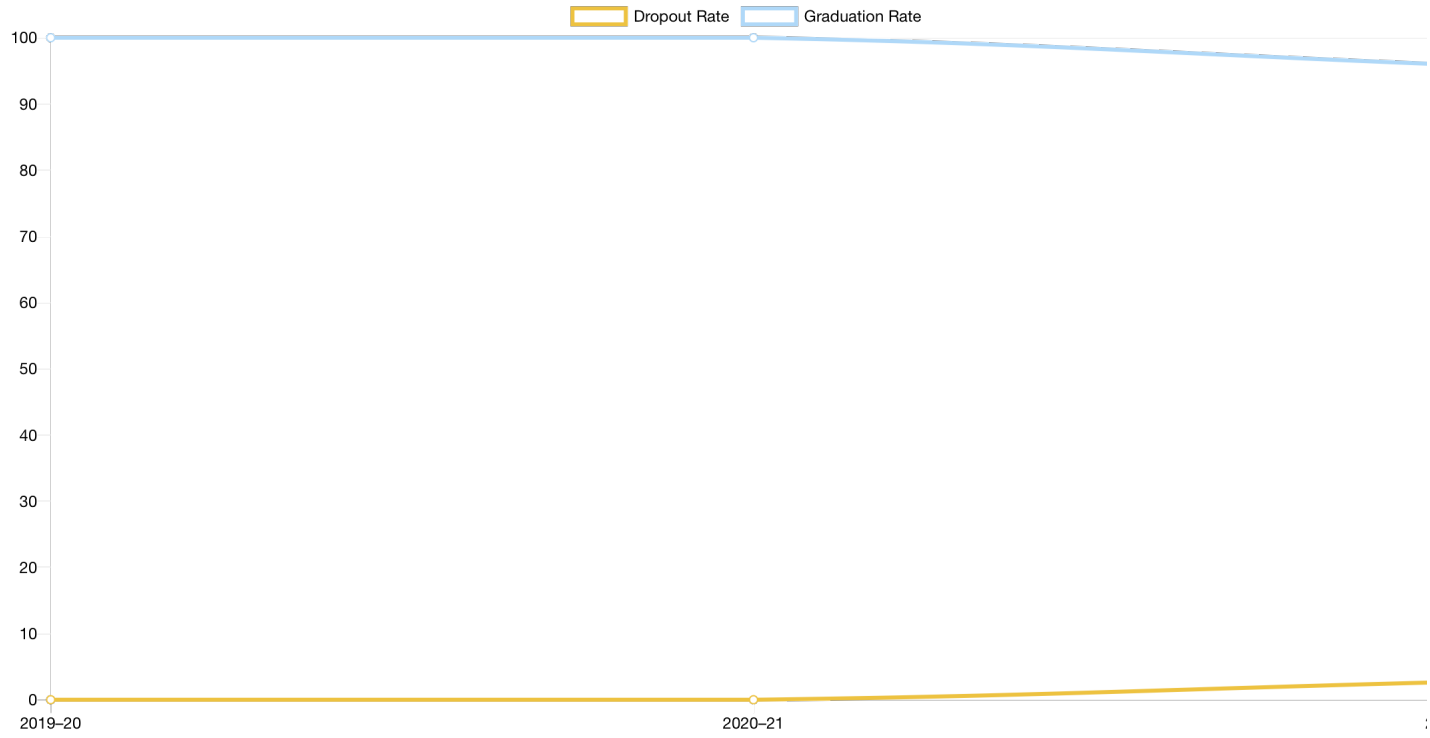
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	0.00%	0.00%	2.70%	--	23.80%	13.40%	--	8.90%	7.80%
Graduation Rate	100.00%	100.00%	95.90%	--	60.00%	72.70%	--	84.20%	87.00%



Last updated: 1/17/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	73	70	95.9
Female	34	31	91.2
Male	39	39	100.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0
Black or African American	0	0	0.00
Filipino	0	0	0
Hispanic or Latino	67	64	95.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0
English Learners	18	17	94.4
Foster Youth	0	0	0.0
Homeless	0	0	0
Socioeconomically Disadvantaged	73	70	95.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	15	14	93.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/17/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	759	750	185	24.7
Female	364	361	88	24.4
Male	395	389	97	24.9
American Indian or Alaska Native	0	0	0	0.0
Asian	26	25	5	20.0
Black or African American	5	4	2	50.0
Filipino	13	13	1	7.7
Hispanic or Latino	683	679	170	25.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	3	3	0	0.0
White	26	23	6	26.1
English Learners	179	178	55	30.9
Foster Youth	0	0	0	0.0
Homeless	14	14	6	42.9
Socioeconomically Disadvantaged	651	645	150	23.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	115	34	29.6

Last updated: 1/17/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.90%	7.95%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.71%	1.87%	4.48%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/17/23

Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.71	0.00
Female	1.37	0.00
Male	2.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.17	0.00

Last updated: 1/17/23

School Safety Plan (School Year 2022–23)

MSA-1 conducts monthly 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 review 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: 1/17/23

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 2019–20

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 2020–21

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	39	
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 2021–22

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	15.00	26	27	
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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	9	16	1
Mathematics	22.00	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	7	19	2
Mathematics	22.00	12	16	1
Science	27.00	2	15	3
Social Science	26.00	4	13	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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	16	17	1
Mathematics	19.00	16	19	
Science	21.00	13	13	2
Social Science	19.00	16	9	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.

Last updated: 1/17/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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.

Last updated: 1/17/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	4.00
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	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.

Last updated: 1/17/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13769.45	$4113.18	$9656.27	$74886.00
District	N/A	N/A	$14967.00	--
Percent Difference – School Site and District	N/A	N/A	58.00%	5.00%
State	N/A	N/A	$6593.62	--
Percent Difference – School Site and State	N/A	N/A	36.00%	14.00%

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

Last updated: 1/17/23

Types of Services Funded (Fiscal Year 2021–22)

MSA-1's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals and 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 how additional funds provided for low-income students, English learners, and foster youth are used to increase or improve services for these students. 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.

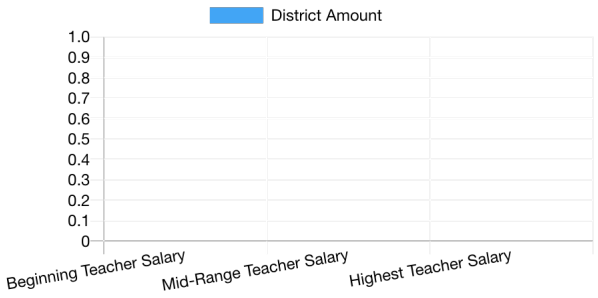
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

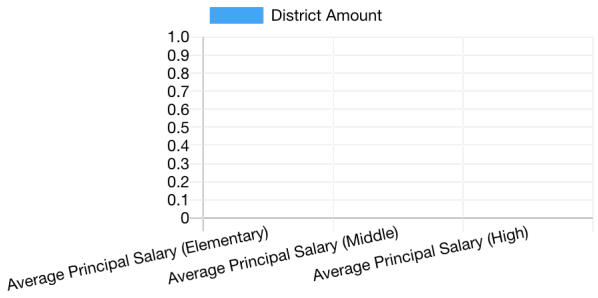
Last updated: 1/17/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

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: 1/17/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	3
Mathematics	3
Science	1
Social Science	3
Total AP Courses Offered*	13.00%

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

Last updated: 1/17/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement			47

Last updated: 1/17/23

Magnolia Science Academy 2

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	17125 Victory Blvd. Van Nuys, CA , 91406-5455	**Principal:**	David Garner
Phone:	(818) 758-0300	**Grade 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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

David Garner

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 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

Contact

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

Phone: (818) 758-0300
Email: dgarner@magnoliapublicschools.or

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111 Ex. 113
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoe.edu
Website	http://msa2.magnoliapublicschools.org

School Contact Information (School Year 2022–23)

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

Last updated: 1/17/23

School Description and Mission Statement (School Year 2022–23)

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 currently has 507 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. The 2021-22 academic year's enrollment is the highest in the school's history, and MSA-2 has had an increased enrollment over the past three consecutive school years.

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 2021–22 school year. School finances and school completion data are reported for the 2021-22 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2021–22 school year.

MSA2 has established a clear, coherent vision and mission of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

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 and the Magnolia Science Academy leadership team will lead the effort to ensure alignment of the following core values to better align with the Portrait of a 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 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 educational partners. This sense of connection creates a safe place for all learners and educational partners 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 - ADAPTABILITY

Adaptability for Magnolia students is to demonstrate flexibility when acclimating to various roles and situations. Students will work effectively in a climate of ambiguity 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.

The Student Learning Outcomes (SLOs) are measurable school-wide goals that every student is expected to achieve upon graduation from MSA-2. Our school wide SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the school. MSA-2 utilized our Student Government to develop the student based components of the SLOs. Parents were involved through a several week process that included direct parent input and our School Site Council was also involved in this process by exploring the LCAP goals of our SLOs. Teachers were also actively involved as the SLO process was addressed during several specific staff PDs. All educational partner groups have a proficient understanding of the SLOs given their involvement in creating the SLOs and feedback in modifying them. These SLOs were measured by data gathered from standardized testing (ex: MAP, SBAC), data driven applications (ex: ALEKS, Khan Academy, IXL, myON), and biannual educational partner surveys.

Teachers, administrators, parents, staff and district administrators engage in an annual analysis and reflection of the academic progress and needs of the school. Beginning in July, leaders met with district administrators to unpack the results of end of year internal assessments, ELPAC and SBAC scores, student, parent and staff survey data, attendance reports and mental health services provided. Based on ongoing analysis, new goals are created and shared with teachers and parents at the beginning of the year. Feedback is given on the priorities and action steps in order to refine goals and ensure all educational partners are clear on the annual targets and action plans. This information is then used by committees and focus groups when discussing and working on criteria areas.

MSA2 utilizes a WASC process in which after reviewing the Student/Community Profile data and the summaries of each criteria area, the Leadership Team and Focus Group Leaders draft the long-range action plan to the school's areas of need. They then took the plan to educational partners including teachers, and instructional staff for input and feedback during the beginning of year professional development week. The plan was then taken to parents, support staff, community members and students so that they could also give feedback through several avenues such as our staff meetings, Student Government meetings, Coffee with the principal, and School Site Council meeting. Each year the plan is updated to reflect the growth and needs of the school. The finalized action plan is located in Chapter 5 of this report.

In order to meet the social emotional needs of our students, a full-time school psychologist was added to our staff. This position was fulfilled by Dr. Gordon from 2018-2019 and is currently held by Ms. Hekimian starting from the beginning of the 2019 school year.

Additionally, in order to provide social/emotional interventions in response to the pandemic, MSA-2 adopted a Magnolia-wide SEL curriculum called The Zones of Regulation. SEL lessons were embedded into our PBIS Videos and included opportunities for students to reflect and voice their feelings.

MSA-2 created an MTSS Socioemotional Support (SEL) Committee which meets regularly to discuss plans which the school implements to better support students in this manner. Further, MSA-2 launched the first Anti-Bullying program which was led by high school ambassador students and which provided support to middle school students during their Life Skills classes. This course utilized a curriculum and also helped students build self-esteem which was an important part of the school's SEL program.

Between 2018 and 2022, we have utilized several new technologies to increase the academic success of our students. In order to provide variety in our interventions in Math and English, we have adapted a lot of new programs used regularly in and out of the classroom such as IXL, ALEKS, flocabulary, Storyboard, Genius Generation, Gizmo, Board Works, and Quill. We continue to use and regularly update our digital curriculum through McGraw Hill for all core subjects. In addition, we have regularly updated our subscription to MyON, our digital library, to meet the demand and interest of our students.

Since Fall 2018 MSA-2 has used ParentSquare as our main platform for educational partners to communicate with each other. It provides easy access for the school and parent communication through email and text, and offers an automated translation system to families' preferred languages.

Since the pandemic, all staff and students have learned to utilize Google Classroom for all of their subjects. In addition to providing one-to-one Chromebooks in the classroom, all students have been assigned their Chromebook in a way that they are allowed to regularly take it home and bring it back to school. We have also been able to provide internet hotspots to families who need them.

At the beginning of the 2021-2022 school year, the school also adapted a new information system called Infinite Campus, replacing our original system, Illuminate.

Since the 2018-2019 school year, a Parent and Community Engagement (PACE) Coordinator was hired to promote and enact outreach that may benefit our community. They provide resources to our families in order to meet their needs and have their voices heard. Their duties include leading our Parentsquare communications, Coffee with the principal, Parent Colleges, and reaching out to local businesses and organizations that might provide support to our school. Our PACE Coordinator also hosts the School Site Council meetings, ELAC meetings, Title I meetings and PTF meetings. Further, the PACE Coordinator receives training and support from the Chief External Officer during the monthly meeting with the home office. In addition, the PACE Coordinator helps organize school events in collaboration with the PBIS Committee and the ASB Student Government, including school dances and community festivals. Moreover, the PACE Coordinator serves as the enrollment liaison for the school and follows up with scheduling school tours for prospective MSA-2 families.

Starting in the 2019-2020 school year, our school started the application process for the California Interscholastic Federation in order to provide and promote equity, quality, charter, and academic development through sports. The school developed a program headed by our CIF athletic director who determines teams, games, and facilities together with administrative support. Currently, our school has high school CIF teams for cross country, soccer, basketball, and volleyball for boys and girls. Our school has rented facilities from One Generation for soccer field usage nearby our school. In addition, our school rented the Hansen Dam in Pacoima for the cross county team to hold meets. Further, MSA-2 has rented buses to provide transportation to our students to their athletic competitions.

MSA-2 is collocated on LAUSD property and has to abide by both LACOE and LAUSD protocols and mandates about COVID-19. In Spring 2020 to the end of Fall 2020, MSA-2 provided students a complete distance learning model. In Spring 2021, a hybrid model was provided. Finally, in Fall 2021, a full-in person model with some restrictions was provided to all students. Independent study is also provided for students under certain circumstances. Since the beginning of the pandemic, MSA-2 has garnered and provided resources to make a safe learning environment such as providing PPE, setting up hand washing stations, developing social distancing protocols, mandating masks, and providing weekly Covid testing and screening.

Student Learning and Achievement based on LCAP is assessed and monitored by staff continually. The Leadership structure includes feedback and advice from the MPS Chief Academic Officer, Special Education Director, Director of Student Services, Chief Operations Officer, Chief Accountability Officer, Math Director, and ELD Director.

MSA-2 internal academic management includes the Admin Team, MTSS Academic Committee members, MTSS PBIS Committee member (Coaches and Grade Level Chairs), English and Math Intervention Teacher, ELD Coordinator, Special Education Department, and LCAP goals are reviewed and approved by the School Site Council. Weekly staff PD meetings take place where staff discuss grade level shared plans and department level action plans. Further, our home office hosts monthly meetings with principals, dean of students, dean of academics, PACE coordinators, office managers, and special education teachers to provide in-depth collaboration and training structural support across the organization. Amongst the topics which are covered in this partnership are Universal Design for Learning (UDL) and data analysis related to all areas of school operations and student achievement.

In addition, delegation of responsibilities takes place within departments as well as within grade levels. Teacher observations take place by the Administration team, as well as by MTSS Academic Committee members for the general teaching staff to provide support and feedback into the TeachBoost system. This helps build capacity for our teaching staff which supports student achievement and utilizes MTSS Academic Committee members leadership as additional systems of support. In addition, our SPED team provides specific training to the general teacher staff during PDs which helps place responsibility in the hands of the specialty staff leadership to share accommodations, best practices for supporting the SPED student population.

MSA-2's LCAP committee has reviewed input from all educational partners and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include: Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, MSA-2 conducts surveys for parents, students, and teachers and MSA-2s staff makes home visits.

These all serve as a way to inform, educate, and gather input & feedback from all critical educational partners. Increasing parent participation (Coffee, surveys, PT Conference, email and mail in English and Spanish, Parent College) has been and will continue to be a major goal for MSA-2. MSA-2 actively includes parents in the LCAP Process. Avenues for parental input include, SSC meetings, PTF meetings, ELAC meetings, parent surveys, middle school parent nights, parent informational meetings, parent college visits, parent college program and parent college graduation ceremony. Offering students additional academic support and interventions to all students will continue to be another major focus for MSA-2. Our after school programs, Saturday School and summer program have become a part of our academic culture. Intervention support already exists at MSA-2. They include learning lab, ELD curriculum, after school tutoring, Saturday School and summer school.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, educational partner input, or other information, MSA-2 is most proud of the progress which the school made in meeting 100% of our LCAP goals during the 2020-21 academic year. MSA-2 plans on maintaining and building upon this success by continuing to collaborate with our educational partners from our home office, including our accountability department, finance department, operations department, academic department, legal department, and facilities department as well as our teachers, paraprofessionals, students and families at the school site in the process of improving our provision of programs and services which lead to a higher quality educational institution for all student groups. This outcome led to academic growth across both pre-pandemic official data and post-pandemic internal data for our Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD) and English Learners. Additional details regarding this matter can be found in the included sections within MSA2's WASC report which provide further data related to the abovementioned student groups.

Since 2017, MSA-2 has participated in several Multi-Tiered Systems of Support (MTSS) training to help with developing, implementing, reflecting on, and improving our professional development. As a district wide initiative, Weekly PD, MPS symposium, supporting staffing with pursuing higher education and training. MSA-2 utilizes monthly data analysis meetings with teachers and school administration where areas of concern are discussed related to student academic achievement, absenteeism, and other areas are shared by members of teams.

Following these meetings, MSA-2 provides targeted support to students to help them become more successful, including increasing student participation in after school tutoring, Saturday School interventions, winter learning camps, learning lab courses and more. Moreover, MSA-2 holds meetings with Teachers on Special Assignment (TOSA) within the Magnolia Public Schools (MPS) organization which provide collaboration time and opportunities to develop best-practice implementation in order to better support student achievement. This time takes place monthly and virtually via Zoom amongst all MPS schools.MSA-2 also

utilizes the school's MTSS Academic Committee to check student academic achievement, including analyzing student performance on SBAC, MAP, IAB, and online programs including ALEKS, IXL, myON, and Flocabulary as well as to provide recommendations for additional tiered support. MSA-2 has further developed an ongoing partnership with LACOE over the past 5 school years to receive training and support for our school's MTSS PBIS program.

This program has involved attending training with our school's PBIS coach, dean of students, PBIS ambassadors, and PBIS Committee during multiple meetings each school year to further develop and improve our school's positive culture and climate. Through this program, our school also tracks data in the Tiered Fidelity Inventory (TFI) which is utilized to track our school's progress in meeting these goals. Further, this program was recognized for a Bronze Metal during 2021 from the State of California in partnership with LACOE.MSA2 utilizes a plan aligned with the school's WASC self study that is revisited on yearly visits to determine what are the best courses of action based on school need and district wide policy. In addition, measurable goals were considered. Most of the goals on MSA2's WASC are also aligned.MSA-2 utilizes the LCAP Goals to track the implementation of our school's programs and services in alignment with our SPSA. Further, we provide baseline data for each goal which we also track quarterly throughout each school year related to each action and LCAP goal in partnership with our Magnolia Public Schools home office.

This process allows the school to provide additional interventions and support to help better meet the targeted goals if the school is not yet making progress in any particular area prior to the end of the school year.MSA-2 holds a variety of events, meetings and committees which provide significant opportunities for parent and family involvement in our school community decision-making process. In particular, this process is supported by our school's PACE Coordinator who hosts weekly Coffee with the Principal meetings on Fridays where topics of interest which are relevant to families are shared, including health and wellness, academic achievement, UC / CSU graduation requirements, and more. Further, MSA-2 hosts PTF, School Site Council (SSC), Title I meetings, ELAC meetings with parents as members of each committee who have the ability to vote upon important plans including the School Safety Plan, SPSA, and more. The families and parents are equal partners in the decision-making process where they are invited to share their feedback related to school budgetary and programmatic decisions which impact the quality of the education which their children receive at MSA-2.Moreover, MSA-2 hosts events for parents and families, including Parent Bridge educational programs which provide support related and training to parents and families in areas including technology literacy and English language development.

Beyond this, parents and family members are invited to attend Parent College programs at MSA-2 where they receive information and support related to the necessary steps which they should take to best prepare their children to be successful in college and universities.MSA-2 administration and staff provide home visits to MSA-2 families each year where families are visited to provide their perspectives and feedback related to school programs which can best support their children. Also, our PTF program includes parent members who serve as volunteers to plan events, such as school dances, and cultural festivals including the Day of the Dead event.MSA-2 has a college and career pathway which is supported by our college counselor, dean of academics and various support staff members. In particular, our students are also invited to participate in our dual enrollment program where they enroll in college courses at LA Valley College, Pierce College and LA Mission College related to their college and career goals.

MSA-2 also hosts annual career fairs where students are invited to hear presentations from individuals from a variety of professional backgrounds, including military and trade school certified careers, such as nurses and mechanics. Also, MSA-2 holds summer school programs to support students who are in need of credit recovery to enable them to graduate on time which integrates the APEX platform into their intervention program. MSA-2 also invites virtual and in-person representatives from universities and colleges to speak with current high school students, including individuals from Pierce College, to support students in applying for FAFSA and other financial aid support which extend to university and non-four year university pathways.

Moreover, MSA-2 follows up on our alumni network to support them with their career and academic goals beyond 12th grade. In particular, the school hosts regular events and gatherings where alumni share their current experiences and educational pursuits with each other in the support of the college counselor and school administration. These gatherings permit MSA-2 to continue to track life experiences and goals beyond graduation in order to be able to continue to provide feedback to our alumni. In addition, MSA-2 has implemented a plan to recruit and hire additional alumni to work for the school and simultaneously support the alumni in finishing their college education.

Finally, MSA-2 has provided AP Computer / Java Programming classes to students and offered the students the opportunity to take their Oracle Certification exam through the school, as well as robotics clubs. Also, MSA-2 is providing extra-curricular activities to students to participate in CIF sports as well as Congressional Award Program (CAP) which provide students with the opportunity to experience outdoor educational activities, volunteer service, and more.

Since 2019, MSA-2 has teamed up with local community colleges to provide opportunities to high school students to take free college courses starting in 9th grade. This includes courses such as English 101 and 102, Communication 101, Anthropology, History 7, Sociology, Studio Art, Cinema, Health, and College Counseling. These courses provide students academic rigor and an advantage in pursuing a 4-year degree in college. MSA-2 became the first school in Magnolia Public Schools to offer college courses to students during the summer after 8th grade.

The school has a Robotics class for middle school and high school students during the regular school day, as well as training after school daily and on Saturdays. These students build and program robots, compete in robotics competitions locally, and are eligible to compete in regional, state, national, and international competitions depending on how the teams' robots perform at the competitions along the way. There are four teams: one high school team, one 7th and 8th grade team, one 6th grade team, and one mixed grade level team with students spanning middle school and high school.MSA-2's VEX Robotics team qualified for the US National Robotics Championship in Iowa during 2 consecutive years in 2017-18 (VEX IQ) and 2018-19 (VEX IQ and VEX EDR) school years and also qualified for the RAD Aerial Drone World Championship during the 2019-20 academic year. Despite qualifying for the World Championship tournament, MSA-2 was unable to compete in this due to the event being cancelled by the VEX organization during the Covid-19 pandemic. MSA-2 was also the first school in California to host an official RAD Aerial Drones tournament in 2020.

MSA-2 envisions high academic achievement rooted in the belief that all students can learn and excel. Many students need enhanced academic challenges than what they currently receive, as well as more opportunities to develop their skills and talents.MSA-2 strives to provide students with means to reach their full potential. As an important part of its program, MSA-2 offers advanced math courses, an Advanced STEAM program, Advanced Placement (AP) courses in high school grades, and academic clubs such as Advanced Math Program (AMP), VEX Robotics, RAD Aerial Drones, and Science Olympiad.

Advanced Math Program (AMP) is another unique program offered at Magnolia Schools at all grade levels for highly gifted students. It is formally known as AMSP. It was once offered as an after school program, but is currently an elective. The Advanced Math Program (AMP) program is for middle school students. In this program students prepare for the National Olympiads composed of a group of 4-6 students that represent each country. The National Olympiads are the most prestigious and most difficult competitions in which middle and high school students can participate. For students who complete all of MSA-2's math courses, MSA-2 provides supplemental math programs to our students in partnership with UC Scout and Stanford University which allow students to take university level math courses at an accelerated pace.

AMP is a condensed training program that helps students develop their critical and analytical thinking skills. Prestigious math and science competitions are held at the regional, national, and international levels. In our computer class, our students learn the programming language “Scratch”, which is a programming language for beginners. In addition, students are utilizing Edhesive for AP Computer / Java programming. Our AMP students attend math competitions, including Math Counts, AMC8, AMC10, AMC12 and the LACOE Science Olympiad.

Starting in the 2019-2020 school year, our school started the application process for the California Interscholastic Federation in order to provide and promote equity, quality, charter, and academic development through sports. The school developed a program headed by our CIF athletic director who determines teams, games, and facilities together with administrative support. Currently, our school has high school CIF teams for cross country, soccer, basketball, and volleyball for boys and girls. Our school has rented facilities from One Generation for soccer field usage nearby our school. In addition, our school rented the Hansen Dam in Pacoima for the cross county team to hold meets. Further, MSA-2 has rented buses to provide transportation to our students to their athletic competitions.

Since 2011, MSA-2 has participated in the Congressional Award Program (CAP). The program is open to all youth in the United States between the ages of 14 and 24. Participants are set up with a mentor teacher who helps students set and accomplish goals in four different areas: Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration.

In the past ten years, our CAP groups have accomplished thousands of hours of life changing and character building activities such as peer mentoring, hiking trips. Camping trips, and personal learning activities. Before CAP students graduate they apply and receive Congressional recognition based on their efforts such as certificates and medals.

MSA-2 has been training and implementing Positive Behavior Interventions and Supports with LACOE this year. This training has supported MSA-2 in building a robust school wide PBIS program which is a proactive system-wide framework for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social skills needed to ensure their success at school and beyond. In 2021, MSA2 received a Bronze medal from the State of California for the school's PBIS program in partnership with LACOE.

The practices of PBIS started in the 2017-2018 school year after rigorous planning of initiatives with all educational partners the year before. The practice highlighted school wide expectations, our incentive system, and our school-wide umbrella term of RAD (be respectful, attentive, and dependable). The school community, including students and faculty, are divided in four houses: Earth, Wind, Water, and Fire. Each house competes to earn points by meeting positive behavior expectations. The house with the most points wins a reward that all members benefit from. Initially, the incentive was rewarded at the end of the year. The House that won our first competition was rewarded a trip to Universal Studios that was paid through fundraising efforts.

However, after receiving feedback, the incentives are now determined and awarded on a bimonthly basis. In addition, we give individual prizes for students meeting individual expectations through efforts such as receiving RAD Tickets, house competition participation awards, and academic/behavioral recognition. During and after the pandemic, the bi-monthly house prize has changed to both an incentive to the house and also a charitable donation made by the Dean of Students and Principal to a charity of the House’s choice in order to encourage and promote being a positive force in the community.

In order to get representation from all of our grade groups, we developed a student government that started in the 2016-2017. The Student Government is elected by their peers and helps with promoting a positive, safe, and fun learning environment for all students. In addition to these duties, student government creates weekly PBIS/SEL videos that showcase weekly updates and behavioral and social emotional learning.

In order to provide extra support and interventions for the learning loss faced by students during the pandemic, our school community decided to shorten periods and create an extra period and the end of the regular school day to provide interventions to all students. During this last period called Learning Lab, students get extra time and support on their assignments and work on intervention programs in their core subjects (ex: IXL and ALEKS). In addition, students who qualify are allowed to participate in CIF sport practices during this time.

As an intervention to meet the academic needs of our students, we provide Winter Camp and Summer School to students. In these programs out of students’ regular semesters, failing students are provided an opportunity to make up course work to pass their courses and make up missing credits needed to graduate.

In order to provide interventions for students failing or behind on their studies, we have Saturday school available to all of our students. Our Dean of Academics also monitors grades and assigns students who need the extra support. In addition to providing interventions for students, MSA-2 is checking student MAP, SBAC, ALEKS and IXL data as well as academic grades in order to identify students who will be invited to participate in additional interventions. Saturday school also presents an opportunity to participate in Parent College put on by our PACE Coordinator. Parent College is a special 7 week program designed exclusively for MSA-2 parents/guardians. This college-based course involves educating and training parents how to become important partners in their children’s education and pathway to college. There is a set curriculum in both English and Spanish for this resource. The final two sessions include an all-day college tour and program and parents are given a traditional graduation ceremony once the course is completed.

Our school received a grant for after school services provided by Youth Policy Institute since 2014. This program provided after school interventions such as supervision, club, tutoring, and snacks to students after school. However, in 2019, the program dissolved. In its absence, a new organization took its place: Think Together. This organization offered the same interventions and resources and more, including zoom support during the 2020-2021 school year, summer school intervention, and field trips. Beyond the programs which are provided by Think Together, MSA-2 teachers also offer after school tutoring, office hours, clubs and sports which they utilize to provide additional enrichment and academic support to students outside of their regular classroom settings.

Our school follows a full push-in model where Special Education RSP Teachers and Aides follow their unique schedules to rotate through math and English classes for students on their caseload. With this push-in model, RSP Teachers and Aides are in mainstream classrooms with their students, make observations, and offer support not only to their specific students but as a co-teacher for the whole class. Our special education department works in collaboration with the Director of Special Education Programs at our home office.

During the 2020-21 and 2021-22 school years, parents and students were provided the option of independent study due to the pandemic, health conditions, and reservations with weekly Covid testing requirements. These students are enrolled into a third-party online schooling program called Edgenuity. Students are assigned their core classes and electives that resemble their in-person course assignments. On this program, students watch pre-recorded videos of teacher-led lectures and work through a course map for each subject that consists of daily skill lessons, assignments, and quizzes. All assignments are graded by Edgenuity teachers, who students can access through a messaging system and office hour appointments. These students were paired with Supervising Teachers from MSA-2 who provide daily/weekly check-ins for progress monitoring and support.MSA-2 is proud of our high graduation rates.

All seniors are paired with our College Counselor and our Assistant Principal who conduct frequent transcript evaluations to ensure all are on track with completing A-G and MPS Graduation requirements. Our College Counselor also provides support with college applications; all seniors submit the California State University applications and are also supported through University of California applications, common applications, applications for private universities and

community colleges. Quarterly workshops are held for parents to inform about resources including application timelines, financial aid sessions, and scholarships.MSA-2's college acceptances have historically included students being accepted and enrolling in UC Los Angeles, UC Berkeley, UC San Diego, UC Davis, UC Santa Barbara, UC Irvine, UC Riverside, University of Southern California, CSU Northridge, CS Polytechnic University Pomona and other universities.

In addition, MSA-2 students historically have chosen to apply to and attend local community colleges for a variety of reasons, including for financial savings, and then have opted to transfer to 4 year institutions.MSA-2's college preparedness data across a variety of measures has been historically competitive when compared with the rates across LAUSD, LACOE, and the State. In particular, MSA-2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

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

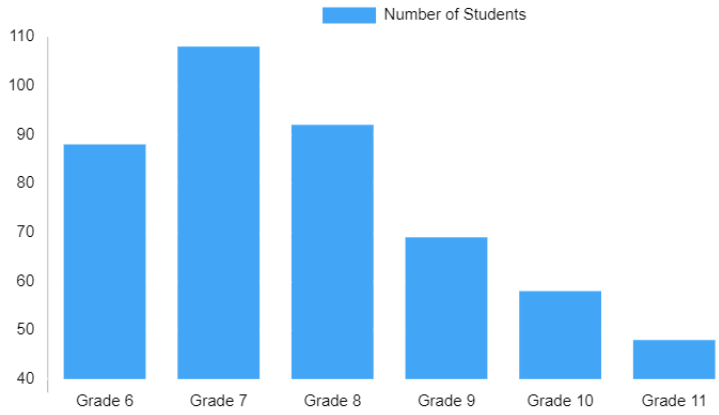
Phone: 818-758-0300

Email: dgarner@magnoliapublicschools.org

Last updated: 1/17/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	88
Grade 7	108
Grade 8	92
Grade 9	69
Grade 10	58
Grade 11	48
Grade 12	41
Total Enrollment	504



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/16/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	45.00%
Male	54.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	4.00%
Black or African American	2.00%
Filipino	1.00%
Hispanic or Latino	89.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	4.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.00%
Foster Youth	0.00%
Homeless	1.00%
Migrant	0.00%
Socioeconomically Disavantaged	83.00%
Students with Disabilities	17.00%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.80	82.10	314.10	59.37	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	13.10	2.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	9.76	42.50	8.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	7.32	139.00	26.27	12115.80	4.41
Unknown	0.10	0.78	20.20	3.82	18854.30	6.86
Total Teaching Positions	20.50	100.00	529.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/16/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/16/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	2.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.50	
Total Out-of-Field Teachers	1.50	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.20	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill		0%
Mathematics	McGraw Hill		0%
Science	McGraw Hill		0%
History-Social Science	McGraw Hill		0%
Foreign Language	?Wayside Publishing?		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: 1/16/23

School Facility Conditions and Planned Improvements

MSA-2 is located in 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: 1/16/23

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 2022

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

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/16/23

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	36%	N/A	38%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	22%	N/A	22%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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: 1/16/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	342	340	99.42	0.58	35.88
Female	151	150	99.34	0.66	38.67
Male	190	189	99.47	0.53	33.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	312	311	99.68	0.32	34.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	12	100.00	0.00	58.33
English Learners	50	50	100.00	0.00	6.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	280	279	99.64	0.36	35.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	59	100.00	0.00	15.25

Note: ELA 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	342	340	99.42	0.58	21.76
Female	151	150	99.34	0.66	22.00
Male	190	189	99.47	0.53	21.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	312	311	99.68	0.32	18.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	12	100.00	0.00	41.67
English Learners	50	50	100.00	0.00	6.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	280	279	99.64	0.36	20.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	59	100.00	0.00	11.86

Note: 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	16.76	31.21	27.78	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	185	99.46	0.54	16.76
Female	88	87	98.86	1.14	11.49
Male	98	98	100.00	0.00	21.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	168	168	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	20	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	159	100.00	0.00	16.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	3.33

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/23

Career Technical Education (CTE) Programs (School Year 2021–22)

List of programs offered by MSA2 include:

- VEX IQ Middle School Robotics
- VEX EDR Middle School Robotics
- VEX EDR High School Robotics
- VEX Robotics Advisory
- REC Foundation Aerial Drones
- AP Computer Science / Java Programming / Oracle Certification Club

During the 2021-22 academic year, MSA-2 students competed in the MPS STEAM Expo where students competed across all schools in the organization in a variety of STEAM categories.

During the 2020-22 academic years, MSA-2 continued to host practices for VEX IQ, VEX EDR, REC Foundation Aerial Drones with middle school and high school students. However, due to the Covid-19 pandemic as well as the focus on learning loss mitigation as well as SEL needs, our students did not compete in competitions.

During the 2019-20 academic year, MSA-2 started a REC Foundation Aerial Drones program. In February 2020, our high school students qualified for the REC Foundation Aerial Drones World Championship. The REC Foundation Aerial Drones World Championship was scheduled to be showcased at the VEX Robotics World Championships which was planned to take place from April 26-28, 2020, in Louisville, Kentucky.

The REC Foundation Aerial Drones Competition offers middle school and high school students an opportunity to get hands-on experience in STEM education in the form of an affordable, fast-paced game. Students in the program have the opportunity to learn how to safely operate a drone, work as a team, and research workforce applications of aerial robotic technology; all while having a blast. Due to the Covid-19 pandemic, the World Championship tournament was not able to take place.

During the 2018-19 academic year, MSA-2's VEX Robotics team qualified to compete in the U.S. Open Robotics
Championship tournament for the second consecutive year and placed 17th in the nation out of thousands of teams. For multiple years, MSA2 has offered VEX Robotics as an elective class for high school students. Even though VEX Robotics middle school program was exclusively offered as an after school club during the previous academic year, the team still managed to achieve a tremendous success. During the 2018-19 academic year, we offered VEX Robotics as an elective class for middle school students for the first time. The impact of this change has been positive, as demonstrated by three times more school teams qualifying during the school year for the U.S. Open Robotics Championship tournament across VEX IQ and VEX EDR.

Last updated: 1/16/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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: 1/16/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	90.24%

Last updated: 1/16/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated:

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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 (PFT) 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 2021-2022 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

January:
1/7 Baseline Student Covid Testing After Winter Break at MSA7

1/8 Baseline Student Covid Testing After Winter Break at MSA7
1/10 Baseline Student Covid Testing After Winter Break
1/14 Coffee with the Principal
1/21 Coffee with the Principal
1/28 Coffee with the Principal

February:
2/4 Ice Cream Fridays Fundraiser - 12th Grade
2/4 Coffee with the Principal
2/7 CSUN What's Next Presentation For Admitted Students
2/9 Jamba Juice Fundraiser - 12th Grade
2/11 Coffee with the Principal
2/16 Jamba Juice Fundraiser - 12th Grade
2/18 Coffee with the Principal
2/19 English as a Second Language Fall Course for Parents
2/25 Coffee with the Principal - Intro of New PACE Coordinator
2/26 English as a Second Language Fall Course for Parents

March:
3/2 Jamba Juice Fundraiser - 12th Grade
3/4 Educational Partners Survey - Panorama
3/4 Coffee with the Principal
3/5 English as a Second Language Fall Course for Parents
3/5 Educational Partners Survey - Panorama
3/6 Educational Partners Survey - Panorama
3/7 Educational Partners Survey - Panorama
3/9 Jamba Juice Fundraiser - 12th Grade
3/11 Coffee with the Principal - ELAC Meeting / Title I Meeting / SSC Meeting
3/12 English as a Second Language Fall Course for Parents
3/12 - 25th Annual Youth Symposium hosted by Sigma Gamma Rho Sorority at MSA7
3/14 CSUN What's Next Presentation For Admitted Students
3/17 Dual Enrollment to Career Spring 2022 - Study Jam - Los Angeles Valley College
3/18 Hamilton the Musical - at Pantages Theatre
3/18 Coffee with the Principal
3/19 English as a Second Language Fall Course for Parents
3/22 8th and 12th Grade Portraits
3/24 8th Grade High School Transition Night
3/25 Coffee with the Principal
3/26 English as a Second Language Fall Course for Parents
3/29 Parent Teacher Conferences
3/30 Parent Teacher Conferences
3/31 Parent Teacher Conferences

April:
4/1 Senior Exit Survey
4/1 Coffee with the Principal
4/2 English as a Second Language Fall Course for Parents
4/5 Senior Exit Survey
4/8 Coffee with the Principal
4/9 English as a Second Language Fall Course for Parents
4/15 Coffee with the Principal
4/22 Coffee with the Principal - ELAC Meeting / Title I Meeting / SSC Meeting
4/23 English as a Second Language Fall Course for Parents
4/25 Student Government Election Announcement
4/27 Jamba Juice Fundraiser - Congressional Award Program (CAP)
4/27 Coffee with the Principal
4/29 Student Government Election Application Deadline
4/30 English as a Second Language Fall Course for Parents

May:
5/3 Student Government Election Campaign Date
5/3 Student Government Election Candidate Announcements
5/4 College Signing Day
5/4 Student Government Election Campaign Date
5/5 Cinco de Mayo Festival
5/5 Student Government Election Campaign Date
5/6 Coffee with the Principal
5/6 Student Government Election Campaign Date
5/9 Student Government Election Election Day
5/10 Parents in Washington DC for National Alliance for Public Schools Rally
5/11 Parents in Washington DC for National Alliance for Public Schools Rally
5/13 Coffee with the Principal

5/18 College Fair / Dodger's Game at Dodger's Stadium
5/20 Coffee with the Principal
5/25 Joy for Joshua Festival
5/27 Coffee with the Principal

June:
6/3 Coffee with the Principal
6/4 Think Together Program at Chicano Park
6/8 Graduation Rehearsal
6/9 - 8th Grade Culmination / 12th Grade Graduation
6/10 Summer Kick Off Event
6/13 Free Grab and Go Meals at LA Department of Parks and Rec
6/14 Free Grab and Go Meals at LA Department of Parks and Rec
6/15 Free Grab and Go Meals at LA Department of Parks and Rec
6/16 Public Hearing for the Local Control and Accountability Plan (LCAP)
6/16 Free Grab and Go Meals at LA Department of Parks and Rec
6/17 Free Grab and Go Meals at LA Department of Parks and Rec
6/20 Free Grab and Go Meals at LA Department of Parks and Rec
6/21 Free Grab and Go Meals at LA Department of Parks and Rec
6/22 Think Together Program at Knotts Berry Farms
6/22 Free Grab and Go Meals at LA Department of Parks and Rec
6/23 Free Grab and Go Meals at LA Department of Parks and Rec
6/24 Think Together Program at Griffith Observatory
6/24 Free Grab and Go Meals at LA Department of Parks and Rec
6/27 Free Grab and Go Meals at LA Department of Parks and Rec
6/28 Free Grab and Go Meals at LA Department of Parks and Rec
6/29 Free Grab and Go Meals at LA Department of Parks and Rec
6/30 Think Together Program at La Brea Tar Pits
6/30 Free Grab and Go Meals at LA Department of Parks and Rec

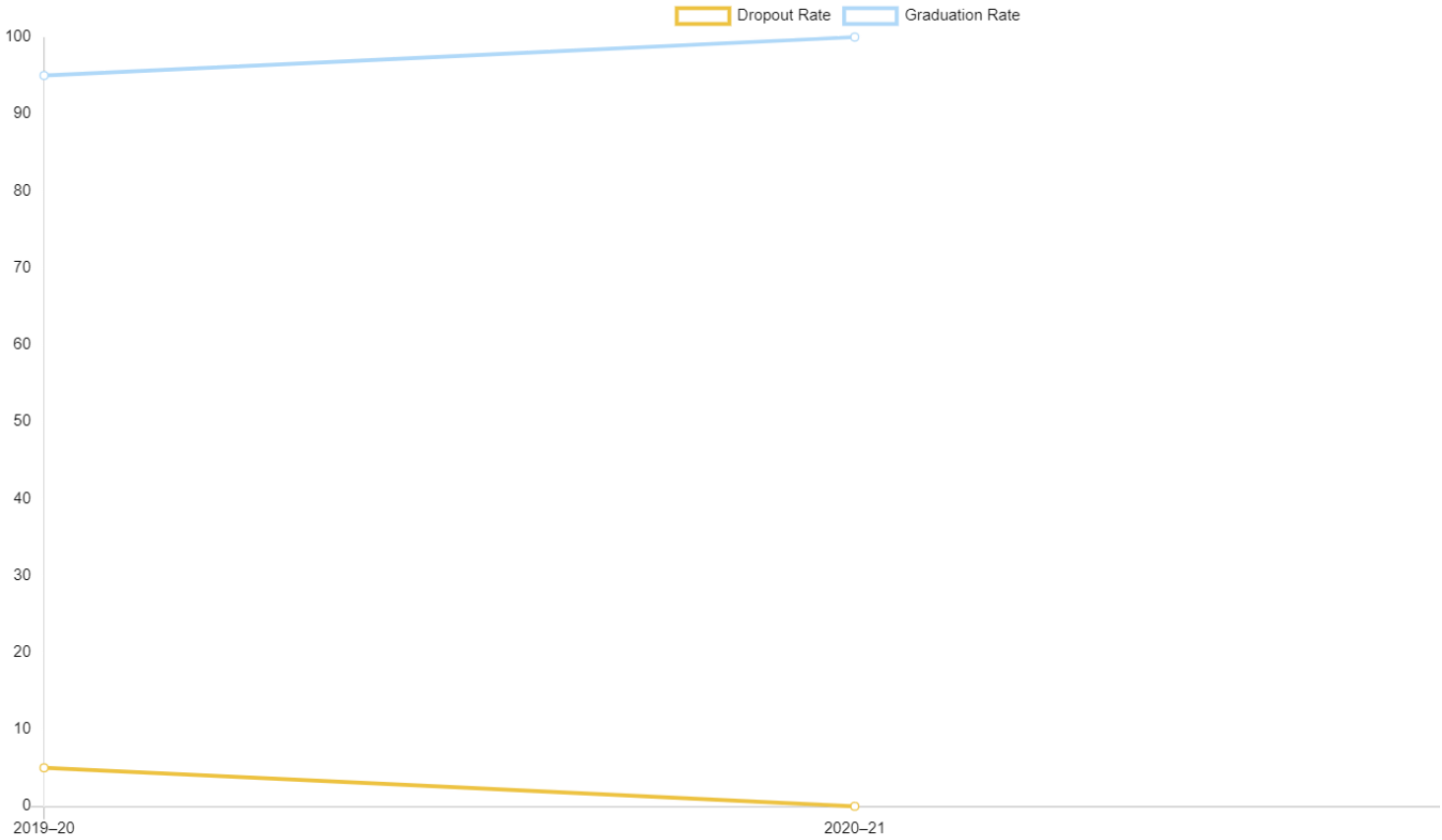
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	5.00%	0.00%	--	23.80%	13.40%	--	8.90%	7.80%
Graduation Rate	--	95.00%	100.00%	--	60.00%	72.70%	--	84.20%	87.00%



Last updated: 1/16/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	39	39	100.0
Female	21	21	100.0
Male	18	18	100.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0
Black or African American	0	0	0.00
Filipino	0	0	0
Hispanic or Latino	32	32	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0.0
Homeless	0	0	
Socioeconomically Disadvantaged	38	38	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/16/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	534	517	135	26.1
Female	244	237	61	25.7
Male	289	279	73	26.2
American Indian or Alaska Native	0	0	0	0.0
Asian	20	20	1	5.0
Black or African American	12	11	7	63.6
Filipino	5	3	0	0.0
Hispanic or Latino	472	460	119	25.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	23	21	7	33.3
English Learners	93	91	34	37.4
Foster Youth	2	2	2	100.0
Homeless	7	7	3	42.9
Socioeconomically Disadvantaged	442	431	112	26.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	96	34	35.4

Last updated: 1/16/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.22%	7.95%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.37%	1.87%	4.48%	0.20%	3.17%
Expulsions	0.00%	0.19%	0.00%	0.03%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/16/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0.19
Female	0.82	0.41
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.42	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.15	1.08
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.45	0.23
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.03	1.03

Last updated: 1/16/23

School Safety Plan (School Year 2022–23)

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 in-service 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 December 16 2022, MSA2's School Site Council voted to approve the School Safety Plan.

Last updated: 1/16/23

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 2019–20

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 2020–21

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 (Elementary) School Year 2021–22

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	2	26	
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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	9	10	1
Mathematics	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	5	12	3
Mathematics	20.00	12	7	
Science	29.00	1	9	1
Social Science	27.00	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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00	3	7	7
Mathematics	24.00	8	4	5
Science	34.00		5	5
Social Science	31.00	1	8	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.

Last updated: 1/16/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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.

Last updated: 1/16/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.00

* 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.

Last updated: 1/16/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13648.46	$3468.59	$10179.88	$82810.00
District	N/A	N/A	$NaN	$86950.50
Percent Difference – School Site and District	N/A	N/A	--	5.00%
State	N/A	N/A	$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	4.00%

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

Last updated: 1/18/23

Types of Services Funded (Fiscal Year 2021–22)

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:

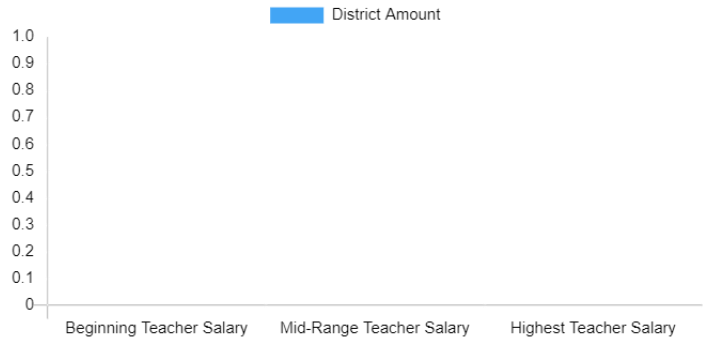
Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.
Goal 2: Excellence: Broad course 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.

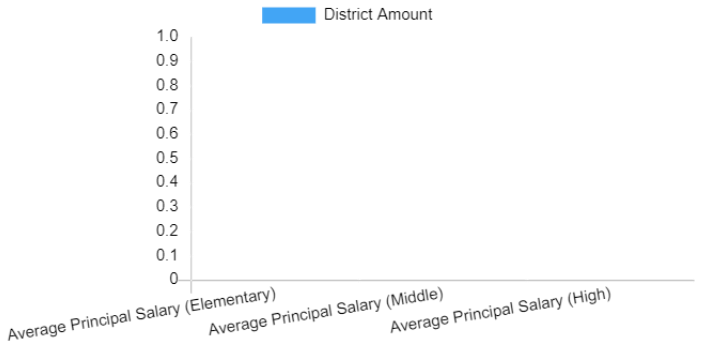
Last updated: 1/17/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

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 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	2
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	3.00%

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

Last updated: 1/17/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	67	71	79

Last updated: 1/17/23

School Accountability Report Card

Magnolia Science Academy 3

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	1254 East Helmick St. Carson, CA , 90746-3164	**Principal:**	Zekeriya Ocel
Phone:		**Grade 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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Zekeriya Ocel

Principal, Magnolia Science Academy 3

About Our School

Contact

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

Phone:
Email: zocel@magnoliapublicschools.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles County Office of Education
Phone Number	
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoe.edu
Website	http://msa3.magnoliapublicschools.org

School Contact Information (School Year 2022–23)

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

Last updated: 1/13/23

School Description and Mission Statement (School Year 2022–23)

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-3'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.

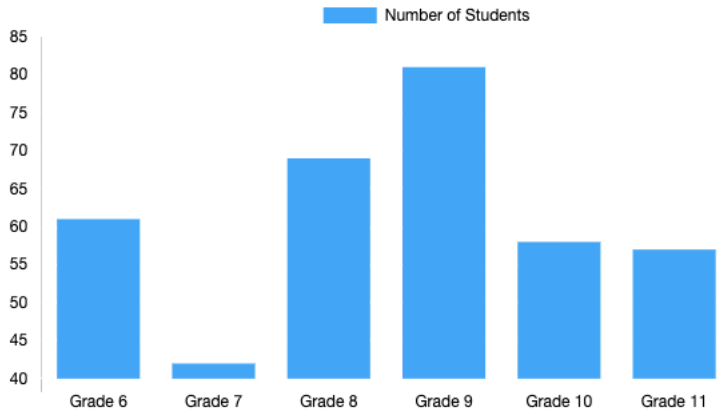
4. CONNECTION

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. Educational partners will feel a sense of community and connectedness.

Last updated: 1/13/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	61
Grade 7	42
Grade 8	69
Grade 9	81
Grade 10	58
Grade 11	57
Grade 12	49
Total Enrollment	417



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/13/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	51.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	36.00%
Filipino	0.00%
Hispanic or Latino	59.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.00%
White	2.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	6.00%
Foster Youth	1.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	79.00%
Students with Disabilities	9.00%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	81.57	314.10	59.37	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	13.10	2.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	7.62	42.50	8.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	7.14	139.00	26.27	12115.80	4.41
Unknown	0.70	3.62	20.20	3.82	18854.30	6.86
Total Teaching Positions	21.00	100.00	529.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	
Misassignments	0.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.60	

School Accountability Report Card

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.50	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.50	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.10	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

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 1,2,3, and 4**	Yes	0%
Science	McGraw Hill California Inspire Science Series	Yes	0%
History-Social Science	TCI Social Studies Curriculum McGraw Hill AP World History	Yes	0%
Foreign Language	Vista Higher Learning Descubre Level 1, Level 2 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: 1/13/23

School Facility Conditions and Planned Improvements

?**MSA-3 is co-located on site with Curtiss Middle School. We utilize the back half of Curtiss Middle School's facility, specifically the PA, G, and M buildings, and B bungalows. We also use one classroom- Weight Room as a classroom in exchange for forgoing Library use. We share locker and cafeteria facilities with Curtiss Middle School. The facility has two or more maintenance staff on-site who clean the campus daily.**?

Last updated: 1/13/23

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: November 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	**Broken floor tiles in some classrooms. Reported to LAUSD.**
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	**Broken asphalt sidewalk and can be a trip hazard. Charter school is working with the district**

Overall Facility Rate

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

Overall Rating	Fair

Last updated: 1/13/23

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	33%	N/A	38%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	18%	N/A	22%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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: 1/13/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	221	213	96.38	3.62	33.18
Female	108	105	97.22	2.78	40.00
Male	113	108	95.58	4.42	26.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	90	85	94.44	5.56	25.30
Filipino	--	--	--	--	--
Hispanic or Latino	120	118	98.33	1.67	37.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	11	84.62	15.38	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	164	95.91	4.09	33.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	5.56

Note: ELA 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	221	217	98.19	1.81	18.43
Female	108	106	98.15	1.85	16.98
Male	113	111	98.23	1.77	19.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	90	87	96.67	3.33	12.64
Filipino	--	--	--	--	--
Hispanic or Latino	120	119	99.17	0.83	21.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	167	97.66	2.34	18.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	10.53

Note: 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	14.91	31.21	27.78	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	161	95.83	4.17	14.91
Female	86	81	94.19	5.81	9.88
Male	82	80	97.56	2.44	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	54	51	94.44	5.56	9.80
Filipino	0	0	0	0	0
Hispanic or Latino	105	101	96.19	3.81	17.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	128	95.52	4.48	14.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	14.29

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Last updated: 1/13/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	45
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: 1/13/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.58%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	93.18%

Last updated: 1/13/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated:

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

Magnolia Science Academy-3 values community engagement. School-wide events, large-scale changes, and budget-related topics are discussed and reviewed at the in-person and virtual meetings. MSA-3 sends periodic newsletters and messages utilizing ParentSquare for announcements, upcoming meetings, and events. School administration holds monthly coffee with administration/Parent Task Force meetings in addition to PAC meetings and weekly staff and admin meetings. The agenda, minutes are shared with the participants of those meetings and translation has been provided. In addition, we receive feedback from MSA3 staff during our regular staff meeting, and we receive feedback from parents, students, and community members during the PAC and Parent Task Force meeting. Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services.

We have hired PACE (Parent and Community Engagement) Coordinator and CSC (Community School Coordinator) to organize in-person meetings/events with the families and community. We have already had a resource fair where more than 15 vendors participated to inform our MSA-3 community about their services from drug abuse prevention to tax services.

PACE and CSC Coordinators actively reach out to families to inform about the school events and invite them to the events/meetings.

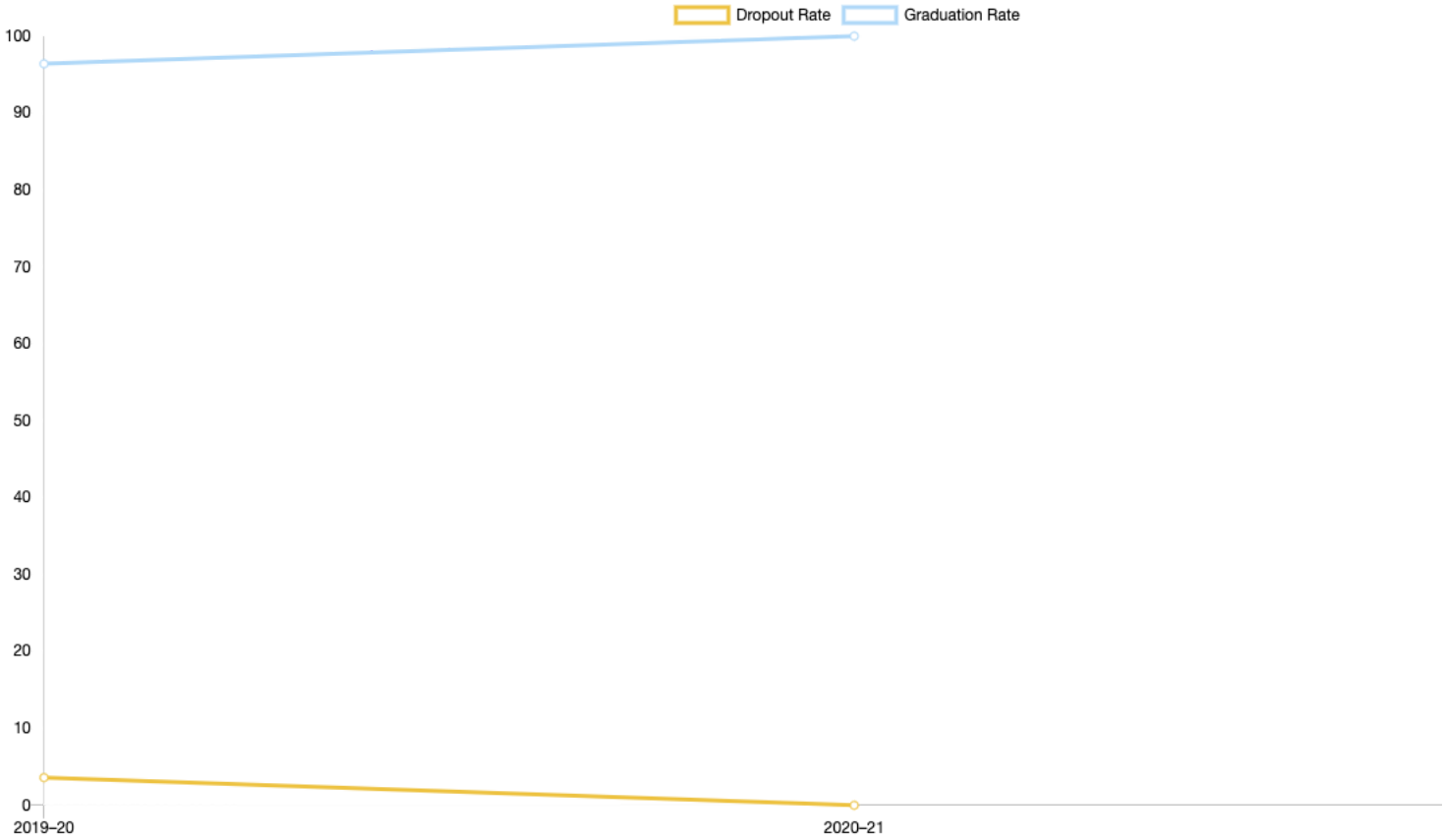
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	3.60%	0.00%	--	23.80%	13.40%	--	8.90%	7.80%
Graduation Rate	--	96.40%	100.00%	--	60.00%	72.70%	--	84.20%	87.00%



Last updated: 1/13/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	48	48	100.0
Female	26	26	100.0
Male	22	22	100.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.00
Asian			
Black or African American			
Filipino	0	0	0.00
Hispanic or Latino	36	36	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged	44	44	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/13/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	426	421	169	40.1
Female	211	211	95	45.0
Male	215	210	74	35.2
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	1	50.0
Black or African American	155	152	57	37.5
Filipino	1	1	0	0.0
Hispanic or Latino	247	245	100	40.8
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	8	8	5	62.5
White	9	9	4	44.4
English Learners	26	26	16	61.5
Foster Youth	6	6	3	50.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	340	336	143	42.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	43	43	21	48.8

Last updated: 1/13/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.97%	7.95%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.88%	1.87%	4.48%	0.20%	3.17%
Expulsions	0.00%	0.23%	0.00%	0.03%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/13/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.88	0.23
Female	0.47	0.00
Male	3.26	0.47
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.58	0.65
Filipino	0.00	0.00
Hispanic or Latino	1.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	7.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.06	0.29
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.30	0.00

Last updated: 1/13/23

School Safety Plan (School Year 2022–23)

A meeting for public review was held on 12/7/2021
Reviewed by Law Enforcement on 1/10/2022
Reviewed by Fire Department on 1/10/2022
Plan approved by School Site Council on 1/13/2021
Plan approved by MPS Board on Feb 10, 2022
Contents of School Safety Plan
Emergency on Site personnel Page 9
Child Abuse Reporting Procedures Page 9
Disaster Response Procedures Page 11
Suspension and Expulsion Policies Page 20
Procedures for Notifying Teachers about Dangerous Pupils Page 32
Harassment Policy Page 35
School-wide Dress Code prohibiting gang-related apparel Page 43
Procedures for Safe Ingress and Egress from school Page 45
Procedures to Ensure a Safe and Orderly Environment 45
The social climate-people and programs Page 45
The physical environment-place Page 48
Rules and Procedures on School Discipline Page 49
Hate Crime Policies and Procedures Page 56
Bullying Prevention Policies and Procedures Page 56
Safety Goals Page 57
School Map Page 58

HOST Crisis Team Page 61

Last updated: 1/13/23

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 2019–20

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

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	9	11	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 (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	4	11	3
Mathematics	27.00	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	5	10	2
Mathematics	22.00	8	9	1
Science	29.00	1	8	1
Social Science	26.00	4	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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	18	4	
Mathematics	16.00	19	4	
Science	18.00	16	3	
Social Science	19.00	16	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.

Last updated: 1/13/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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.

Last updated: 1/13/23

Student Support Services Staff (School Year 2021–22)

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

* 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.

Last updated: 1/13/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

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	$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/13/23

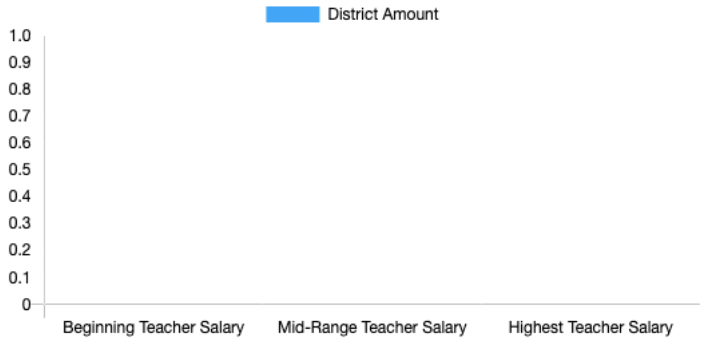
Types of Services Funded (Fiscal Year 2021–22)

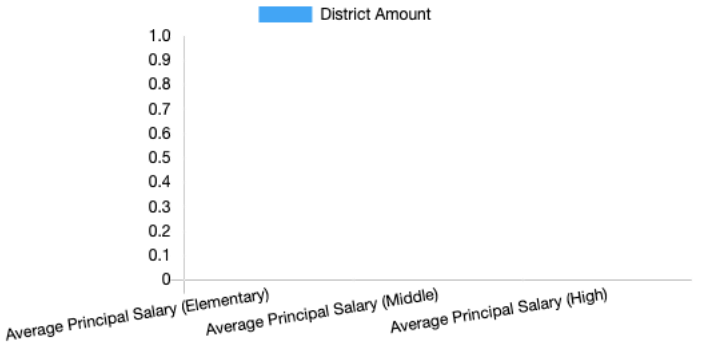
Last updated: 1/13/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

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 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	3
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered*	8.00%

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

Last updated: 1/13/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	40	43	48

Last updated: 1/13/23

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	11330 West Graham Pl., B-9 Los Angeles, CA , 90064	**Principal:**	Musa Avsar
Phone:	310-473-2464	**Grade 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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Musa Avsar

Principal, Magnolia Science Academy 4

About Our School

Contact

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

Phone: 310-473-2464
Email: mavsar@magnoliapublicschools.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	http://msa4.magnoliapublicschools.org

School Contact Information (School Year 2022–23)

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

Last updated: 1/13/23

School Description and Mission Statement (School Year 2022–23)

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 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. MSA-4 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. MSA-4 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 relevant and inspiring ways to the students. Tutoring, peer mentoring, after-school programs, and school-to-university connections supplement classroom instruction at MSA-4. MSA-4 has created a supportive and caring environment with small class sizes a strong student, parent, and teacher communication, improving students' knowledge and skills in core subjects. This approach aims at increasing students' objective and critical thinking skills and 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 fulfills the intent of the California Charter Schools Act. MSA4 operates as a site-based school designed to meet the needs of the students within the boundaries of the 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 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, and 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, and promote unity and better decision-making by implementing 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 conn

PORTRAIT OF A GRADUATE

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

1. *Literacy with a Learner's Mindset*
2. *Critical Thinking*
3. *Creativity*
4. *Effective Communication*
5. *Adaptability*
6. *Global Citizenship*

COMPETENCY #1 - LITERACY WITH A LEARNER'S MINDSET

For Magnolia students, literacy with a learner's mindset 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 use their critical thinking skills to solve problems 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 various forms and contexts, for various purposes and audiences. Students will also demonstrate empathy through awareness, sensitivity, concern, and respect for other's feelings, opinions, experiences, and cultures.

COMPETENCY #5 - ADAPTABILITY

Adaptability for Magnolia students is to demonstrate flexibility when acclimating to various roles and situations. Students will work effectively in a climate of ambiguity 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.

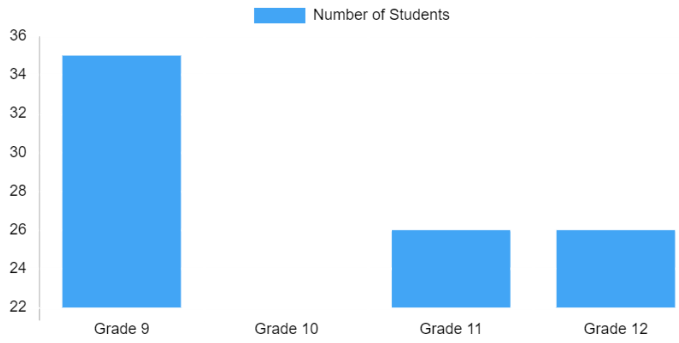
COMPETENCY #6 - GLOBAL CITIZENSHIP

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: 1/13/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	35
Grade 10	22
Grade 11	26
Grade 12	26
Total Enrollment	109



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/13/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	47.00%
Male	53.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.00%
Black or African American	9.00%
Filipino	0.00%
Hispanic or Latino	86.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	2.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.00%
Foster Youth	0.00%
Homeless	1.00%
Migrant	0.00%
Socioeconomically Disavantaged	88.00%
Students with Disabilities	31.00%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.60	96.25	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	2.00	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	1.75	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	7.90	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.10	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.10	
Total Out-of-Field Teachers	0.10	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

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%
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, Earth 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 (McGraw Hill Education) United States History & Geography: Growth and Conflict (McGraw 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 (McGraw Hill Education) Principles of Economics (McGraw 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: 1/13/23

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: 1/13/23

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 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good

Last updated: 1/13/23

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	47%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	25%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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: 1/13/23

CAASPP Test Results in ELA by Student Group for students taking and Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	24	100.00	0.00	37.50
Female	--	--	--	--	--
Male	15	15	100.00	0.00	46.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100.00	0.00	38.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: ELA 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

CAASPP Test Results in Mathematics by Student Group for students taking and Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	24	100.00	0.00	25.00
Female	--	--	--	--	--
Male	15	15	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

CAASPP Test Results in Science for All Students

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	14.00	25.29	20.02	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	50	100.00	0.00	14.00
Female	18	18	100.00	0.00	11.11
Male	32	32	100.00	0.00	15.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	41	41	100.00	0.00	12.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	11.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	0.00

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/23

Magnolia Science Academy 4 is partnering with Los Angeles Valley College (LAVC) and providing dual enrollment courses to 9-12 students. The Dual Enrollment Program at Magnolia Science Academy 4 enables high school students to gain college credits before high school completion. MSA-4 is committed to identifying appropriate career academic pathways and providing inclusive instruction to students. Dual enrollment allows students to take college courses while in high school. The program enables high school students to experience college coursework taught by college instructors, thus preparing them for college and career success.

Additionally, MSA-4 partners with UCLA and offers Mathematics Engineering and Science Achievement (MESA) program to our students. MESA's mission is to enable students to prepare for and pursue a math-based degree in areas such as science, technology, engineering, or mathematics (STEM).

Last updated: 1/13/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	50
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	5

Last updated: 1/13/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

Last updated: 1/13/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated:

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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?MSA-4 Parent Advisory Committee (PAC) 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 PAC. 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 functions, the PAC assists our teachers with integrating enrichment programs within the school curriculum. They also organize volunteers. The PAC 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 educational partners to enhance every child's education.?

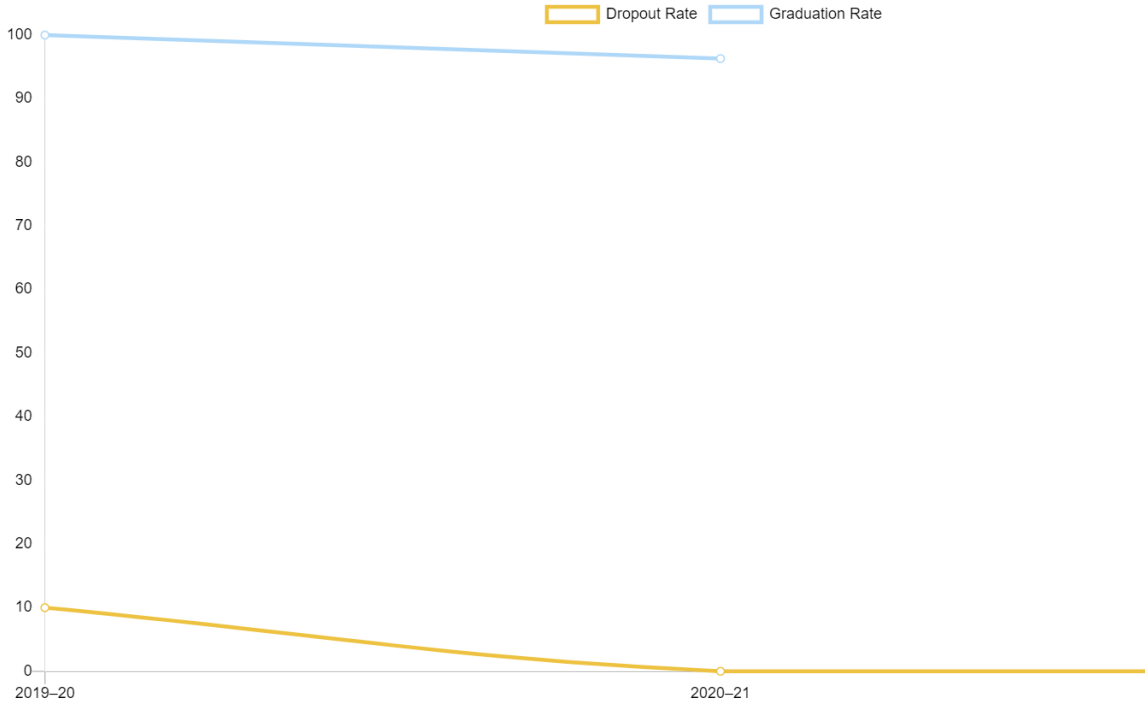
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	10.00%	0.00%	0.00%	--	8.90%	7.80%	--	8.90%	7.80%
Graduation Rate	--	100.00%	96.30%	--	82.90%	87.40%	--	84.20%	87.00%



Last updated: 1/13/23

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	27	26	96.3
Female	10	9	90
Male	17	17	100.0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	2	2	100
Filipino	0	0	0.00
Hispanic or Latino	24	23	95.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0
English Learners	2	2	100
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	27	26	96.3
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	7	7	100

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/13/23

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	121	116	56	48.3
Female	56	54	24	44.4
Male	65	62	32	51.6
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	2	100.0
Black or African American	11	10	5	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	104	100	48	48.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	3	3	1	33.3
English Learners	20	20	12	60.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	103	103	48	46.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	36	22	61.1

Last updated: 1/13/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	2.90%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	2.48%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/13/23

Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.48	0.00
Female	1.79	0.00
Male	3.08	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	10.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/13/23

School Safety Plan (School Year 2022–23)

A comprehensive School Safety Plan helps ensure a safe school environment, 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 and staff.
- 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

Several 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 updated training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Last updated: 1/13/23

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 2019–20

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 2020–21

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 2021–22

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 (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.00	11	2	
Mathematics	13.00	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	8	1	
Mathematics	12.00	8		
Science	16.00	4	1	
Social Science	18.00	3	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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	5	3	
Mathematics	18.00	5	1	
Science	21.00	2	2	
Social Science	21.00	2	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.

Last updated: 1/13/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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.

Last updated: 1/13/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.50
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

* 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.

Last updated: 1/13/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15124.96	$4254.24	$10870.71	$67127.00
District	N/A	N/A	--	$78635.00
Percent Difference – School Site and District	N/A	N/A	47.00%	16.00%
State	N/A	N/A	$6593.62	$85368.00
Percent Difference – School Site and State	N/A	N/A	24.00%	24.00%

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

Last updated: 1/13/23

Types of Services Funded (Fiscal Year 2021–22)

MSA-4's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals and 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. 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 a well-rounded education.

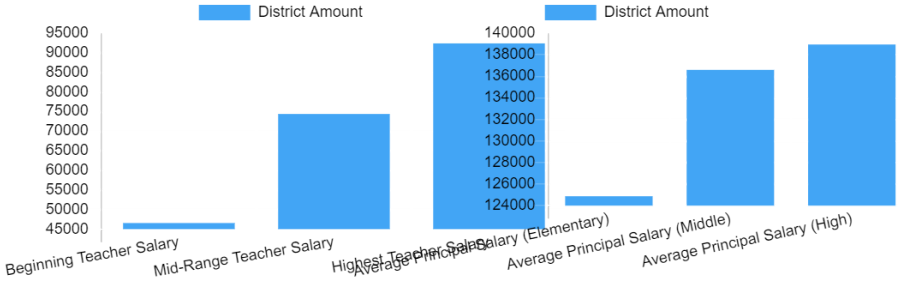
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Last updated: 1/13/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$51081.00
Mid-Range Teacher Salary	$74412.00	$77514.00
Highest Teacher Salary	$92389.00	$105764.00
Average Principal Salary (Elementary)	$124878.00	$133421.00
Average Principal Salary (Middle)	$136594.00	$138594.00
Average Principal Salary (High)	$138948.00	--
Superintendent Salary	$350000.00	$298377.00
Percent of Budget for Teacher Salaries	2702.00%	32.00%
Percent of Budget for Administrative Salaries	466.00%	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: 1/13/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

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%

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

Last updated: 1/13/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	52	52	55

Last updated: 1/13/23

Magnolia Science Academy 5

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	18238 Sherman Way Reseda, CA , 91335-6121	**Principal:**	Ali Kaplan
Phone:	(818) 705-5676	**Grade 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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Ali Kaplan

Principal, Magnolia Science Academy 5

About Our School

Welcome to the 2022-2023 school year! With great pride and excitement, I anticipate a successful year as the MSA-5 Los Lobos Staff, and I actively support your child's academic, social, and emotional growth. My vision is for MSA-5 to be a place full of smiles and laughter. I hope you will join me in providing the children of San Fernando Valley with the most significant opportunities in preparation for them to become world-class citizens and reach their highest potential!

MSA-5's academic profile has only strengthened with several newly hired staff to robust the rigor in class and college readiness. As the principal, I will work closely with our team to fulfill our goals in Student Learning Outcomes; Literacy with a Learners Mindset, Critical thinking, Creativity, Effective Communication, Adaptability, and Global Citizenship. Moreover, this year MSA-5 adopts Multi-Tiered Support Systems (MTSS), which will align our initiatives and resources to address each of our student's needs.

We look forward to having a great school year and to securing our new site in Winnetka. Additionally, although we may face some challenges due to COVID, Los Lobos admin team is determined to reintroduce athletic programs and foster supplemental extracurricular activities. Please know that I set aside time to be available to you and any questions or concerns you may have. Please join our bi-weekly coffee with the principal gathering to provide feedback, learn more about the new site and actively participate in decision-making. Your input is valued and an integral part of our community.

Sincerely,

Principal Kaplan

Contact

Magnolia Science Academy 5
18238 Sherman Way
Reseda, CA 91335-6121

Phone: (818) 705-5676
Email: msa5@magnoliapublicschools.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles County Office of Education
Phone Number	
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoe.edu
Website	http://msa5.magnoliapublicschools.org/

School Contact Information (School Year 2022–23)

School Name	Magnolia Science Academy 5
Street	18238 Sherman Way
City, State, Zip	Reseda, CA , 91335-6121
Phone Number	(818) 705-5676
Principal	Ali Kaplan
Email Address	akaplan@magnoliapublicschools.org
Website	http://msa5.magnoliapublicschools.org/
County-District-School (CDS) Code	19101990137679

Last updated: 1/13/23

School Description and Mission Statement (School Year 2022–23)

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.

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.

STUDENT LEARNING OUTCOMES

Literacy with a Learners Mindset

Develop literacy skills for college readiness and life!
Be open to new ideas and learning activities!
Leaders are lifelong learners and risk-takers!
Believe they have options and can choose how to deal with challenging situations.

Critical Thinking

Rigorously question ideas and assumptions rather than accepting them at face value.
Identify, apply, analyze, synthesize, and evaluate information.
Use the Inquiry Process to address a problem.

Creativity

Apply innovative skills to connect to learning experiences
Create and convey new and meaningful ideas, methods, and interpretations

Effective Communication

Demonstrate effective oral and written communication skills through the use of academic language
Exhibit empathy and understanding
Use technology effectively to access, create, organize, research, and present reliable information.

Adaptability

Engage with different views, thoughts, feelings, and experiences
Respond well to and adapt to feedback, praise, setbacks, and criticism in a climate full of ambiguity and evolving priorities
Understand individual learning styles and intellectual preferences to establish academic plans

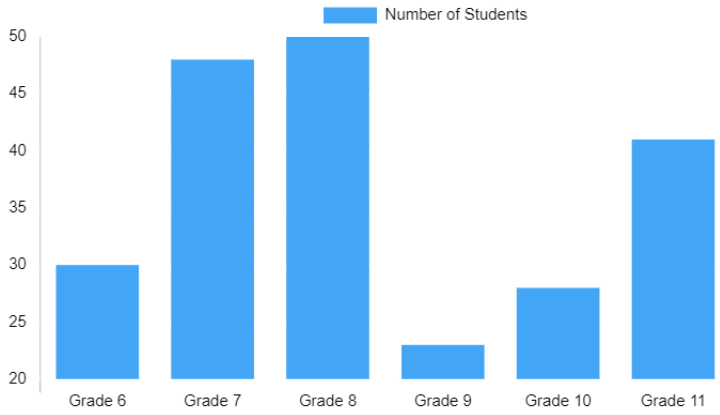
Global Citizenship

Establish leadership skills by participating in community projects that improve life in our school and the local community. Recognize and embrace the value of diversity, and work to include people with backgrounds and experiences different from our own
Engage with different views, thoughts, feelings, and experiences

Last updated: 1/13/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	30
Grade 7	48
Grade 8	50
Grade 9	23
Grade 10	28
Grade 11	41
Grade 12	27
Total Enrollment	247



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/13/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	43.00%
Male	57.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	3.00%
Black or African American	1.00%
Filipino	1.00%
Hispanic or Latino	88.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	5.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	93.00%
Students with Disabilities	16.00%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.60	77.89	314.10	59.37	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	13.10	2.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	12.96	42.50	8.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	9.08	139.00	26.27	12115.80	4.41
Unknown	0.00	0.00	20.20	3.82	18854.30	6.86
Total Teaching Positions	13.60	100.00	529.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	1.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.70	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.10	
Local Assignment Options	1.10	
Total Out-of-Field Teachers	1.20	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.30	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

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 and Chemistry	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: 1/13/23

School Facility Conditions and Planned Improvements

Utilizing six bungalows and improving the PE area

Last updated: 1/13/23

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 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good

Last updated: 1/17/23

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	45%	N/A	38%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	22%	N/A	22%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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: 1/13/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	161	99.38	0.62	45.34
Female	67	66	98.51	1.49	48.48
Male	95	95	100.00	0.00	43.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	144	143	99.31	0.69	43.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	45	45	100.00	0.00	8.89
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	144	143	99.31	0.69	43.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	29.17

Note: ELA 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	161	99.38	0.62	22.36
Female	67	66	98.51	1.49	16.67
Male	95	95	100.00	0.00	26.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	144	143	99.31	0.69	20.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	45	45	100.00	0.00	13.33
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	144	143	99.31	0.69	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	12.50

Note: 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	14.41	31.21	27.78	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	111	99.11	0.89	14.41
Female	40	39	97.50	2.50	12.82
Male	72	72	100.00	0.00	15.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	99	99.00	1.00	13.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	102	99.03	0.97	11.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	0.00

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Last updated: 1/13/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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: 1/13/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

Last updated: 1/13/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated:

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

MSA-5 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, reviewing, and updating 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 school administration team meets the parents and community bi-weekly at the PAC or coffee with the admin events.

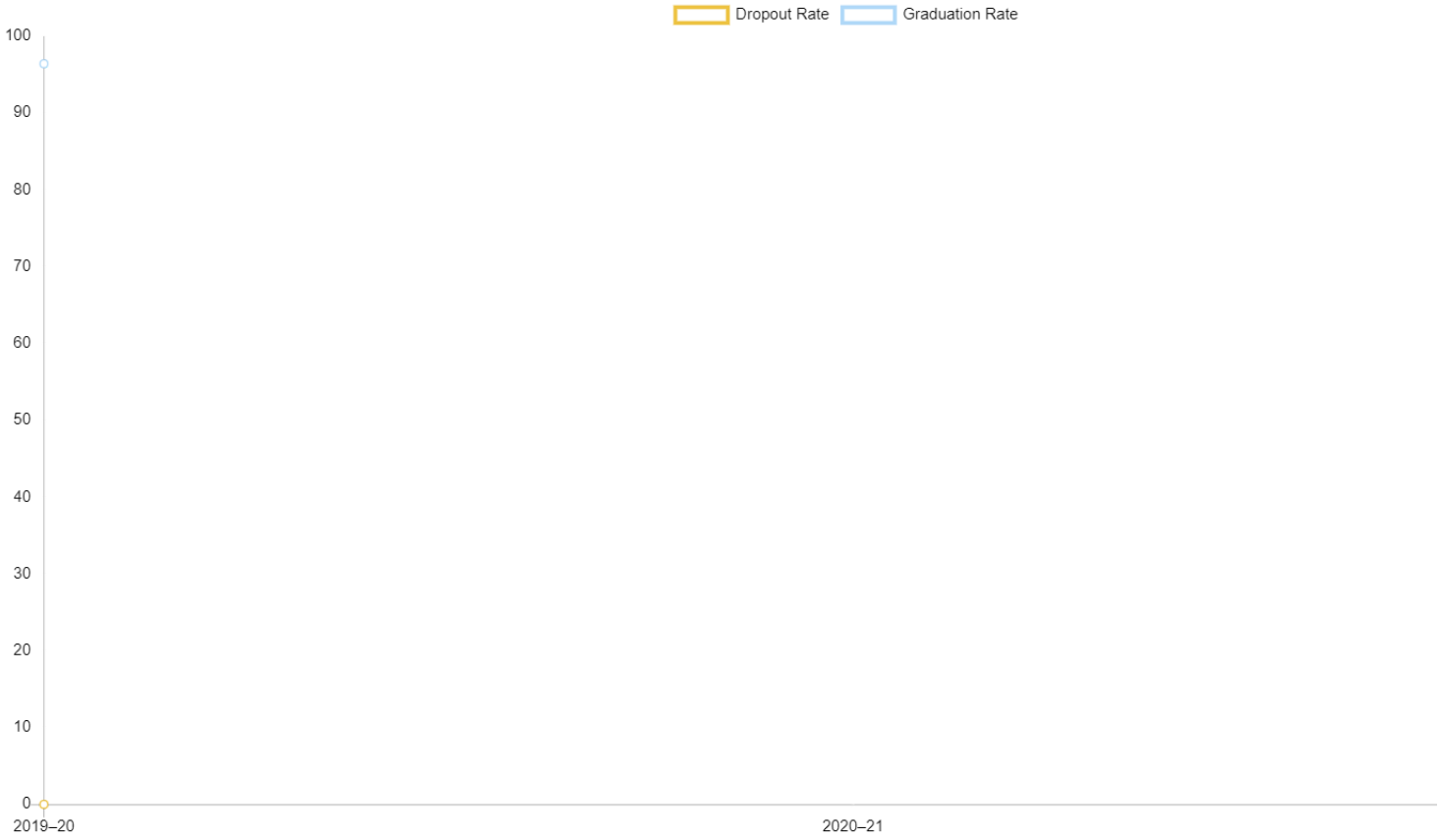
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	--	0.00%	--	23.80%	13.40%	--	8.90%	7.80%
Graduation Rate	--	--	96.40%	--	60.00%	72.70%	--	84.20%	87.00%



Last updated: 1/13/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	28	27	96.4
Female	9	18	9
Male	19	18	94.7
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	1	1	100
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	24	23	95.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	3	3	100
English Learners	3	2	100
Foster Youth	0	0	0
Homeless	0		
Socioeconomically Disadvantaged	28	27	96.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	8	8	100

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/13/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	268	256	90	35.2
Female	118	111	42	37.8
Male	150	145	48	33.1
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	2	25.0
Black or African American	2	1	0	0.0
Filipino	5	4	0	0.0
Hispanic or Latino	234	227	83	36.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	16	13	5	38.5
English Learners	94	88	37	42.0
Foster Youth	1	1	1	100.0
Homeless	2	0	0	0.0
Socioeconomically Disadvantaged	243	234	86	36.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	41	40	13	32.5

Last updated: 1/13/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.35%	7.95%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.37%	1.87%	4.48%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/13/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0.00
Female	0.00	0.00
Male	0.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.06	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/13/23

School Safety Plan (School Year 2022–23)

The school safety plan was 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

Plan Approved by Magnolia Public Schools Board 2/10/2022

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: 1/13/23

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 2019–20

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 2020–21

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 (Elementary) School Year 2021–22

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	8	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 (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	4	9	
Mathematics	25.00	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	7	7	1
Mathematics	21.00	7	6	
Science	25.00	2	5	
Social Science	25.00	2	6	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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	7	10	
Mathematics	21.00	5	7	
Science	22.00	2	6	
Social Science	25.00	1	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.

Last updated: 1/13/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	411.67

* 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.

Last updated: 1/13/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/13/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

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	$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/13/23

Types of Services Funded (Fiscal Year 2021–22)

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

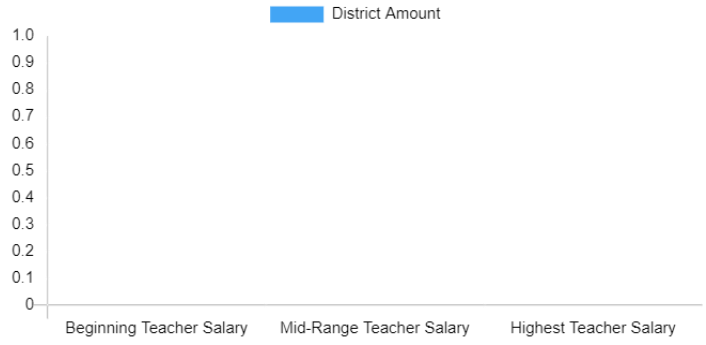
Last updated: 1/13/23

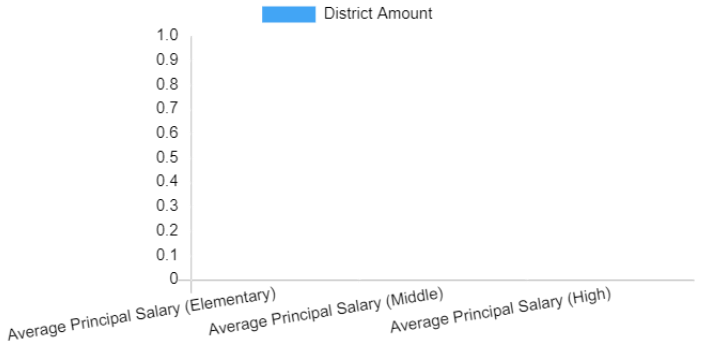
Teacher and Administrative Salaries (Fiscal Year 2020–21)

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/.

School Accountability Report Card





Last updated:

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	1
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	4.00%

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

Last updated: 1/13/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement			

Last updated: 1/13/23

Magnolia Science Academy 6

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	745 South Wilton Pl. Los Angeles, CA , 90005-3552	**Principal:**	James Choe
Phone:		**Grade 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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

James Choe

Principal, Magnolia Science Academy 6

About Our School

James Choe
Principal
Magnolia Science Academy-6

Contact

Magnolia Science Academy 6
745 South Wilton Pl.
Los Angeles, CA 90005-3552

Phone:
Email: jchoe@magnoliapublicschools.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	www.msa6.magnoliapublicschools.org

School Contact Information (School Year 2022–23)

School Name	Magnolia Science Academy 6
Street	745 South Wilton Pl.
City, State, Zip	Los Angeles, CA , 90005-3552
Phone Number	
Principal	James Choe
Email Address	jchoe@magnoliapublicschools.org
Website	www.msa6.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117648

Last updated: 1/13/23

School Description and Mission Statement (School Year 2022–23)

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

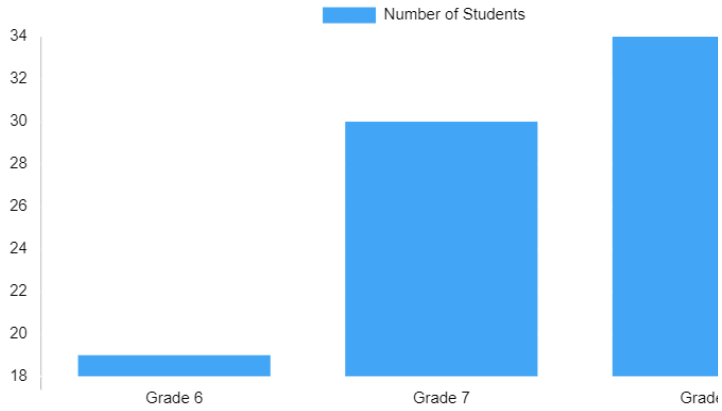
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

?

Last updated: 1/13/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	19
Grade 7	30
Grade 8	34
Total Enrollment	83



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/13/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	43.00%
Male	57.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	7.00%
Filipino	0.00%
Hispanic or Latino	93.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	21.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	96.00%
Students with Disabilities	13.00%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.10	58.28	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	35.74	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	0.40	5.84	1651.30	6.07	18854.30	6.86
Total Teaching Positions	7.10	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	2.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.50	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	43.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	?**McGraw Hill English (Study Sync) 6th, 7th, and 8th Grade.**?		0%
Mathematics	?**McGraw Hill Mathematics (California Math) 6th, 7th, and 8th Grade.**?		0%
Science	McGraw Hill Science (Inspire Science) 6th, 7th, and 8th Grade		0%
History-Social Science	?McGraw Hill Science (Inspire Science) 6th, 7th, and 8th Grade?		0%
Foreign Language	n/a		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: 1/13/23

School Facility Conditions and Planned Improvements

At our current school site our school is housed on the backside of the Wilton Elementary School, where the 500 building is located, along 8th Street and 3rd Street. The building is in good condition but has some repairs that need to be made. Some of the improvements that need to be made are; a leak in the workroom when there is rain (this problem is in the process of being taken care as of 1/10/23), classroom walls have markings on them and needs to be repainted, the fence will be upgraded so that there will be a privacy screening fence interwoven into the fence, the same fence will have an upgraded door that will have a buzz system and a panic door to exit.

The FIT report for Wilton Place Elementary School will is located at this website:

Last updated: 1/13/23

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 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	?No known problems?
Interior: Interior Surfaces	Fair	Rust and water leaks
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Cricket infestation
Electrical: Electrical	Good	?No known problems?
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	?No known problems?
Safety: Fire Safety, Hazardous Materials	Good	?No known problems?
Structural: Structural Damage, Roofs	Fair	Leak in the "workroom"
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Gate is outdated

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/13/23

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	47%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	33%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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: 1/13/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	85	97.70	2.30	51.76
Female	38	37	97.37	2.63	67.57
Male	49	48	97.96	2.04	39.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	79	78	98.73	1.27	51.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	14	12	85.71	14.29	16.67
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	77	98.72	1.28	50.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	27.27

Note: ELA 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	86	98.85	1.15	32.56
Female	38	37	97.37	2.63	35.14
Male	49	49	100.00	0.00	30.61
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	79	79	100.00	0.00	34.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	14	13	92.86	7.14	7.69
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	78	100.00	0.00	32.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

Note: 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	26.47	25.29	20.02	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	34	100.00	0.00	26.47
Female	15	15	100.00	0.00	20.00
Male	19	19	100.00	0.00	31.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	32	100.00	0.00	28.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	30	100.00	0.00	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Last updated: 1/13/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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: 1/13/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/13/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated:

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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 parent student-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 Infinite 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 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. 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.

3. ParentSquare

MSA-6 also uses Parent Square to send quick messages, posts, voicemails, pictures, grades, and permission slips. These tools improve our communication with parents and close a gap between the school and the families.

4. 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 PAC (Parent Advisory Committee), 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;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	--	--	--	8.90%	7.80%	--	8.90%	7.80%
Graduation Rate	--	--	--	--	82.90%	87.40%	--	84.20%	87.00%

Last updated: 1/13/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0
Female	0	0	0
Male	0	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/13/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	97	91	30	33.0
Female	44	41	13	31.7
Male	53	50	17	34.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	0	0	0.0
Black or African American	7	6	2	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	87	83	28	33.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	20	20	8	40.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	89	84	29	34.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	11	11	5	45.5

Last updated: 1/13/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.03%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/13/23

Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.03	0.00
Female	2.27	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.09	0.00

Last updated: 1/13/23

School Safety Plan (School Year 2022–23)

School Safety Plan

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:

• Reviewing 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, and/or lockdown. Every school year, we are aligned with the LAUSD guidelines for running each specific drill.

A copy of the detailed safety plan is uploaded on our website.

Last updated: 1/13/23

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 2019–20

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 2020–21

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 (Elementary) School Year 2021–22

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	8		
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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	2	3	
Mathematics	25.00	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	36.00		4	3
Mathematics	38.00		3	3
Science	38.00		3	3
Social Science	38.00		3	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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	1	1	1
Mathematics	22.00	1	1	1
Science	33.00		1	1
Social Science	33.00		1	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.

Last updated: 1/13/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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.

Last updated: 1/13/23

Student Support Services Staff (School Year 2021–22)

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

* 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.

Last updated: 1/13/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12171.12	$3853.36	$8317.76	$70503.00
District	N/A	N/A	--	$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/13/23

Types of Services Funded (Fiscal Year 2021–22)

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 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.

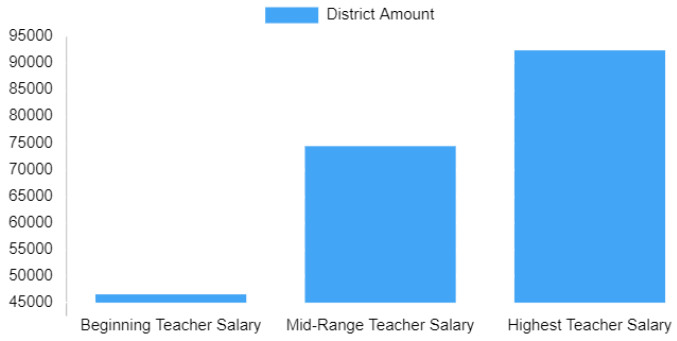
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

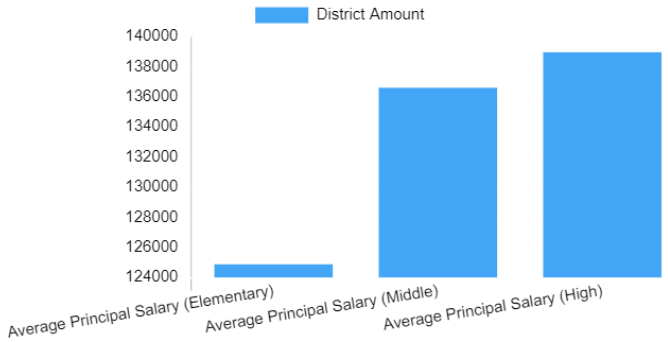
Last updated: 1/13/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$51080.95
Mid-Range Teacher Salary	$74412.00	$77514.16
Highest Teacher Salary	$92389.00	$105763.62
Average Principal Salary (Elementary)	$124878.00	$133420.78
Average Principal Salary (Middle)	$136594.00	$138593.75
Average Principal Salary (High)	$138948.00	$153391.60
Superintendent Salary	$350000.00	$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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 2021–22)

Percent of Students in AP Courses

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%

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

Last updated: 1/13/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	50	47	49

Last updated: 1/13/23

Magnolia Science Academy 7

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	18355 Roscoe Blvd. Northridge, CA , 91325-4104	**Principal:**	Meagan Wittek
Phone:	(818) 886-0585	**Grade 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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Meagan Wittek

Principal, Magnolia Science Academy 7

About Our School

Contact

Magnolia Science Academy 7
18355 Roscoe Blvd.
Northridge, CA 91325-4104

Phone: (818) 886-0585
Email: mwittek@magnoliapublicschools.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2022–23)

School Name	Magnolia Science Academy 7
Street	18355 Roscoe Blvd.
City, State, Zip	Northridge, CA , 91325-4104
Phone Number	(818) 886-0585
Principal	Meagan Wittek
Email Address	mwittek@magnoliapublicschools.org
Website	http://msa7.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117655

Last updated: 1/13/23

School Description and Mission Statement (School Year 2022–23)

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 twelfth 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 Publuc 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.

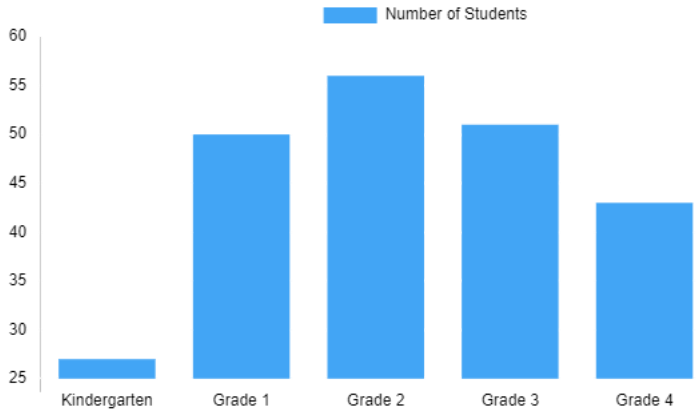
Connection

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: 1/13/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	27
Grade 1	50
Grade 2	56
Grade 3	51
Grade 4	43
Grade 5	53
Total Enrollment	280



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/13/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	51.00%
Male	49.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	6.00%
Black or African American	7.00%
Filipino	6.00%
Hispanic or Latino	66.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	14.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	31.00%
Foster Youth	0.00%
Homeless	4.00%
Migrant	0.00%
Socioeconomically Disavantaged	77.00%
Students with Disabilities	9.00%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	100.00	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	11.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

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

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: 1/17/23

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. Custodians assist with 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 past two years, 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 12. 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. Improvements to plumbing fixtures have been made.

Future projects that are in the planning stages include the installation of shading and replacing all the windows in the school.

Last updated: 1/17/23

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 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Upgrades to commercial plumbing fixtures in progress
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: 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 2022

Overall Rating	Good

Last updated: 1/17/23

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	38%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	26%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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: 1/16/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	140	97.90	2.10	37.86
Female	67	66	98.51	1.49	43.94
Male	76	74	97.37	2.63	32.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	96	97.96	2.04	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	42.86
English Learners	41	39	95.12	4.88	15.38
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	105	103	98.10	1.90	32.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	5.88

Note: ELA 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	141	98.60	1.40	26.24
Female	67	66	98.51	1.49	25.76
Male	76	75	98.68	1.32	26.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	97	98.98	1.02	22.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	21.43
English Learners	41	40	97.56	2.44	5.00
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	105	104	99.05	0.95	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	5.88

Note: 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	24.53	25.29	21.64	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100.00	0.00	24.53
Female	28	28	100.00	0.00	28.57
Male	25	25	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	15.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/23

Career Technical Education (CTE) Programs (School Year 2021–22)

MSA-7 is a STEAM-focused elementary school that 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: 1/16/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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: 1/16/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/16/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated:

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

MSA-7 is a school of choice that greatly benefits from parent involvement in our student's 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 that involves teachers and other staff members visiting students and families at their homes. 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 can also voice any concerns they have prior to the school year starting and 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 teachers or parents. Back to School Night and Open House are also good opportunities for all community partners to see one another and talk.

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 gives parents the opportunity to meet the entire administration team and discuss any school-related items in a smaller setting. MSA-7 also holds monthly English Language Advisory Council (ELAC) and Parent Advisory Council (PAC) 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. All parent committee meetings have been held in person and virtually this school year and led by our newly hired Parent and Community Engagement (PACE) Coordinator and Community Schools Coordinator (CSC). In addition to these regular meetings, MSA-7 hosts parent workshops alongside community organizations. We also held two successful vaccination events for the community as well as a Community Resource Fair hosting multiple local organizations providing resources to school and community members.

Parents are encouraged to become volunteers are 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.

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 health and safety but we are closely bringing the activities back in an effort to support our student's SEL, parent engagement, and continue to build school culture.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	--	--	--	8.90%	7.80%	--	8.90%	7.80%
Graduation Rate	--	--	--	--	82.90%	87.40%	--	84.20%	87.00%

Last updated: 1/16/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0
Female	0	0	0
Male	0	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/16/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	288	282	69	24.5
Female	146	145	36	24.8
Male	142	137	33	24.1
American Indian or Alaska Native	0	0	0	0.0
Asian	17	17	1	5.9
Black or African American	20	20	4	20.0
Filipino	16	16	0	0.0
Hispanic or Latino	188	184	51	27.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	0	0.0
White	43	41	13	31.7
English Learners	99	96	22	22.9
Foster Youth	2	2	0	0.0
Homeless	13	12	6	50.0
Socioeconomically Disadvantaged	220	219	65	29.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	39	14	35.9

Last updated: 1/16/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.35%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/16/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0.00
Female	0.00	0.00
Male	0.70	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/16/23

School Safety Plan (School Year 2022–23)

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 October 26, 2021 at Magnolia Science Academy-7

Reviewed by Law Enforcement January 17, 2022

Reviewed by Fire Department February 2, 2022

Plan Adopted by School Site Council October 26, 2021

Plan approved by Magnolia Public Schools Board February 10, 2022

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: 1/16/23

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 2019–20

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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26.00		2	
1	28.00		2	
2	28.00		2	
3	25.00		2	
4	25.00		2	
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 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00		1	
1	25.00		2	
2	28.00		2	
3	25.00		2	
4	21.00		2	
5	26.00		2	
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 (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
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.

Last updated: 1/16/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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.

Last updated: 1/17/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	8.00

* 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.

Last updated: 1/17/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14651.44	$4825.93	$9825.51	$66911.00
District	N/A	N/A	$17486.00	$78635.00
Percent Difference – School Site and District	N/A	N/A	56.00%	16.00%
State	N/A	N/A	$6593.62	$85368.00
Percent Difference – School Site and State	N/A	N/A	34.00%	25.00%

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

Last updated: 1/17/23

Types of Services Funded (Fiscal Year 2021–22)

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 educational program. The actions and services described in our LCAP include the following:

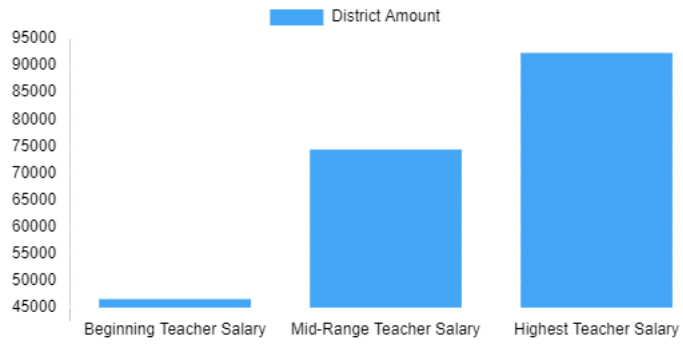
Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.
Goal 2: Excellence: Broad course 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.

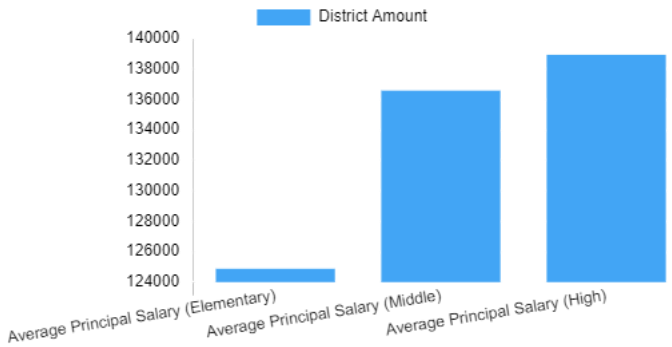
Last updated: 1/16/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$51081.00
Mid-Range Teacher Salary	$74412.00	$77514.00
Highest Teacher Salary	$92389.00	$105764.00
Average Principal Salary (Elementary)	$124878.00	$133421.00
Average Principal Salary (Middle)	$136594.00	$138594.00
Average Principal Salary (High)	$138948.00	--
Superintendent Salary	$350000.00	$298377.00
Percent of Budget for Teacher Salaries	2702.00%	32.00%
Percent of Budget for Administrative Salaries	466.00%	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: 1/16/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

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%

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

Last updated: 1/16/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	42	45	51

Last updated: 1/17/23

Magnolia Science Academy Bell

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	6411 Orchard Ave. Bell, CA , 90201-1023	**Principal:**	Laura Schlottman
Phone:	(323) 826-3925	**Grade 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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Laura Schlottman

Principal, Magnolia Science Academy Bell

About Our School

It's such an honor to serve as the proud Principal at Magnolia Science Academy Bell. I am surrounded by an incredible team of professionals that have huge hearts and are passionate about changing the learning experience. We love our students!

Contact

Magnolia Science Academy Bell
6411 Orchard Ave.
Bell, CA 90201-1023

Phone: (323) 826-3925
Email: lbschlottman@magnoliapublicschools.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	https://msa8.magnoliapublicschools.org

School Contact Information (School Year 2022–23)

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
Email Address	lbschlottman@magnoliapublicschools.org
Website	https://msa8.magnoliapublicschools.org
County-District-School (CDS) Code	19647330122747

Last updated: 1/18/23

School Description and Mission Statement (School Year 2022–23)

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

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.

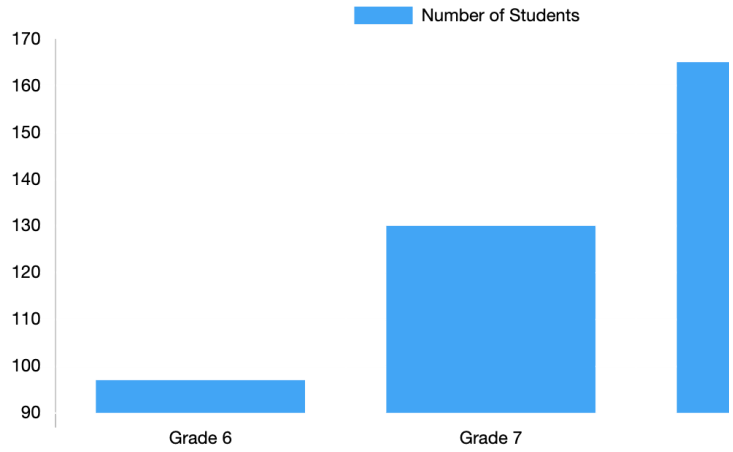
INNOVATION - Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans will support students' college and career readiness. This will include student participation in their four-year 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: 1/18/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	97
Grade 7	130
Grade 8	165
Total Enrollment	392



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/18/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	47.00%
Male	53.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	90.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	8.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.00%
Foster Youth	1.00%
Homeless	4.00%
Migrant	0.00%
Socioeconomically Disavantaged	87.00%
Students with Disabilities	8.00%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.50	71.05	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	4.37	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	21.05	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.63	1060.30	3.90	12115.80	4.41
Unknown	0.10	0.84	1651.30	6.07	18854.30	6.86
Total Teaching Positions	19.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/18/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/18/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	4.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.50	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.50	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	31.20	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

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

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 ConnectED?		0%
Mathematics	McGraw Hill ConnectED?		0%
Science	Inspire Science Grade 6, Grade 7, and Grade 8		0%
History-Social Science	CA IMPACT Grade 6 World History and Geography, Ancient Civilizations CA IMPACT Grade 7 World History and Geography, Medieval and Early Modern Times CA IMPACT Grade 8 United States History and Geography, Growth and Conflict		0%
Foreign Language	?Realidades textbook?		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: 1/18/23

School Facility Conditions and Planned Improvements

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.

Facilities Update

Last updated: 1/18/23

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 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: 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.?
Interior: Interior Surfaces	Good	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: June 2021
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Exemplary

Last updated: 1/18/23

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	43%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	23%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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: 1/18/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	388	385	99.23	0.77	42.86
Female	189	187	98.94	1.06	47.06
Male	199	198	99.50	0.50	38.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	352	349	99.15	0.85	42.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	31	31	100.00	0.00	38.71
English Learners	42	39	92.86	7.14	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	344	341	99.13	0.87	43.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	3.13

Note: ELA 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	388	386	99.48	0.52	23.32
Female	189	188	99.47	0.53	21.28
Male	199	198	99.50	0.50	25.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	352	350	99.43	0.57	22.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	31	31	100.00	0.00	32.26
English Learners	42	41	97.62	2.38	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	344	343	99.71	0.29	23.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	6.25

Note: 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	20.00	25.29	20.02	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	160	100.00	0.00	20.00
Female	86	86	100.00	0.00	12.79
Male	74	74	100.00	0.00	28.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	145	145	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	13	100.00	0.00	7.69
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	140	100.00	0.00	17.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	0.00

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Last updated: 1/18/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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: 1/18/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/18/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated:

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	--	--	--	8.90%	7.80%	--	8.90%	7.80%
Graduation Rate	--	--	--	--	82.90%	87.40%	--	84.20%	87.00%

Last updated: 1/18/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0
Female	0	0	0.0
Male	0	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/18/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	409	405	115	28.4
Female	196	193	53	27.5
Male	213	212	62	29.2
American Indian or Alaska Native	0	0	0	0
Asian	5	5	0	0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	371	367	110	30.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	33	33	5	15.2
English Learners	61	59	16	27.1
Foster Youth	1	1	1	100.0
Homeless	18	18	6	33.3
Socioeconomically Disadvantaged	360	356	102	28.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	36	14	38.9

Last updated: 1/18/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	2.44%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/18/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.44	0.00
Female	2.04	0.00
Male	2.82	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	2.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/18/23

School Safety Plan (School Year 2022–23)

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 11, 2021.

Integrated Safe School Plan Quick Reference Guide 2021-22 ?

Safety meetings are conducted collaboratively throughout the year to review processes and procedures in order to make changes that address stakeholder safety

Last updated: 1/18/23

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 2019–20

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	0	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 2020–21

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	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 (Elementary) School Year 2021–22

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	12	27	
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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	2	5	6
Mathematics	35.00		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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	2	5	6
Mathematics	32.00		5	6
Science	32.00		5	6
Social Science	32.00		5	6

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	5	9	1
Mathematics	27.00	2	9	1
Science	27.00	2	8	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.

Last updated: 1/10/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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.

Last updated: 1/10/23

Student Support Services Staff (School Year 2021–22)

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

* 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.

Last updated: 1/10/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated:

Types of Services Funded (Fiscal Year 2021–22)

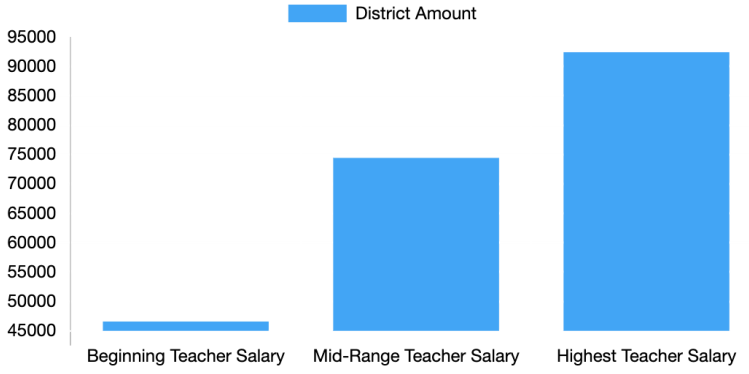
null

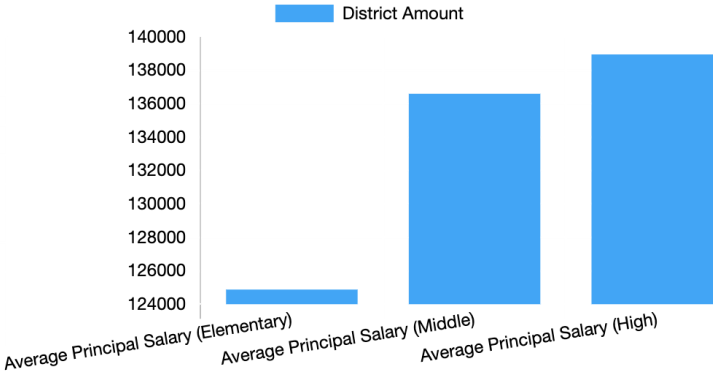
Last updated:

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$51080.95
Mid-Range Teacher Salary	$74412.00	$77514.16
Highest Teacher Salary	$92389.00	$105763.62
Average Principal Salary (Elementary)	$124878.00	$133420.78
Average Principal Salary (Middle)	$136594.00	$138593.75
Average Principal Salary (High)	$138948.00	$153391.60
Superintendent Salary	$350000.00	$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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 2021–22)

Percent of Students in AP Courses

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%

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

Last updated: 1/10/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement			

Last updated:

Magnolia Science Academy Santa Ana

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	2840 West 1st St. Santa Ana, CA , 92703-4102	**Principal:**	Steven Keskinturk
Phone:		**Grade 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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Steven Keskinturk

Principal, Magnolia Science Academy Santa Ana

About Our School

Dear Parents, Guardians, and Educational Partners,

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.

Yours sincerely,
Mr. Steven Keskinturk
Campus Director

Contact

Magnolia Science Academy Santa Ana
2840 West 1st St.
Santa Ana, CA 92703-4102

Phone:
Email: skeskinturk@magnoliapublicschools.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	SBE - Magnolia Science Academy Santa Ana
Phone Number	
Superintendent	Keskinturk, Steven
Email Address	skeskinturk@magnoliapublicschools.org
Website	www.msasa.magnoliapublicschools.org

School Contact Information (School Year 2022–23)

School Name	Magnolia Science Academy Santa Ana
Street	2840 West 1st St.
City, State, Zip	Santa Ana, CA , 92703-4102
Phone Number	
Principal	Steven Keskinturk
Email Address	skeskinturk@magnoliapublicschools.org
Website	www.msasa.magnoliapublicschools.org
County-District-School (CDS) Code	30768930130765

Last updated: 1/18/23

School Description and Mission Statement (School Year 2022–23)

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 513 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 2021–22 school year. School finances and school completion data are reported for the 2021–22 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are written for the 2021–22 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

Our History
Magnolia Science Academy – Santa Ana (MSA-SA) opened its doors to serve Orange County's community in the Fall of2009 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.

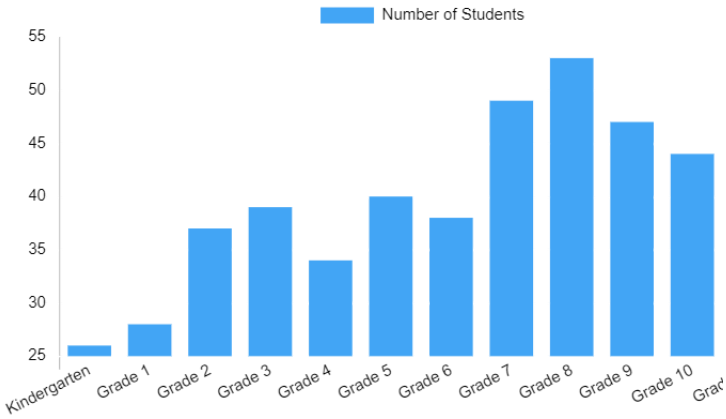
CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, 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: 1/18/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	26
Grade 1	28
Grade 2	37
Grade 3	39
Grade 4	34
Grade 5	40
Grade 6	38
Grade 7	49
Grade 8	53
Grade 9	47
Grade 10	44
Grade 11	36
Grade 12	42
Total Enrollment	513



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated:

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	3.00%
Black or African American	3.00%
Filipino	0.00%
Hispanic or Latino	88.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	6.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.00%
Foster Youth	0.00%
Homeless	4.00%
Migrant	0.00%
Socioeconomically Disavantaged	83.00%
Students with Disabilities	19.00%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.50	100.00	28.50	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	28.50	100.00	28.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/11/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/11/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

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

null

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

Overall Facility Rate

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

Overall Rating

Last updated: 1/1/01

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	37%	N/A	37%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	29%	N/A	29%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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 for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	286	282	98.60	1.40	36.65
Female	132	131	99.24	0.76	41.22
Male	154	151	98.05	1.95	32.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	261	257	98.47	1.53	33.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	81.82
English Learners	96	92	95.83	4.17	7.69
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	236	232	98.31	1.69	33.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	12.77

Note: ELA 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	286	286	100.00	0.00	28.67
Female	132	132	100.00	0.00	26.52
Male	154	154	100.00	0.00	30.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	261	261	100.00	0.00	25.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	72.73
English Learners	96	96	100.00	0.00	5.21
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	236	236	100.00	0.00	25.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	12.50

Note: 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT	22.66			28.5	29.47

Note: Science test results include the CAST 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 CAST 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.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	128	99.22	0.78	22.66
Female	70	70	100.00	0.00	18.57
Male	59	58	98.31	1.69	27.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	119	118	99.16	0.84	22.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	34	97.14	2.86	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	101	99.02	0.98	19.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	8.33

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/10/23

Career Technical Education (CTE) Programs (School Year 2021–22)

null

Last updated:

Career Technical Education (CTE) Participation (School Year 2021–22)

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: 1/10/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.41%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	85.00%

Last updated: 1/10/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated:

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

null

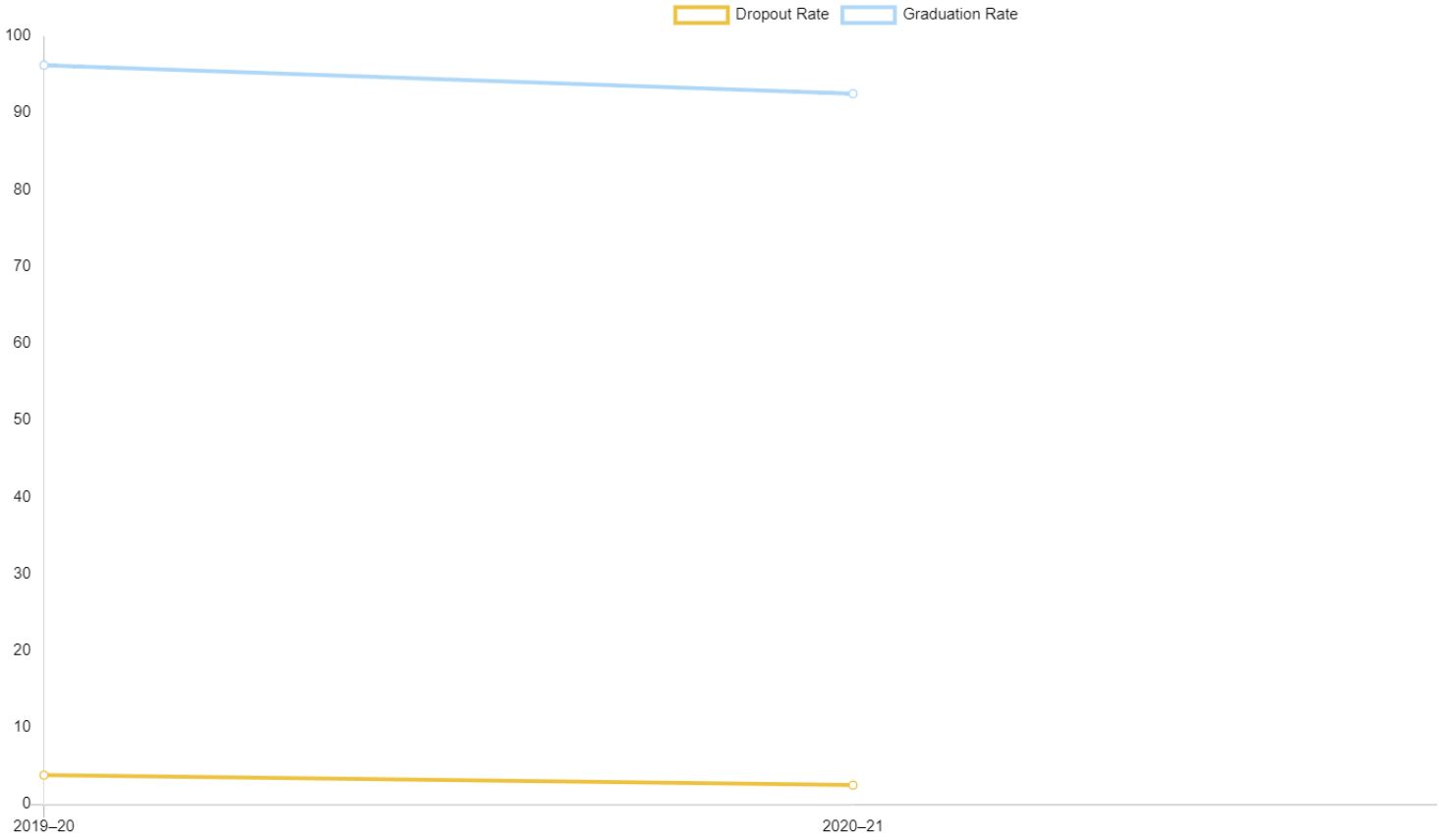
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	3.80%	2.50%	--	3.80%	2.50%	--	8.90%	7.80%
Graduation Rate	--	96.20%	92.50%	--	96.20%	92.50%	--	84.20%	87.00%



Last updated:

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	40	37	92.5
Female	23	22	95.7
Male	17	15	88.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	35	33	94.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	11	9	81.8
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	36	33	91.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	13	86.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/10/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	538	526	63	12.0
Female	268	263	27	10.3
Male	270	263	36	13.7
American Indian or Alaska Native	3	1	0	0.0
Asian	13	13	0	0.0
Black or African American	15	15	2	13.3
Filipino	0	0	0	0.0
Hispanic or Latino	466	459	59	12.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	38	35	2	5.7
English Learners	192	188	32	17.0
Foster Youth	2	0	0	0.0
Homeless	18	18	7	38.9
Socioeconomically Disadvantaged	440	435	61	14.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	97	16	16.5

Last updated: 1/10/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	2.04%	0.00%	2.04%	0.20%	3.17%
Expulsions	0.00%	0.19%	0.00%	0.19%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/10/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.04	0.19
Female	1.49	0.00
Male	2.59	0.37
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.15	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.63	0.00
English Learners	2.08	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	2.27	0.23
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.03	0.00

Last updated: 1/10/23

School Safety Plan (School Year 2022–23)

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 2019–20

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	
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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
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	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 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	3		
1	15.00	2		
2	19.00	2		
3	20.00	2		
4	17.00	2		
5	21.00	1	1	
6	19.00	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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	11	4	
Mathematics	14.00	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	8	7	
Mathematics	19.00	9	6	
Science	23.00	3	6	
Social Science	22.00	5	5	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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	22	3	
Mathematics	12.00	24	1	
Science	15.00	12	2	
Social Science	13.00	19		

* 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.

Last updated: 1/10/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	513.00

* 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.

Last updated: 1/10/23

Student Support Services Staff (School Year 2021–22)

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

* 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.

Last updated: 1/10/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

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	$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated:

Types of Services Funded (Fiscal Year 2021–22)

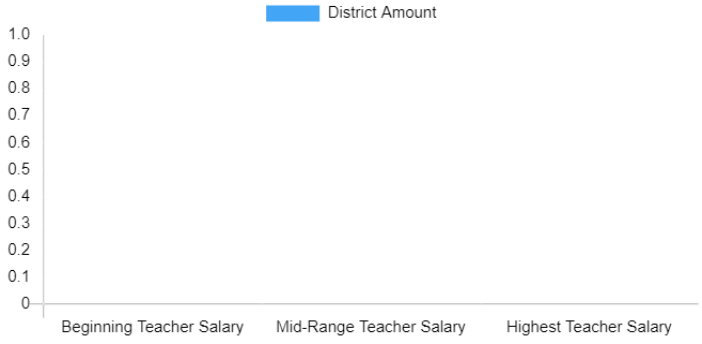
null

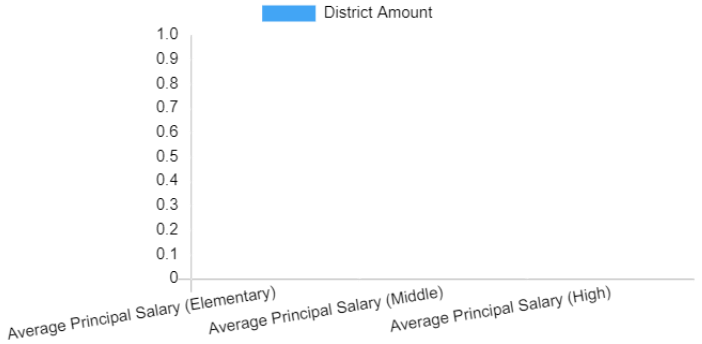
Last updated:

Teacher and Administrative Salaries (Fiscal Year 2020–21)

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 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	2
Foreign Language	1
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered*	9.00%

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

Last updated: 1/10/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement			

Last updated:

Magnolia Science Academy San Diego

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	6525 Estrella Ave. San Diego, CA , 92120-2707	**Principal:**	Gokhan Serce
Phone:	(619) 644-1300	**Grade 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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Gokhan Serce

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

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Jackson, Lamont
Email Address	ljackson@sandi.net
Website	www.msasd.magnoliapublicschools.org/

School Contact Information (School Year 2022–23)

School Name	Magnolia Science Academy San Diego
Street	6525 Estrella Ave.
City, State, Zip	San Diego, CA , 92120-2707
Phone Number	(619) 644-1300
Principal	Gokhan Serce
Email Address	gserce@magnoliapublicschools.org
Website	www.msasd.magnoliapublicschools.org/
County-District-School (CDS) Code	37683380109157

Last updated: 1/13/23

School Description and Mission Statement (School Year 2022–23)

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 School Band, Robotics, Engineering and Archery teams 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.

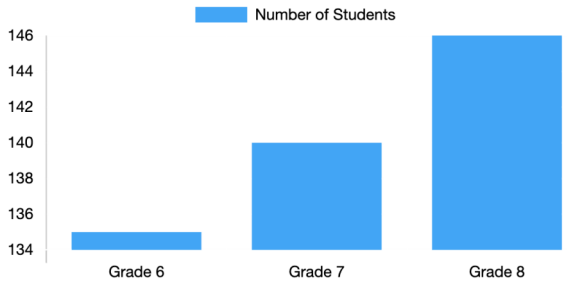
EXCELLENCE

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: 1/13/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	135
Grade 7	140
Grade 8	146
Total Enrollment	421



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/13/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	44.00%
Male	56.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	10.00%
Black or African American	8.00%
Filipino	3.00%
Hispanic or Latino	36.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	9.00%
White	34.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.00%
Foster Youth	0.00%
Homeless	3.00%
Migrant	0.00%
Socioeconomically Disavantaged	38.00%
Students with Disabilities	17.00%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.90	92.67	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	3.11	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	3.73	194.90	3.25	12115.80	4.41
Unknown	0.00	0.50	243.90	4.07	18854.30	6.86
Total Teaching Positions	16.00	100.00	5994.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/14/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/14/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.50	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.50	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.60	
Total Out-of-Field Teachers	0.60	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

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

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: 1/13/23

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. There are four drinking fountains and two hands-free water bottle filling stations.

Last updated: 1/13/23

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 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	?Due to covid-19 all HVAC filters were replaced with Merv-13 filters?
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	• ?All restrooms are remodeled in 2021 • All fountains are upgraded to water fountains with hands-free water bottle filling stations.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Exemplary

Last updated: 1/13/23

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	63%	N/A	53%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	50%	N/A	41%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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: 1/13/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	410	397	96.83	3.17	62.97
Female	179	172	96.09	3.91	65.70
Male	230	225	97.83	2.17	60.89
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	87.18
Black or African American	29	28	96.55	3.45	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	146	143	97.95	2.05	49.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	39	100.00	0.00	61.54
White	145	136	93.79	6.21	72.79
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	36	34	94.44	5.56	73.53
Socioeconomically Disadvantaged	155	153	98.71	1.29	53.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	80	98.76	1.24	26.25

Note: ELA 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	410	397	96.83	3.17	49.87
Female	179	172	96.09	3.91	50.00
Male	230	225	97.83	2.17	49.78
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	84.62
Black or African American	29	28	96.55	3.45	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	146	143	97.95	2.05	37.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	39	100.00	0.00	53.85
White	145	136	93.79	6.21	54.41
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	36	34	94.44	5.56	55.88
Socioeconomically Disadvantaged	155	153	98.71	1.29	36.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	80	98.76	1.24	23.75

Note: 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.
Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/13/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	53.38	--	35.99	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	138	134	97.10	2.90	53.38
Female	52	50	96.15	3.85	54.00
Male	85	84	98.82	1.18	53.01
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100.00	0.00	38.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	46	93.88	6.12	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	18	17	94.44	5.56	76.47
Socioeconomically Disadvantaged	54	53	98.15	1.85	41.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	26.09

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Last updated: 1/13/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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: 1/13/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/13/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated:

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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.

Parent participation is an integral part of Magnolia Science Academy's program. MSA-San Diego has a Parent Task Force, Parent Advisory Committee , and various other 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 S Parent Advisory Committee represents all stakeholders, including parents, teacher, staff, students and community members, who provide input on school events and actions such as graduation, LCAP, Wellness Policy, and Comprehensive School Safety Plan.

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.All the events and meetings are hosted in person following the 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;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	--	--	--	3.90%	4.80%	--	8.90%	7.80%
Graduation Rate	--	--	--	--	85.60%	87.90%	--	84.20%	87.00%

Last updated: 1/14/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			0.0
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/14/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	435	429	106	24.7
Female	192	188	44	23.4
Male	242	240	62	25.8
American Indian or Alaska Native	2	2	1	50.0
Asian	41	40	4	10.0
Black or African American	36	35	8	22.9
Filipino	11	11	3	27.3
Hispanic or Latino	154	151	44	29.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	39	39	7	17.9
White	150	149	39	26.2
English Learners	32	32	8	25.0
Foster Youth	0	0	0	0.0
Homeless	11	10	3	30.0
Socioeconomically Disadvantaged	174	171	54	31.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	83	29	34.9

Last updated: 1/14/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.10%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	2.10%	3.45%	2.20%	2.51%	0.20%	3.17%
Expulsions	0.20%	0.20%	0.00%	0.10%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/14/23

Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.45	0.23
Female	2.60	0.00
Male	4.13	0.41
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.33	0.00
Filipino	9.09	0.00
Hispanic or Latino	5.84	0.65
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.33	0.00
English Learners	9.38	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.75	0.57
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.82	0.00

Last updated: 1/14/23

School Safety Plan (School Year 2022–23)

Campus safety is our top priority at MSA-San Diego. Principal, administrators, teachers, support staff, PAC 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.

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 participate in active shooter training and emergency drill training during summer in-services.

?School Safety Plan Link?

Last updated: 1/14/23

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 2019–20

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 2020–21

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		25	
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 2021–22

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		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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00		10	
Mathematics	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	32.00		10	
Mathematics	32.00		8	2
Science	32.00		10	
Social Science	32.00		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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00		10	
Mathematics	28.00		9	1
Science	28.00		10	
Social Science	28.00		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.

Last updated: 1/14/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	842.00

* 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.

Last updated: 1/14/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	3.00
Other	0.00

* 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.

Last updated: 1/14/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10811.63	$2694.69	$8116.94	$83486.00
District	N/A	N/A	--	$87535.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/14/23

Types of Services Funded (Fiscal Year 2021–22)

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.

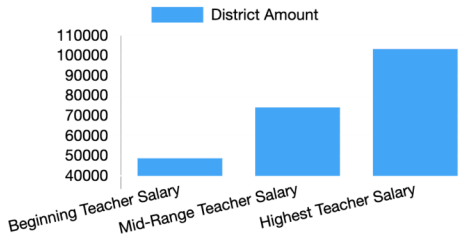
The Magnolia Public Schools Home Office oversees MSA-San Diego's finances and provides financial guidance and services to the school.

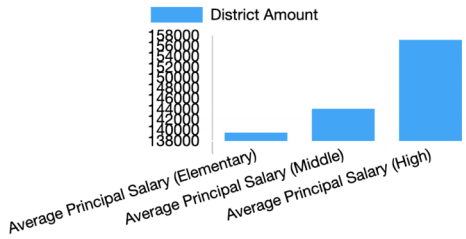
Last updated: 1/14/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48792.00	$51081.00
Mid-Range Teacher Salary	$74140.00	$77514.00
Highest Teacher Salary	$103272.00	$105764.00
Average Principal Salary (Elementary)	$139598.00	$133421.00
Average Principal Salary (Middle)	$144113.00	$138594.00
Average Principal Salary (High)	$157184.00	--
Superintendent Salary	$270000.00	$298377.00
Percent of Budget for Teacher Salaries	3378.00%	32.00%
Percent of Budget for Administrative Salaries	493.00%	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: 1/14/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

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%

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

Last updated: 1/14/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	52	51	54

Last updated: 1/14/23

Coversheet

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

Section: III. Action Items
Item: A. Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953
Purpose: Vote
Submitted by:
Related Material: AB 361 Findings - January 19.pdf

Agenda Item:	III A: Action Item
Date:	January 19, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Alfredo Rubalcava, CEO & Superintendent
RE:	Approval of Findings to Conduct Virtual Meetings Pursuant to AB361/ Government Code Section 54953

Action Proposed:

I move for the Magnolia Public Schools Board of Directors to adopt the findings relating to the ability of the MPS Board and all MPS Committees to conduct meetings through teleconference during the State of Emergency, in reference to AB 361/Government Code Section 54953.

Purpose:

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.

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. AB 361 will sunset January 1, 2024.

Analysis:

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.

Governor is expected to end the state of emergency on February 2023 which will make AB361 null and void. Magnolia Public Schools will resume in-person board and committee meetings in March 2023.

Exhibits:

- Board Findings pursuant of Government Code 54953(e)(3)

EACH THIRTY DAYS THEREAFTER FOR BOARD OF DIRECTORS & COMMITTEES

Magnolia Public Schools

Magnolia Public Schools 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: December 8, 2022

VOTE

AYE:

NOES:

ABSENT:

BOARD SECRETARY: _____

Coversheet

Approval of Design & Engineering Contract with DLR Group for the Magnolia Science Academy-5 Winnetka Ave Project

Section:	III. Action Items
Item:	B. Approval of Design & Engineering Contract with DLR Group for the Magnolia Science Academy-5 Winnetka Ave Project
Purpose:	Vote
Submitted by:	
Related Material:	Selection of DLR Group for MSA-5 Project Report.pdf

Agenda Item:	III B: Action Item
Date:	*January 19, 2023*
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") Board of Directors (the "**Board**")
From:	MPS Audit & Facilities Committee
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager
RE:	Approval of DLR Group to provide Architectural Services for the Magnolia Science Academy—5 ("MSA-5") New Construction Project at 7111 Winnetka Street

Previously presented at the MPS Audit & Facilities Committee Meeting on January 11, 2023.

1. ***Action Proposed:***
   MPS staff recommends that the Board approve the selection of DLR Group to provide architectural and engineering services for MSA-5's new construction project at 7111 Winnetka Ave in Winnetka (the "Project") for a total fee of $1,765,500 and further approve that MPS Staff be authorized to negotiate and sign a professional services contract for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

2. ***Purpose:***
   The purpose of this proposed action is to approve the selection of DLR Group to provide architectural and services for MSA5's new site at 7111 Winnetka Ave to be funded with the proceeds of a Charter School Facilities Program ("CSFP") award from the Office of Public School Construction ("OPSC") and to authorize MPS Staff to negotiate a final contract with DLR Group.

3. ***Background:***

   Acquisition of Winnetka Ave Property

   At its December 19, 2021 meeting, the MPS Board approved MPS signing a purchase and sale agreement ("PSA") for the purchase of the 7111 Winnetka Ave Property and making a good faith, refundable, escrow deposit of Two Hundred Thousand Dollars ($200,000). Escrow for the purchase and sale of the Property was opened on December 22, 2021. MPS exercised all three (3) of its options to extend the contingency period. At its June 16, 2022 meeting the Board approved the waiver of the contingencies. At the June 16th meeting the Board also approved a loan from CLI Capital to fund the acquisition of the Property.

   MPS assigned to MPM Sherman Winnetka LLC ("Winnetka LLC") the right to acquire and take

title to the Property with a loan from CLI Capital. Winnetka Ave LLC is a subsidiary of Magnolia Properties Management, Inc., a 501(c)(3) support corporation. Concurrent with the foregoing assignment, MPS entered into a lease for the Property with Winnetka Ave LLC. Escrow on the Property closed on October 21, 2022.

CSFP Award

MPS Staff applied for funding to the Office of Public Construction's Charter School Facilities Program ("CSFP") during the application period held from May 2nd to June 3rd. CSFP provides funding to charter schools for new school facilities. On October 26, 2023, the State Allocation Board ("SAB") approved a preliminary apportionment in the amount of . Awards made by CSFP are 50% loan and 50% grant. The loan portion is paid back by the award recipient and is amortized over 30 years.

The CSFP award will be used to construct a new campus for MSA-5 which is currently co-located with MSA1 on MSA1's campus. MPM Sherman Winnetka LLC, a wholly owned subsidiary of Magnolia Properties Management, Inc., a 501(c)(3) support organization, closed on the property located at 7111 Winnetka Ave for the purpose of constructing and leasing a new campus to MSA-5.

Architecture and Engineering RFP

Staff issued an RFP for architectural and engineering services on September 26, 2022 and received a total of ten (10) proposals from DLR Group, Berliner Architects, Cannon Design, Corgan, tBP, HED, Rafael Franco & Associates, PBK, TSK, and GGA+. MPS Staff formed a selection committee to screen the vendors. The team narrowed the list to five (5) candidates, interviewed them and after careful consideration, including further due diligence, MPS Staff determined that DLR Group was the best fit for the Project including but not limited to the following reasons: team composition, breadth of experience with State funded school projects, quality of RFP response, and attention to schedule and budget. DLR Group's response to the RFP is attached as Exhibit A.

4. ***Analysis & Impact:***

MSA-5 is presently co-located on MSA-1's campus. With a combined student population of approximately 1,000 students the site is highly congested. MPS Staff recently installed modular classrooms for MSA-5 in order to accommodate the large combined student population. Due to space constraints, both MSA-1 and MSA-5 are constrained in accepting more students. Prior to it's move to the MSA-1 campus, MSA-5 was located on prop 39 Los Angeles Unified School District campuses. The Project will allow MSA-5 to occupy its own facilities on a permanent basis.

5. ***Budget Implications:***

All costs related to the Project, including the architecture and engineering fees, will be paid for with the proceeds from the CSFP award. Therefore, there should be no impact on MSA-5's budget.

6. ***Committee Recommendation:***

The Audit & Facilities Committee approved the recommendation to approve the selection of DLR Group on January 11, 2023.

7. ***Exhibits:***

Exhibit A: DLR Group RFP Response

EXHIBIT A
DLR GROUP RFP RESPONSE

DLRGROUP

REQUEST FOR PROPOSALS

Architectural & Engineering Services

MAGNOLIA PUBLIC SCHOOLS

Magnolia Science Academy 5
Middle and High School

700 Flower Street, 22nd Flower
Los Angeles, CA 90017
10-28-2022 | 5:00 PM

Table of Contents

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SECTION
3.1

Westlake Charter School K-8 Campus
Natomas Unified School District

Letter of Interest

DLRGROUP

ELEVATE *the*
HUMAN EXPERIENCE
THROUGH DESIGN

DLR Group inc.
a California corporation

700 Flower St 22nd Floor
Los Angeles, CA 90017

3.1 Letter of Interest

October 28, 2022

Magnolia Public Schools
Mustafa Sahin, Project Manager
250 East 1st Street, Suite 1500
Los Angeles, CA 90012

Re: Project Name: Magnolia Science Academy 5 Middle and High School
DLR Group Project No.: 00-75231-05

Dear Mr. Sahin and Members of the Selection Committee:

We wholeheartedly believe that like-minded organizations can achieve excellence and enrich lives when we partner together. The alignment of vision and mission between Magnolia Public Schools (MPS or Client) and DLR Group is a partnership ripe with potential and opportunity. Both organizations value empowerment, inclusivity, and fostering a personal passion for creativity and continual learning in a safe environment. We are so thrilled for the opportunity to develop a partnership with MPS to provide architectural and engineering services for your proposed new Magnolia Science Academy-5 (MSA-5) middle and high school campus, located at 7111 Winnetka Ave., Winnetka, CA, 91306.

So, Why Choose DLR Group As Your Partner?

We aren't interested in status quo. As a firm, we do not chase projects – we chase relationships; and one of the key elements we identify as success at DLR Group is a satisfied, repeat, client. To meet that core tenet, it requires that we not settle for status quo. It requires us to constantly reflect on the services we deliver, as well as truly listen to our clients to fully understand their pain points and pivot, as required. Our core client executive team –Buddy Gessel (Design Lead), Mark Stankard (Project Manager), Jesse Miller (Project Architect), Julie Zimmerman (State Funding Expert), Jon Rasmussen (Lead Engineer), and I – are 100% dedicated to being involved in all aspects of your projects to ensure we **deliver your vision on time, and on budget.** Our core desire is to build a collaborative, long-term partnership with you, rooted in the spirit of honest and transparent communication.

DLR Group Offers Unique Design Achievement for Magnolia Public Schools. DLR Group delivers solution-based, innovative spaces that will drive STEAM programming and a whole-child learning experience that will bring students, educators, and technology together to achieve academic excellence. Two examples of the design excellence that we can achieve for MSA-5 are the **Innovations Academy** (completed in 2020) and the new **Logan Memorial Educational Complex** (completed in 2020) projects. The common thread between these projects was our ability to equip the leaders of these school districts to have the Courage to Experiment. We see your pursuit of learning environment excellence in your mission and vision and want to build upon that foundation to ensure that Magnolia Public Schools is a destination educational experience in the communities that you serve.

Powered by BoardOnTrack

3.1 Letter of Interest

October 28, 2022

Re: Project Name: Magnolia Science Academy 5 Middle and High School
DLR Group Project No.: 00-75231-05

DLR Group is the Right Design and Engineering Team. Just as MPS acknowledges that "a "one-size fits all" approach doesn't work when it comes to education", the same can certainly be said for which architecture firm you choose to partner with as well. As an award-winning integrated design and engineering firm, we have assembled an all-star team of designers, planners, engineers, subject matter experts, consultants, and in-house educators to support your project and we are fully committed to aligning with your district's educational specifications and standards to help you achieve better outcomes for your students, staff and community. As a leadership team, Buddy and I will start your project with a singular focus to design to your budget and not budget to a design.

Lastly, we promise to **deliver on our commitments.** As Principal-In-Charge, I am personally committed to being a hands-on and proactive communicator, and I look forward to developing a client-centric relationship with your entire team.

Our team is ready to start serving you immediately and committed to living up to our promise to **listen.DESIGN.deliver.**

Thank you for your consideration of this proposal.

Sincerely,
DLR Group

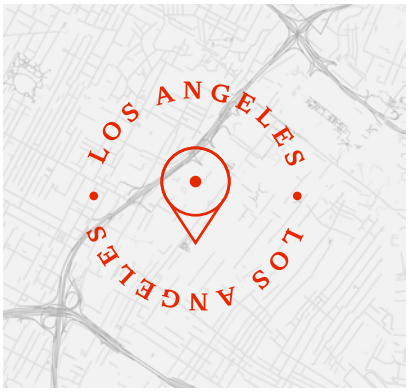
Andrew Thompson, Associate AIA
Principal-in-Charge, Primary Contact
909.471.1518 | athompson@dlrgroup.com

Buddy Gessel, AIA, LEED AP
Design Leader
858.449.0360 | bgessel@dlrgroup.com

SECTION
3.2

Urban Discovery High School
Urban Discovery Schools

Relevant Experience



3.2 Relevant Experience

We're an integrated design firm. Our promise is to elevate the human experience through design. This inspires a culture of design and fuels the work we do around the world. We are 100 percent employee-owned: every employee is literally invested in our clients' success. At the core of our firm are interdisciplinary employee-owner teams, engaged with all project life-cycle stakeholders. These teams champion true collaboration, open information sharing, shared risk and reward, value-based decision making, and proficient use of technology to elevate design.

1300+
Employee-Owners

56
Years of Experience

30+
Years of California K-12 School Experience

> Our work beyond K-12 can help your students reach their potential with authentic learning opportunities.

DLR Group has a core team of professionals dedicated to K-12 educational facility projects, with experience ranging from master planning, small modernizations and renovations, additions, and construction of full school campuses. This focus provides our team members with an in-depth understanding of educational facility design that includes how changes in curriculum, educational delivery, physical environment, funding sources and government legislation impact the educational facilities of both today and the future.

Our K-12 Team routinely shares, discusses, and analyzes how the latest research, trends, and legislation around the country impact the educational facilities of today. We understand the unique challenges and requirements of constructing school facilities in California. Additionally, our team is active in professional organizations, including the Association for Learning Environments (A4LE), Coalition for Adequate School Housing (CASH), Collaborative for High Performance Schools (CHPS) and other regional and state organizations.

Firm Information

DLR Group inc., a California corporation
700 Flower St 22nd Floor
Los Angeles, CA 90017
P: 213.800.9400

Our office is located less than 2 miles from Magnolia Public Schools District office.

Year of Establishment

1966 (56 years, 30+ years in California)

DLR Group, Inc. a California Corporation, is wholly owned by DLR Holding Company, an ESOP that is in turn 100% employee-owned and offers ownership opportunities through stock purchases to all employees.

Services Offered

- **Architecture**
- **Energy Services**
  - Audits & Benchmarking
  - Building Optimization
  - Commissioning
  - Energy Master Plans
  - Energy Modeling
  - Life-Cycle Cost Analysis
  - Measurement & Verification
  - Renewables
- **Engineering**
  - Building Performance Design
  - Civil
  - Electrical
  - Mechanical
  - Structural
- **Experiential Graphics**
- **Primary Contact**
- **Interiors**
- **ITDG-Innovative Technology**
  - Design Group
  - Acoustics
  - Audiovisual
  - Digital Media Design
  - Information Transport
  - Life-Safety & Security
  - Lighting Design
  - Show Control
  - Theater Technical
- **Laboratory Planning**
- **Landscape Architecture**
- **Master Planning**
- **Historic Preservation**
- **Sustainability Consulting**
- **Funding and Entitlements**

3.2 Relevant Experience

DLR Group has worked on 100+ projects in the last 5 years. The following pages feature projects that illustrate recent educational design projects in each of your scope categories, as identified below. DLR Group's role on each of the projects included programming, planning, design, construction documents, DSA approvals, bidding, and construction administration field services.

Project Name & District	Project Description	Construction Cost (Estimated + Final)	Design Fees (Initial + Final)	Completion Date	Client Contact Info
Westlake Charter School K-8 Campus Natomas USD	New School DLR Group provided programming, architectural and interior design services.	Est. Cost: $32,500,000 Construction Cost: $30,357,190	Initial Fees: $1,450,960 Final Fees: $1,450,960	July 2017	Paul Anderson, Director Planning & Constriction, panderson@natomas.k12.ca.us, 916-567-5468
Urban Discovery High School Urban Discovery Schools	New Charter School DLR Group and BakerNowicki is providing architecture, planning and interiors.	Est. Cost: $12,700,000 Construction Cost: Project on Hold	Initial Fees: $1,288,728 Final Fees: No change	Estimated Completion 2024	MaeLin Levine, Urban Discovery Schools Board President, mlevine@urbansd.com, 619-233-9633 x. 1
Del Lago Academy Escondido Union High School District	DLR Group and BakerNowicki provided architecture to this project.	Est. Cost: $53,414,661 Construction Cost: $55,727,022	Initial Fees: $2,837,500 Final Fees: $2,941,379	2013	Amanda Phillips, Assistant Superindent, Business Services, aphillips@euhsd.org, 760-291-3211
Innovations Academy San Diego USD	K-8 public charter school - DLR Group|BakerNowicki provided architecture, interiors, graphic design and master planning.	Est. Cost: $34,800,000 Construction Cost: $36,900,000	Initial Fees: $1,816,955 Final Fees: $1,816,955	2020	Lee Dulgeroff, Chief Facilities Planning & Construction, ldulgeroff@sandi.net, 619-637-3515
Desert Learning Academy Palm Springs USD	New Construction	Est. Cost: $12,000,000 Construction Cost: $9,400,000	Initial Fees: $712,091 Final Fees: No change	Estimated Completion 2024	Julie Arthur, Executive Director of Facilities, Planning and Development, jarthur@psusd.us, 760.883.2710
West Mec Aviation Western Maricopa Education Center	DLR Group provided architecture, engineering, interiors, and landscape architecture services in design-build delivery with McCarthy Building Companies.	Est. Cost: $6,648,322 Construction Cost: $6,576,574	Initial Fees: $351,688 Final Fees: $406,413	June 2011	Gregory Donovan, Founding Superintendent, greg.donovan@west-mec.org, 623-512-2123
David Starr Jordan High School Los Angeles USD	Add/Renovate DLR Group provided master planning, architecture and interior design services.	Est. Cost: $67,500,000 Construction Cost: $72,682,845	Initial Fees: $1,450,960 Final Fees: $1,450,960	April 2016	Eddie Nishi, Senior Design Manager, eddie.nishi@lausd.net, 213-241-4161

3.2 Relevant Experience

Project Name & District	Project Description	Construction Cost (Estimated + Final)	Design Fees (Initial + Final)	Completion Date	Client Contact Info
Dixie Canyon Community Charter Elementary School Site Analysis Los Angeles USD	Add/Renovate DLR Group provided architecture, planning, and interior design services.	Est. Cost: $25,000,000 Construction Cost: In Construction	Initial Fees: $71,326 Final Fees: In Construction	July 2024	Pamela KU, Senior Design Manager, pamela.ku@lausd.net, 323-308-3558
K-3 Charter School Lincoln USD	Remodel, conversion and expansion of an existing building	Est. Cost: $7,500,000 Construction Cost: $7,500,000	Initial Fees: $110,000 Final Fees: $110,000	January 2016	Rebecca Hall, Associate Superintendent of Business Services, rmhall@lusd.net, 209-953-8716
Summerwind Trails K-8 Beaumont Unified School District	New K-8 school serving 1,100 students. DLR Group provided Architecture, Structural Engineering, Interior Design, Acoustics	Est. Cost: $40,000,000 Construction Cost: $31,667,703	Initial Fees: $2,305,983 Final Fees: $2,072,759	July 2021	Lisa Hendrix, Director of Facilities, lhendrix@beaumontusd.k12.ca.us, 714-717-2904
Beverly Hills High School Modernization Beverly Hills USD	New construction and modernization of the 24-acre campus. DLR Group provided archiecture, structual engineering, and interior design.	Est. Cost: $65,903,130 Construction Cost: $57,984,045	Initial Fees: $5,693,141 Final Fees: 4,970,840	June 2021	Shirley Vasquez, Administrative Assistant, svasquez1@bhusd.org, 310-551-5100
Neal Dow Elementary School Chico USD	Modernization and MPR addition. DLR Group provided Architecture, Interior Design	Est. Cost: $16,247,874 Construction Cost: $21,127,335	Initial Fees: $1,682,201 Final Fees: $1,699,560	October 2020	Julie Kistle, Director of Facilities and Construction, jkistle@chicousd.org, 530-891-3140
Mission Middle School Escondido USD	New 2-story math/ science classroom building; renovation of classrooms, library, and admin building. DLR Group provided Architecture, MEPS Engineering, Interior Design, Acoustics	Est. Cost: $18,700,000 Construction Cost: $22,294,050	Initial Fees: $1,169,949 Final Fees: $2,346,410	June 2019	Michael Taylor, Assistant Superintendent, Business Services, mtaylor@eusd.org, 760-432-2400
Maywood Center for Enriched Studies Los Angeles USD	New 203,000 SF replacement secondary school for 1400 students grades 6-12 DLR Group provided Architecture, Mechanical Engineering, Interior Design	Est. Cost: $60,000,000 Construction Cost: $84,029,787	Initial Fees: 3,650,000 Final Fees: $4,672,456	October 2017	Russell McCarley, Project Execution - Contract Professional, russell.mccarley@lausd.net, 213-241-1000

3.2 Relevant Experience

Project Name & District	Project Description	Construction Cost (Estimated + Final)	Design Fees (Initial + Final)	Completion Date	Client Contact Info
Grand View Elementary School Manhattan Beach USD	New classroom building, MPR, and admin building; modernization of remaining buildings. DLR Group provided Architecture, Interior Design, Acoustics.	Est. Cost: $30,081,859 Construction Cost: $32,543,889	Initial Fees: $2,600,095 Final Fees: $2,574,799	January 2023	Dawnalyn Murakawa-Leopard, Assistant Superintendent of Administrative Service, dmurakawa@mbusd.org, 310-318-7345
Pacific Elementary School Manhattan Beach USD	Modernization of interior spaces, new wayfinding/signage/experiential graphics. DLR Group provided Architecture, MEP Engineering, Interior Design.	Est. Cost: $7,097,264 Construction Cost: $7,189,058	Initial Fees: $990,883.00 Final Fees: $628,315.00	August 2019	Dawnalyn Murakawa-Leopard, Assistant Superintendent of Administrative Service, dmurakawa@mbusd.org, 310-318-7345
Marine View Middle School Ocean View SD	New classroom building; modernization of existing campus buildings. DLR Group provided Architecture, Structural Engineering, Interior Design, Acoustics	Est. Cost: $21,799,559 Construction Cost: $22,329,492	Initial Fees: $1,724,765 Final Fees: $1,866,141	May 2021	Jim Choate, Facilities Director, jchoate@ovsd.org, 714-887-6111
Westmont Elementary School Ocean View SD	Reconstruction of classroom spaces, new safety and security features. DLR Group provided Architecture, MEPS Engineering, Interior Design	Est. Cost: $8,682,608 Construction Cost: $11,669,132	Initial Fees: $939,935.00 Final Fees: $1,342,143	August 2019	Michael Conrooy, Deputy Superintendent, Administrative Services, mconroy@ovsd.org, 714-847-2551
Agua Caliente Elementary School Palm Springs USD	Replacement 68,000 SF school for 850 students. DLR Group | Baker Nowicki provided Architecture.	Est. Cost: $33,000,000 Construction Cost: $39,000,000	Initial Fees: $1,515,390 Final Fees: $2,166,744	2018	Julie Arthur, Executive Director of Facilities, Planning and Development, jarthur@psusd.us, 760.883.2710
Palm Springs High School Palm Springs USD	Modernization, seismic upgrades for five buildings, 54,000 SF - DLR Group provided Architecture, Structural Engineering	Est. Cost: $29,170,300 Construction Cost: $28,724,293	Initial Fees: $2,788,779 Final Fees: $3,018,277	December 2021	Julie Arthur, Executive Director, Facilities, PLanning, Development, jarthur@psusd.us

3.2 Relevant Experience

Past and Current State of California K-12 Education Clients

DLR Group's California school partners include the following:

Abraham Joshua Heschel Day School
Anaheim ESD
Anaheim UHSD
Muse School
Beaumont USD
Beverly Hills USD
Blessed Sacrament School
Brea Olinda USD
Buckeye USD
Byron USD
Carlsbad USD
Carnegie Schools Riverside
Cathedral High School
Center Joint USD
Chaffey Joint UHSD
Chico USD
Chowchilla ESD
Christian Brothers High School
Coachella Valley USD
Compton USD
Conejo Valley USD
Corona Norco USD
Covina Valley USD
Culver City USD
East Side UHSD
El Monte UHSD
Escondido USD
Fairfield-Suisun USD
Fallbrook Union ESD
Fontana USD
Fresno USD
Galt Joint Union ESD
Gateway Community Charters
Golden Valley USD
Great Valley Academy Charter School
Gustine USD
Hacienda La Puente USD
Hart-Ransom USD
Hemet USD
Hesperia USD
Irvine USD
Jurupa USD
Keyes USD
Lincoln USD
Linden USD
Little Lake SD
Lodi USD
Long Beach USD
Los Angeles USD
Madera County Office of Education
Manhattan Beach USD
Manteca USD
Modesto City Schools
Natomas USD
Newcastle ESD
Norwalk-La Mirada USD
Nuview USD
Oakdale Joint USD
Ocean View School District
Oceanside USD
Palm Springs USD
Palos Verdes Peninsula USD
Pasadena USD
Patterson Joint USD
Perris UHSD
Poway USD
Rialto USD
Rio School District
Riverside County Superintendent of Schools
Riverside USD
Roseville Joint UHSD
Sacramento City USD
San Diego USD
San Francisco USD
San Gabriel USD
San Jacinto USD
San Juan USD
San Luis Coastal USD
San Marcos USD
Santa Ana USD
Santa Maria Joint UHSD
Santa Maria-Bonita School District
Santa Monica-Malibu USD
Saugus USD
St. Rose School
Stanislaus County Office of Education
Stockton USD
Tahoe-Truckee USD
Temecula Valley USD
Temple City USD
The Center for Early Education
Travis USD
Valley Home Joint ESD
Washington USD
William S. Hart UHSD
Woodland School

Powered by BoardOnTrack

3.2 Relevant Experience

On Time and Within Budget Delivery

Construction Cost Reduction Measures

> DLR Group's tested process and tools will be instrumental in accomplishing the goals set out for your project. Specifically, our Management approach focuses on Communication and Quality Control.

listen.DESIGN.deliver is DLR Group's means of leading informed action and confident decision-making. With each and every project, we commit to hearing our clients' needs, assessing current conditions, and providing data-supported solutions that will drive a highly successful design.

Clear roles and paths of communication are key to successful project delivery. Throughout the design process, minutes, updates, and other communication will be available via a cloud-based secure project management software, Newforma Info Exchange. All team members work with the same current information.

Staying on Budget & Value Engineering

Creativity is foremost to the design, but the design must ultimately be measured against the reality of the budget. Our integrated design process leverages collaboration among disciplines, the cost estimator, and client to evaluate options and select the most cost-effective solutions early in the process. Value Engineering is the result of a linear process that allows design to proceed without adequate cost information, building false expectations which can lead to disappointing scope reductions required to align the design to the budget.

Cost Control Strategies

We hold ourselves responsible to your budget parameters. More than meeting budgets, we make sure we get the maximum value (in learning, longevity, maintenance and operations) for the dollar investment made in a new school building, working to make sure that a school's community sees that tax dollars have been spent responsibly and to the benefit of everyone. Early communication with our full integrated team will ensure all scope is accounted for in early cost estimates allowing the best chance of project success for Magnolia Public Schools.

Schedule Management

Establishing a clear method for communication at the very beginning of the project is key to our success. We clearly define:

- who participates in issues and decisions;
- who tracks the project progress at each phase;
- what method identifies issues as they arise; and
- how to communicate them to the appropriate team members.

A clear process enables responsibility for resolutions in a timely manner.

Once this parameters are defined, we meet to establish critical milestones, tasks and responsibilities, due dates, as well as meetings to move the project forward on schedule. During this charrette, a schedule is developed using sticky notes and a full wall of the room. Each discipline contributes requirements for information and decisions, which are set to a timeline to establish key dates. From this, the project manager develops a master schedule provided to all team members. Parallel to the schedule, we track the hours required to accomplish tasks in order to properly staff the project to meet the schedule.

Scheduling Software

DLR Group uses Microsoft Project software to develop detailed design schedules, which are then incorporated into our office-wide matrix to optimize staffing assignments. For internal scheduling, DLR Group has created proprietary software to track individual employee assignments. Our region's project schedules are loaded into this database and updated weekly so that we can track overall workload by office and region. This allows us to see a cross-section status of each project, number of staff needed, and if projects are over or under staffed. This will also help us to anticipate staffing and start dates for future projects.

Virtual Reality and other technology can be used to collaborate with the contractor throughout the project, as shown here on a recent project.

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3.2 Relevant Experience

Designing To Budget

Beaumont High School

Beaumont, California
Beaumont Unified School District

Original Budget: $52,000,000
Bid Amount: $51,383,447

Case Study: Beaumont USD High School Expansion
This proposed team for your projects recently met an extremely tight timetable for Beaumont USD by strategically separating the high school addition project scope into four incremental projects in order to get through DSA approval in record time. Schematic Design began in March 2020, all four of the incremental packages needed to be into DSA before December 2020. DLR Group successfully split the packages up, obtained DSA approval (not just submitted) on two of the four increments already with the other two officially currently being reviewed by DSA. The entire project duration had to be less than two years from project kickoff to occupation of all buildings.

Beaumont is experiencing unprecedented growth at a fast rate; thus, a decision presented itself: expand the current high school by 2,000 students or build a new one. DLR Group, armed with our extensive knowledge of modular construction, proposed a vast modernization of their existing campus, essentially re-purposing the entire north side, including athletic fields. The classroom buildings (over 60,000 SF) needed to be fully operational in less than 1.5 years. Hence, DLR Group set out on a fast-paced multi-package, multi-increment design process to ensure construction started as soon as possible and continued non-stop until success. What resulted was a two-phase, four-increment submittal and a project that is currently tracking to be on time, on budget, and exceeding the District's expectations.

The scope of work encompassed two new 30,000 SF, two-story modular construction buildings. These facilities included 40 classrooms, CTE programs, an additional administration wing, a new lunch shelter building, entrance canopy, and a field storage and concessions building. The site work was extensive as it created two new parking lots, dedicated bus and student drop-off zones, new tennis courts, new basketball courts, new softball and baseball fields, and multiple new soccer fields. The $50M expansion project will provide facilities for upwards of 5,000 future Wildcat students and save the District over $75M if they would have had to build a new high school.

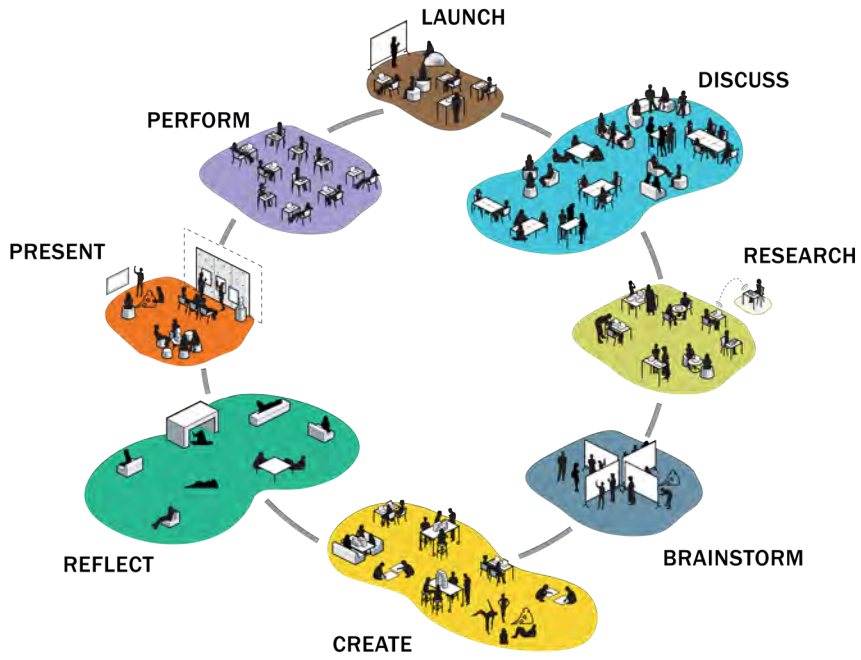
3.2 Relevant Experience

Making Learning Scalable: The FINNS Framework

Activating Design Research to Empower Learners and Educators

Taking into account the research we have completed to date and the insights we've gathered from our deep portfolio of work, we recognize that today - more than ever - students desire relevance. Learning is no longer constrained to four classroom walls.

Blurring the lines between ages and abilities, we will foster both physical and virtual, authentic learning and curricular exploration by expanding the definition of what "place-based" high school can and should be in a globally, interconnected world. We envision this taking place by offering a multiplicity of formal and informal learning spaces through the activation of interstitial zones to catalyze cross-pollination.



To create an architectural environment that enables and empowers student success, the approach to the spatial organization of the school building will be guided by DLR Group's pioneering FINNS framework which organizes design strategies into four principles: Flexibility, Individualization, Naturalness and Nature, and Stimulation (FINNS). These principles are inspired by content confirmed through two independent studies led by DLR Group: The Student Engagement Index (SEI) and the Teacher Engagement Index (TEI). DLR Group's design approach will embody the FINNS strategies contextualized within the aforementioned framework of sociocultural context, history, and a comprehensive understanding of the District's history, culture, and context through deep engagement.

Culver City Outdoor Experiential Learning Play Hub

Providing preschool children with multiple means of engagement with each other in nature, meeting their sensory needs.

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3.2 Relevant Experience

Outdoor Learning Spaces

Innovations Academy

San Diego, California
San Diego Unified School District

The Innovations Academy is a K-8 public charter school located on a large suburban site in San Diego operating out of 36 portable classroom buildings. The site is planned for future development by the district, requiring the school to relocate to an existing 2-story 36-year-old industrial office building. The adaptive reuse of this vacant office building proposed a challenge to reinvent the learning environment for this school into a dynamic, collaborative, and innovative experience for students. Through creative engineering and innovative planning, these goals were achieved. As an inquiry-based campus, the school structures its programs through self-expression, compassionate connection, and purposeful learning. The campus design creates an environment in which students feel encouraged to explore and learn, in a highly collaborative environment.

The scope of work for this project included the adaptive reuse design of 62,000 SF of commercial office/industrial space. DLR Group|BakerNowicki provided architecture, interiors, graphic design and master planning.

Outdoor Learning Example: The Innovations Academy
As an inquiry-based campus, the school structures its programs through self-expression, compassionate connection, and purposeful learning. The campus design creates an environment in which students feel encouraged to explore and learn, in a highly collaborative environment including outdoor learning labs, garden kitchen, an indoor fitness lab and gymnasium, and an outdoor challenge course.

3.2 Relevant Experience

Safe and Secure Learning Environments

DLR Group will provide an analysis of safety and security upgrades that are recommended at school sites as supported by Crime Prevention through Environmental Design (CPTED) principles. DLR Group believes, as does CPTED, that a secure environment requires a multi-disciplinary approach to design.

CPTED principles are passive in nature, meaning the design of the site and building contributes to the deterrence of crime—aside from active means such as cameras, motion detectors, access systems, and other electronic equipment. Safety solutions should create a balance between the need for a secure environment and the need for an open, inviting learning environment. CPTED principles have three primary areas of focus that can be applied to both new and existing campuses:

1. Surveillance & Supervision
Natural surveillance occurs by designing the placement of physical features, activities and people in such a way as to maximize visibility and foster positive social interaction among legitimate users of private and public space. Potential offenders feel increased scrutiny and limitations on their activity and escape routes.

2. Access Control
Limited/secure entry points ensure that visitors must interact with administration before gaining entrance to the campus. In cases where visitors breach the secure zone, the systems should include the ability to lockdown portions of the facility. Classroom design must also consider emergency procedures and areas of “refuge”.

3. Territorial Reinforcement
A “sphere of influence” can be created using paving treatments, landscaping, and signage to clearly identify campus boundaries. The “broken window theory” states that a well maintained campus may stop further vandalism and avoid escalation into more serious crime.

Defining a Safe Learning Environment?
The school safety phenomenon is not a single solution derived from one individual or single entity. To effectively address the problem, community members, leaders, experts, law enforcement, mental health professionals, students, educators, and District administration must come together and arrive at the right solution for their specific school. Facility design alone does not mitigate the potential of tragic events unfolding on school campuses, we must also consider factors such as peer networks, relationships, and the comprehensive school system into the equation.

To further this nation-wide conversation, DLR Group actively engaged superintendents, law enforcement professionals, and designers over an eight-week span for meaningful discussions on this polarizing issue. From our discussions, we identified three tenets that contribute to relational safety, and consequently safe schools: human connection, environment, and technology.

Human Connections impact our relationships, health, and wellbeing. Positive student-student and student-teacher relationships help learners develop connectedness and a sense of belonging which improves educational outcomes and influences their mental health and overall happiness.

Environmental attributes are integrated into the physical environment through both passive and active means. For instance, the use and configuration of space, open visibility, hazard protection, and safeguards such as locks and security personnel, all contribute to the sense of security for students and staff.

Technology has the ability to create a safer environment for all users, either through the use of surveillance or alarm systems. Network security also detects, disrupts and prevents physical and cyber threats.

Thoughtful and deliberate integration of these tenets as preventative safety measures can lead to a sense of security among students and staff, and lead to a reduction in devastating events that can forever change a community.

3.2 Relevant Experience

Student and Staff Safety

Logan Memorial Educational Complex

San Diego, California
San Diego Unified School District

An unusually high public interest resulted in a clear, community influenced plan for the Logan Memorial Educational Complex. With the process being open and transparent, the resulting master plan included the implementation of elementary grades while balancing the 7-12 campus needs. The new Logan Memorial Educational Complex, now serving transitional kindergarteners through high school seniors, rebuilds the existing K-8 campus and adds a secondary school component that this neighborhood has been missing. The three existing Memorial buildings to remain, will be re-clad, fully renovated, and re-planned. The building forms are simple, bold, and influenced by Mexican modernism, resulting in architecture that fits the neighborhood and builds on the rich cultural history of the area.

The scope of work included 237,000 SF across a 22-acre site. The idea for this complex was to become a space where students want to be. At the K-6 campus the learning commons is adjacent 2 maker spaces. Resulting is a vibrant student environment where students create, research, think and present. The 7-12 learning commons is adjacent the career and counseling center creating a space that supports socialization, career exploration and online course work. Each classroom village is designed around collaboration spaces to promote flexible learning.

BOLD™

Bridging **O**rganization
Learning
and **D**esign

To maximize the impact of capital investments, BOLD services provides the tools and strategies to bridge modern school designs with positive educational outcomes for all.

91%

of BOLD teachers felt their classrooms support movement versus 77% of the national average.

52%

of BOLD-empowered teachers spend most of their time in collaboration and shared spaces (conducting diverse learner-centered activities), versus just 33% nationally.

We have seen the challenges that Districts face when accelerating their vision for teaching and learning through facility change. **Your teachers, staff, and administration must be prepared for the opportunities that will come after the ribbon cutting ceremony in the new, future ready facility.** To that end, DLR Group has developed a parallel service to our design process called BOLD - to support the operational shifts required to implement future-ready learning

BOLD bridges organization, learning, and design to ensure every educator and learner finds fulfillment.

Our systems-based approach addresses teaching and learning while leveraging collaborative learning environments and school culture to increase confidence and engagement of educators and learners.

Navigating *Change* for Our Clients

The BOLD process is designed to lead you through a series of defined explorations that discover, imagine, define, develop, and achieve the path to your desired outcomes. Within this framework, BOLD's specific services are custom-selected to meet the unique needs of your district or school. These might include strategic planning, process consulting, spatial affordance training, change leadership coaching, culture development, inquiry-based learning implementation, teaching and learning consulting services, or others.

BOLD is a Process to Shift Human Behavior.

3.2 Relevant Experience

Reflects School's Mission and Vision

Compton High School

Compton, California
Compton Unified School District

Compton is well known for producing music and athletic prodigies, and now this community has an opportunity to set the standard for educational excellence with a new high school. DLR Group's design will transform the District's oldest high school campus into a 21st Century learning environment that elevates education for all Compton students and staff. The design solution centers around keystone shaped learning suites that support project-based learning, student exploration and general instruction.

This project includes a brand new high school campus on the existing site. Two new pathways unite the site, honor the school's legacy, and welcome the community. The new Academic Boulevard defines the North/South Axis, creating a learning community and organizing Career and Technical Educational (CTE) spaces along its edges with classroom wings above. The gymnasium and administration building anchors the north quad. At the south end, the performing arts center is a beacon to the community along a prominent city street previously hidden from campus. The East/ West Axis reflects the importance of community and athletics. The new collegiate caliber sporting complex is home to indoor events in the gymnasium, and outdoor activities in the stadium and athletic field or courts.

SECTION

3.3

David Starr Jordan High School
Los Angeles Unified School District

Applicant Description and Qualifications

3.3 Applicant Description and Qualifications

Team Structure

MAGNOLIA PUBLIC SCHOOLS

DLR Group

Andrew Thompson
Associate AIA
Principal in Charge

Buddy Gessel
AIA, LEED AP
Design Leader

Natt Puapornpong
NCIDQ
Interior Design Leader

Julie Zimmerman
State Funding Expert

Kate Vega
State Funding Expert

Jesse Miller
AIA, Associate DBIA
Project Architect

Mark Stankard
AIA, LEED AP
Project Manager

Shona O'Dea
LEED AP BD+C, CPHC, WELL AP
Energy Efficient Design Leader

David Sakaguchi
AIA, LEED AP
QA/QC Manager

Jon Rasmussen
LEED AP BD+C, WELL AP
Lead Engineer

Danny Ahkiam
SE
Structural Engineer

Yam Champagain
PE, LEED AP
Mechanical Engineer +
Fire Proection Design

Larry Hackleman
PE, LEED AP
Electrical Engineer

Raymond Heintel
PE, RCDD, PSP, LEED AP
Safety & Security

Consultants

Richard Dieli
FCSI
Food Service
DMH Foodservice Design

Virgil Aoanan
PE, SE, QSD, ENV SP
Civil Engineer
VCA Engineers

Jane Cataldo
RLA, ENV SP, LEED AP
Landscape Architect
Lynn Capouya

DLR Group practices integrated design in our approach to every project, whether we use in-house or consulting engineers. Our quality control process regularly engages the engineers as early as is appropriate in the design process. We view the engineers as the experts in their chosen fields and involve them in goal setting, key review meetings with the owner and internal coordination and design meetings.

DLR Group recommends the consultants listed above as our team for the Magnolia Public School's projects. We typically work with our in-house team, however, we want to provide you with a guaranteed attention and top notch quality while meeting or exceeding your project and district goals. Upon project award, we acknowledge the district's request to partner with DLR Group in the final selection of the consultant team and review of their proposals.

3.3 Applicant Description and Qualifications

Andrew Thompson, ASSOCIATE AIA

Principal | Principal-in-Charge

Andrew is a motivated leader with 20 years of national and international experience managing architectural projects as a seller-doer from the initial planning stages through construction and post-occupancy evaluations. For educational clients, he has assisted and managed project teams on a variety of different projects such as new construction, modernization, historical, seismic retrofit, interim housing and modular construction.

Select Experience

Delano Union School District
Del Vista ES Math & Science Academy Modernization*

Beaumont Unified School District
Beaumont High School Expansion

San Jacinto Unified School District
New Middle School #8

Los Angeles Unified School District
South Region Elementary School #9
Thomas Jefferson High School Modernization

*Performed while at a previous firm.

Education

Bachelor of Architecture,
University of Oklahoma

CASH School Facilities Leadership Academy, Cohort 7 Graduate

Registration, Accreditations, Affiliations

Coalition of Adequate School Housing (CASH)
Association for Learning Environments (A4LE)
American Institute of Architects, Associate Member

Buddy Gessel, AIA, LEED AP

Principal | Design Leader

Buddy's career has been dedicated to educational facilities including new and renovated K-12 schools. He oversees all phases of projects, with a proven reputation of excellent client service. His extensive experience with advanced integration of technology in practice including BIM analysis tools ensure thoroughly coordinated building systems and responsive environmental design decisions in a fully-integrated design approach to project delivery.

Select Experience

Urban Discovery Academy
Urban Discovery Academy High School

San Diego Unified School District
Logan Heights K-12 Educ. Center
Innovation Middle School Mod. & Expansion

Escondido Union High School District
Del Lago Academy High School
Escondido High School Renovation/Expansion

Murrieta Valley Unified School District
Murrieta Mesa High School
Murrieta Canyon Academy
Murrieta Mesa High School Addition

Education

Bachelor of Architecture, Honors
Pratt Institute, New York

Registration, Accreditations, Affiliations

Architect: CA #C30244
NCARB License
American Institute of Architects
Coalition for Adequate School Housing (CASH)
Community College Facilities Coalition

3.3 Applicant Description and Qualifications

Natt Puapornpong, NCIDQ

Associate | Interior Design Leader

Natt is a seasoned interior designer for DLR Group who leads and manages projects from conceptual design to construction observation. As an accomplished and highly specialized designer, Natt applies her strong background of interior architecture design into each wayfinding + signage and environmental graphic design project.

Select Experience

El Monte Union High School District
South El Monte High School Modernization
Granada Transition Center Assessment
Rosemead Adult School

Hemet Unified School District
Whittier Elementary School Modifications

Hesperia Unified School District
Hesperia High School Multipurpose/PAC Building

San Francisco Unified School District
Mission Bay Elementary

Education

Master of Fine Arts, Interior Design,
Academy of Art University

Bachelor of Business Administration,
Mahidol University International

Registration, Accreditations, Affiliations

NCIDQ

Julie Zimmerman

State Funding Expert

Julie leads our Education Funding Services (EFS) Department and has secured over $2 billion dollars for School Districts throughout the State of California for the modernization and construction of school facilities. Julie identifies state and grant funding sources for our K12 clients. She is people oriented and process driven. Julie works closely with the Office of Public School Construction (OPSC) and the knows the timing that is required to obtain funding and grants for your school facility projects.

Select Experience

Temecula Valley Unified School District
Facilities Master Plan

El Monte Union High School District
El Monte Union High School Modernization

Bonsall Unified School District
State Facility Program New Construction Eligibility and Funding for Bonsall HS; Site Approval for Gird Road HS.

Alvord Unified School District
State Facility Program Modernization Eligibility and Funding, Career Tech Funding, Site Approval, New Construction Funding, Grant Requests for Class 8 Trash Trucks and donations for athletics program.

Education

Master of Architecture, Bachelor of Architecture
University of Nebraska-Lincoln

Registration, Accreditations, Affiliations

Coalition for Adequate School Housing (CASH)
Association for Learning Environments (A4LE)

3.3 Applicant Description and Qualifications

Kate Vega

State Funding Expert

Kate works with K12 clients and their team to understand each project and identify opportunities for state and grant funding sources. Her enthusiasm for understanding funding regulation and sources then translating that information into potential funding has resulted in over 90 million dollars from the state of California for new construction and modernization projects for school districts.

Select Experience

Poway Unified School District
State Facility Program Modernization & New Construction Eligibility and Funding, Career Tech Funding, Site Approval

San Marcos Unified School District
State Facility Program Modernization & New Construction Eligibility and Funding, Site Approval

Palm Springs Unified School District
State Facility Program Modernization & New Construction Eligibility and Funding, Site Approval

Santa Ana Unified School District
PSTKFDK program school site eligibility identification and round 1 submittal

Education

Bachelor of Communications,
University of California, San Diego

Registration, Accreditations, Affiliations

Coalition of Adequate School Housing (CASH)

Jesse Miller, AIA, LEED GREEN ASSOCIATE

Principal | Project Architect

As a principal in DLR Group's K-12 Education Studio, Jesse's knowledge of Next Generation teaching pedagogies, coupled with training and experience in the architectural profession, gives him a unique perspective and understanding of how the built environment can impact performance.

Select Experience

Palos Verdes Peninsula Unified School District
Malaga Cove Marine Science Center

Beaumont Unified School District
High School Expansion
Summerwind K-8 School

Corona-Norco Unified School District
Washington Elementary School Modernization

Riverside Unified School District, Riverside, CA
Alcott Elementary School Modernization
Longfellow Elementary School Modernization

El Monte Union High School District
South El Monte High School Modernization

Education

Master of Architecture,
New School of Architecture & Design

Bachelor of Architecture,
University of Wisconsin, Milwaukee

Registration, Accreditations, Affiliations

Architect: CA #C32306
LEED Green Associate
Associate DBIA
Coalition of Adequate School Housing (CASH)
American Institute of Architects
Association for Learning Environments (A4LE)

3.3 Applicant Description and Qualifications

Mark Stankard, AIA, LEED AP

Senior Associate | Project Manager

Mark brings years of professional experience in architectural design, technical production, project management, and construction administration on a variety of project types, including educational projects. His detail-oriented project management expertise combined with his excellent communication skills with clients and consultants alike equip him with the know-how to efficiently and thoroughly execute documentation and administration of all project phases.

Select Experience

Los Angeles Unified School District
Burroughs Middle School

Manhattan Beach Unified School District
Grand View ES Addition and Modernization
Pennekamp ES Addition and Modernization
Meadows ES Modernization
Pacific ES Modernization

El Monte Union High School District
Rosemead Adult School Building
El Monte High School Modernization

Education

Master of Arts in the History of Architecture,
Cornell University

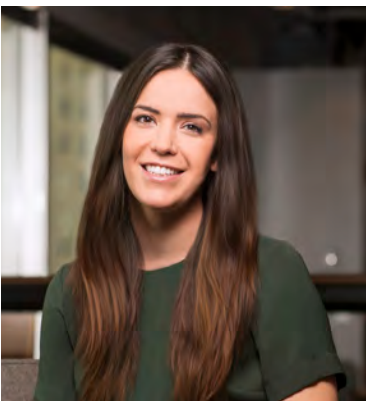
Bachelor of Architecture,
University of Notre Dame

Registration, Accreditations, Affiliations

Architect: CA #C29304
LEED Accredited Professional
American Institute of Architects
US Green Building Council

Shona O'Dea, LEED AP BD+C, CPHC, WELL AP

Principal | Energy Efficient Design Leader



Shona's focus on efficiency and indoor environmental quality supports the firm's pursuit of sustainable building design and operation. She uses building simulation to help designers quantify energy savings and understand the interactions of building design with the mechanical systems and with the environment. Shona relies on primary research that links cognitive function to indoor environmental quality to drive design decisions for her clients.

Select Experience

Culver City Unified School District
Facilities Master Plan

Riverside Community College District
Sustainability and Climate Action Plan

El Camino Community College District
Music Building Replacement

West Valley College Fine Arts
Music Replacement Building

Education

Master of Science in Technology,
Purdue University

Master of Science in Sustainability, Innovation and Technology
Dublin Institute of Technology

Registration, Accreditations, Affiliations

American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE)
US Green Building Council Certified Passive House Consultant
LEED and WELL Accredited Professional

3.3 Applicant Description and Qualifications

David Sakaguchi, AIA, LEED AP

Principal | QA/QC Manager

David is a hands-on project architect utilizing his extensive experience on a number of diverse projects, including several high profile and complex renovation projects. Trained as a forensic architect, David has gained an extensive amount of experience from the analysis and detection of construction defects. His technical background and training, combined with an in-depth knowledge of building technology and code-compliance, affords David the ability to accurately assess, verify, and document existing building conditions for thorough building assessments.

Select Experience

Los Angeles Unified School District
Maywood Center for Enriched Studies
Edward R. Roybal Learning Center
Wisdom Elementary School
Jordan High School Redevelopment

Compton Unified School District
New Compton High School

Manhattan Beach Unified School District
Grand View Elementary School Modernization

Ocean View School District
Vista View Middle School Modernization

Education

Bachelor of Architecture,
University of Southern California

Registration, Accreditations, Affiliations

Architect: CA #C19700, AZ #48233, UT #132383-0301
Certified Construction Specifier, Certified Construction Contract Administrator

Jon Rasmussen, PE, LEED AP BD+C

Principal | Engineering Leader

Jon has over 17 years of mechanical/electrical consulting experience. His expertise is in internal operations, strategic planning, client interactions, scope coordination and project organization. Jon's strengths are interior power distribution, efficient constructibility, and contractor relationships.

Select Experience

Covina Valley Unified School District
District-wide HVAC Replacement

Hacienda La Puente Unified School District
La Puente High School Pool

Hesperia Unified School District
Hesperia High School New MPR/PAC Building

California Polytechnic University, Pomona
Campus Center Marketplace

Education

Bachelor of Science, Electrical Engineering
University of Illinois

Registration, Accreditations, Affiliations

Engineer: CO, MT AZ
Colorado Registration: 0038949
LEED Accredited Professional
International Interior Design Association
U.S. Green Building Council

3.3 Applicant Description and Qualifications

Danny Ahkiam, SE

Senior Associate | Structural Engineer

Danny has 15 years of experience in structural design of more than 150 new buildings, renovations and tenant improvements. Danny is responsible for the structural design, coordination, and construction supervision on a variety of projects with a focus on renovations and adaptive reuse with challenging architectural vision and complex structural constraints.

Select Experience

Beaumont Unified School District
High School Expansion

Beverly Hills Unified School District
Beverly Hills High School Retaining Wall

Compton Unified School District
New Compton High School

Hesperia Unified School District
District-Wide HVAC Replacement

Los Angeles Unified School District
Maywood Center for Enriched Studies

Education

Bachelor of Architectural Engineering,
California Polytechnic State University, San Luis Obispo

Registration, Accreditations, Affiliations

Structural Engineer: CA S6351
Civil Engineer: CA 80540

Yam Chapagain, PE, LEED AP

Senior Associate | Mechanical Engineer

Yam manages the team of mechanical and plumbing engineers. Involved in the design of unique and complex projects, Yam's project designs includes K-12 and higher education schools, hospitals, medical office buildings, office and mixed-use buildings, hospitality buildings, detention centers, etc.

Select Experience

Compton Unified School District
New Compton High School

Los Angeles Unified School District
Jordan High School Modernization
Kenter Canyon Elementary School

Manhattan Beach Unified School District
Meadow Elementary School Modernization
Robinson Elementary School Modernization

Ocean View School District
College View Elementary School Modernization

Education

Master of Science, Mechanical Engineering,
California State University, Los Angeles

Bachelor of Science, Mechanical Engineering
Tribhuvan University

Registration, Accreditations, Affiliations

Mechanical Engineer: CA #M35133
LEED Accredited Professional
US Green Building Council

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3.3 Applicant Description and Qualifications

Larry Hackleman, PE, LEED AP

Senior Associate | Electrical Engineer

Larry is a focused and diligent individual who is accustomed to responsibility. He is skilled in project management, engineering design, commissioning, and supervising personnel. Larry appreciates the science of engineering, the art of architecture, and the importance of integrating the two. He has a successful record of meeting deadlines and budgets, and following projects through to completion.

Select Experience

Balsz Elementary School District
Tillman Middle School Rebuild

Paradise Valley Unified School District
Desert Shadows Middle School Renovations

Deer Valley Unified School District
Hillcrest Middle School Modernization
Barry Goldwater High School Culinary Enhancement

Madison Elementary School District
Madison Meadows Middle School, Phase 2 Rebuild

Agua Fria Union High School District
Canyon View High School
Desert Edge High School Field House

Boulder Valley School District
Arapahoe Ridge High School

Education

Bachelor of Science, Architectural Engineering,
Kansas State University

Registration, Accreditations, Affiliations

Engineer: AZ (41990), KS
Institute of Electrical and Electronics Engineers
LEED Accredited Professional

Raymond Heintel, PE, RCDD, PSP, LEED AP

Principal | Safety & Security

Ray is an experienced engineering and technology design professional. He has worked in a wide variety of sectors including: higher education, cultural and performing arts, justice and civic, healthcare, laboratories, workplace, historical restoration, and central energy/heating plants.

Select Experience

Sacramento City Unified School District
Equity Facility Master Plan

University of California Davis
UC Davis CN Gorman Art Museum

Saugus Unified School District
North Park Elementary School

Manhattan Beach Unified School District
Robinson Elementary School
Pennekamp Elementary School

Education

Master of Business Administration Management,
John Carroll University

Bachelor of Science, Eletrical Engineering
University of Akron

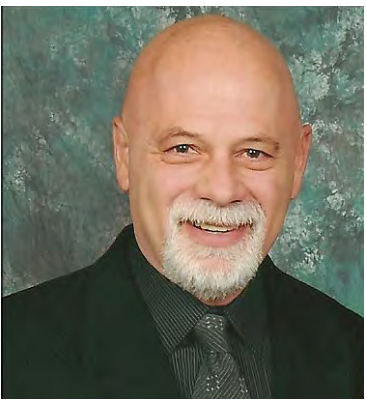
Registration, Accreditations, Affiliations

Professional Engineer: Ohio
Member, BISCI /STEP Standard Committee Member, NCEES, Electrical Professional Engineer Examination Working Group

3.3 Applicant Description and Qualifications

Richard Dieli, FCSI

DMH Foodservice Design | Principal-in-Charge of Design



Richard Dieli has over 40 years specialized experience in food facility design. This includes the preparation of food service feasibility and concept studies, design analysis, contract drawings, specifications, and cost estimates for a variety of projects. Prior to establishing DIELI MURAWKA HOWE (current iteration of DHDG), Richard Dieli spent 15 years in food service operations and management. His work included designing operations, job description manuals and training programs.

Select Experience

Los Angeles Unified School District
Ascot Elementary School
Lincoln High School
Lincoln High School Interim Kitchen
Polytechnic High School
San Pedro Cafeteria/Culinary
Sherman Oaks CTE

Private School, San Diego
High Tech High C.K.
High Tech High Lunch Room

Private School, Chino
Boys Republic Culinary (Max Scott Culinary)

Education

Master of Business Administration,
National University, San Diego

Bachelor of Arts, Psychology,
CSU Northridge, Los Angeles

Registration, Accreditations, Affiliations

Associate Member, Foodservice Consultants Society International (FCSI)

Consultant Info

Richard Dieli
rdieli@dmhfoodservicedesign.com
PO Box 28197 San Diego, CA 92128
619.285.1189

Virgil Aoanan, PE, SE, QSD, ENV SP

VCA Engineers | Civil Engineer

Virgil Aoanan is intimately familiar with design issues related to: site development, site and facility condition assessments, public works improvements (B-Permits) storm wet utility design and capacity studies (sanitary sewer, potable and fire water), water management (LID, SWPPP, SUSMP), grading and earthwork calculations, site sustainable design (LEEDS, CHPS), site infrastructure design, roadway and streetscapes geometrics, onsite traffic/parking circulation and analysis, hydrology and hydraulics studies and design, ADA path of travel requirements.

Select Experience

Los Angeles Unified School District
Jordan High School Modernization
Revere Middle School ADA Barrier Improvements
Olive Vista Middle School New Gymnasium and MPR Building

Long Beach Unified School District
Helen Keller Middle School ADA Barrier Site Improvements
Stanford Middle School ADA Barrier Site Improvements
Millikan High School New Artificial Turf Playfield

Education

Bachelor of Science, Civil Engineering,
University of Hawaii

Registration, Accreditations, Affiliations

Civil Engineer: CA #36079
CASQA Qualified SWPPP Developer and Practitioner
Envision Sustainability Professional

Consultant Info

Virgil Aoanan
vca@vcaeng.com
1041 S. Garfield Ave. Ste. # 210, Alhambra, CA 91801
323.729.6098

3.3 Applicant Description and Qualifications

Jane Cataldo, RLA, ENV SP, LEED AP

Lynn Capouya | Landscape Architect

As a Senior Project Manager, Jane has over four decades of experience in a variety of project types including streetscapes; parks; plaza design (both on-grade and on-structure); professional offices; shopping centers; industrial complexes; schools and public institutions; sports field and turf renovation. Jane has extensive experience working with the California environment and drought tolerant plant species. She is a LEED Accredited Professional and applies her knowledge of sustainability practices where possible.

Select Experience

Long Beach City College
Liberal Arts and Pacific Coast Campuses

Norwalk-La Mirada Unified School District
Benton Middle School Complete Site Restoration
Corvallis Middle School Complete Site Renovation

Long Beach Unified School District
Milikan High School Running Track & Sports Field Renovation

Escondido Union School District
Mission Union Middle School Site Restoration

Anaheim Unified School District
Roosevelt Elementary School Site Restoration

Education

Bachelor of Science, Landscape Architecture,
Cornell University

Registration, Accreditations, Affiliations

Landscape Architect: CA #2512
LEED Accredited Professional
Envision Sustainability Professional

Consultant Info

Jane Cataldo
jane@lcapouya.com
17992 Mitchell South #110, Irvine CA 92614
949.756.0150

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SECTION
3.4

West Mec Aviation
Western Maricopa Education Center

Proposed Fee Schedule

3.4 Proposed Fee and Schedule

We will WORK with YOU!

The RFP requests a lump sum, not-to-exceed, Fee for this project, inclusive of all sub-consultants with a breakout estimate of reimbursable costs. The initially construction budget listed in the RFP states a range of $25-$30 million and the final budget shall be determined based upon final CSFP award.

Basic Services:
For this project, we propose a fixed fee, for standard design and engineering disciplines (Architecture, Interior Architecture, Structural Engineering, Mechanical Engineering, Plumbing Engineering, Electrical Engineering, Civil Engineering, Landscape Architecture and Cost Estimating), using a standard OPSC sliding scale percentage of construction cost for new construction based upon an initial construction budget of $30 Million.

Fixed-Fee Based on Scope of Project or Sliding Scale:

Construction Budget	New Construction	Modernization
First $500,000	9%	12%
Next $500,000	8.5%	11.5%
Next $1,000,000	8%	11%
Next $4,000,000	7%	10%
Next $4,000,000	6%	9%
Greater than $10,000,000	5%	8%

The sliding scale fee is calculated to be **$1,687,500.**

Additional Services:
Additionally, this project requires design and engineering services for Fire Protection and Food Service Design that are not customarily a part of an OPSC Sliding Scale fee arrangement. Fixed Fee's for these disciplines shall be **$33,000** and **$25,000**, respectively.

Reimbursable Expenses:
Reimbursable expenses, including costs related to printing, plotting (including 3D plotting) and delivery charges in the interest of the project are in addition to compensation for Basic and Additional Services. These expenses shall be billed by the Architect to the Owner at one and one tenth (1.10) times the expense incurred by the Architect and Architect's Consultants. We estimate reimbursable expenses to be approximately 1.0%- 1.5% of the overall Architectural-Engineering Fee. The proposed reimbursable fee for this project shall be **$20,000.**

Total Compensation:
DLR Group shall provide design and engineering services for this project as a lump sum, fixed fee, based on OPSC New Construction Sliding Scale in the amount of ***One Million Seven Hundred Sixty-Five Thousand Five Hundred Dollars ($1,765,500).***

Additional Services:
If additional services are required beyond the original Scope of Work, DLR Group will perform these services based on an hourly basis, as per DLR Group's Standard Hourly Billing Rates.

3.4 Proposed Fee and Schedule

Hybrid Fixed Fee / Percentage Approach

If you are uncertain of what your final construction budget shall be, we are perfectly comfortable utilizing a hybrid fixed fee approach based upon starting the project by establishing an initial OPSC percentage of construction fee based upon the client's initial budget, and then transitioning the fee to a fixed fee at the end of the Design Development phase when the project scope of work and the funding for the project may be more clearly defined.

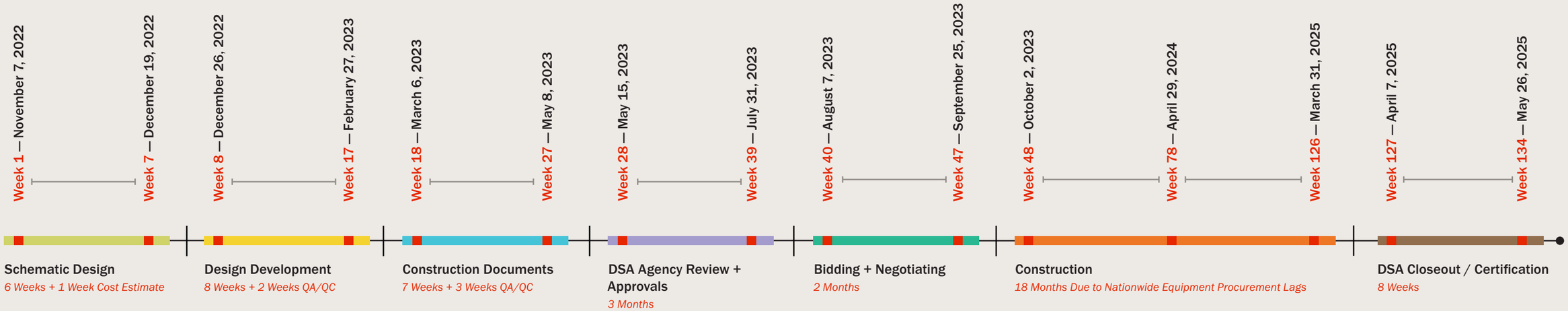
Alternative Pricing

DLR Group is your partner and as such we desire to work with you to establish fair fees for your project. In addition, in establishing fair fee's, we always look at ways to reduce our fees below the established scale maximums and offer discounts that a series of possibilities, including:

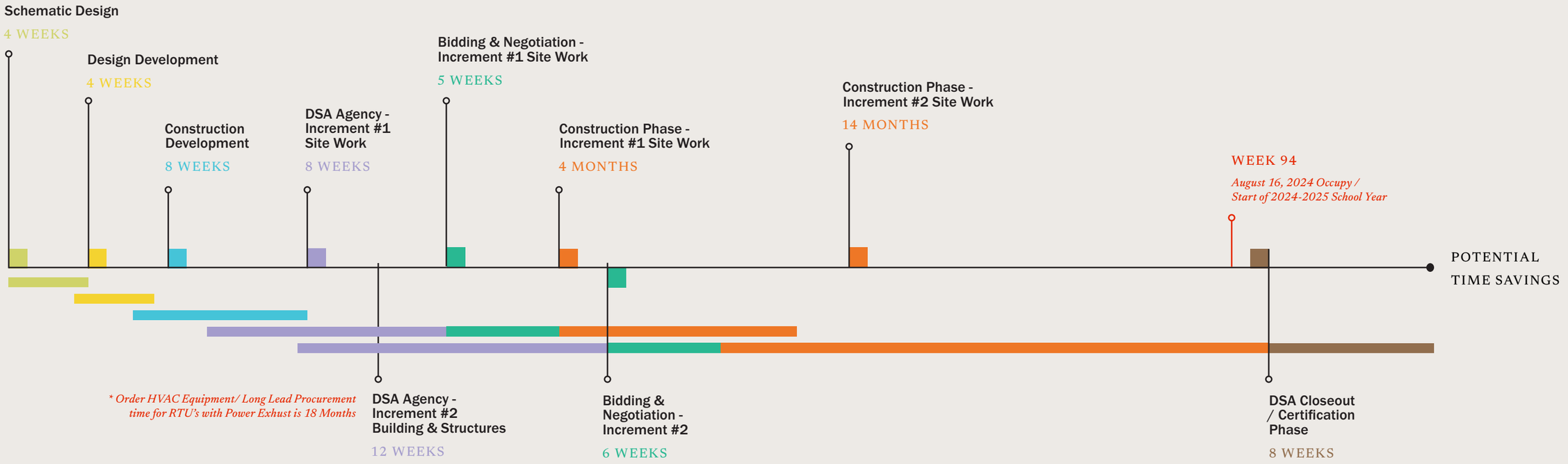
01. Please re-use/ site adapts of previously designed buildings
02. Repeated design components
03. Reduced scope of services
04. Type of design services
05. Modular/Portable Construction

WESTLAKE
CHARTER SCHOOL

Traditional Schedule — GC/CM Track



Proposed Site Adapt / Lease-Lease Back Delivery Approach



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3.4 Proposed Fee and Schedule

Scheduling Approach

In order to help you achieve your goal of having the school open for school calendar year 2024/2025 - we will need to discuss alternative design and delivery methods. Traditionally, we would anticipate that a new ground up school of this size would take approximately 12 months to construction. However, given nation wide equipment procurement challenges at this time, our construction partners conservatively would recommend an 18 month schedule. As you can see from above a traditional GC/CM track schedule would put the end of construction well into 2025, which is why we would recommend that you consider an alternate design and delivery approach. From a design perspective (assuming you want a brand new ground up school and not a portable village), we would recommend considering a site adapt approach. DLR Group has many award winning DSA approved campus designs that we could quickly adapt to your site that would significantly reduce time in the SD, DD, and CD phases. This would also allow us to quickly submit two incremental packages to the Division of State Architect, the first package being the site design package and the latter being the building and site structures package. The goal would be able to start construction as quickly as possible. The driver to the schedule primarily is associated with HVAC in our professional opinion, given that any standard RTU's are taking a minimum of 12 months for procurement and larger units serving gyms that would have power exhaust are taking a minimum of 18 months for procurement (standard times being currently quoted by both Carrier and Trane). Lastly, we would advise Magnolia Public Schools to consider a lease-lease-back delivery method approach, in lieu of a traditional general contractor, CM-Advisor approach which will not work to achieve your desired timeline.

SECTION

3.5

Maywood Center for Enriched Studies
Los Angeles Unified School District

References

3.5 References

SCHOOL REFERENCES

DLR Group has worked with over 100 public, private and charter schools throughout Southern California maintaining successful relationships that stretch 5, 10, 15+ years. Below are just three references; however, we have a full list of many if additional are required.

El Monte Union High School District
Norma Macias, Facilities Director
norma.macias@emuhsd.org
626.444.9005 x. 986
3537 Johnson Avenue
El Monte, CA 91731

El Monte UHSD // South El Monte HS Modernization
South El Monte High School is embarking on a modernization of the campus to better support what students and teachers need in a 21st century learning environment. This modernization will create spaces that promote college and career readiness for all students, prioritizing flexibility to ensure work and learning spaces can be tailored to maximize the capabilities of both teachers and students.

Start: 06/2020 | Finish: In Progress
Original Cost: $22,500,000 | Final Cost: Under Construction

Natomas Unified School District
Paul Anderson, Director of Planning + Construction
panderson@natomas.k12.ca.us
916.567.5468
2680 Mabry Drive
Sacramento, CA 95835

Natomas USD // Westlake Charter School K-8 Campus
After successfully completing the facilities master plan for Natomas USD, DLR Group was retained by the District to design a new campus to house 1096 students in Kindergarten to eighth grade. Westlake Charter School operated from two separate campuses, consisting entirely of portable classroom buildings. DLR Group's design provides a permanent school to combine all K-8 students to one location. With a curriculum focusing on diversity, foreign language and academic excellence, the new learning environment provides the backbone for the growth of these future leaders.

Start: 06/2015 | Finish: 07/2017
Original Cost: $25,200,000 | Final Cost: $30,300,000

Urban Discovery Schools
MaeLin Levine, Board President
mlevine@urbansd.com
619.233.9633 x. 1
840 14th Street
San Diego, CA 92101

San Diego USD // Urban Discovery High School
Located in the East Village area of Downtown San Diego, this new charter high school is designed to meet the growing demand for resources to engage students in design thinking and to become creative innovators, while providing a shared center for higher education, corporations, and government agencies to interact and address complex problems associated with urban settings. Urban Discovery High School will become a home for a unique mix of patrons, spanning from students to lawmakers. As this space supports design thinking, it will become a hub for creative problem-solving that focuses on the needs of community stakeholders through contextual empathy building and evidence-based research.

Start: 01/2020 | Finish: Project is currently on hold
Original Cost/Final Cost: Project is in schematic design.

3.5 References

GENERAL CONTRACTOR OR CM REFERENCES

> DLR Group has had many successful projects over the last 10 years with each of the references below. The Project example listed is just one successful delivery example of our partner teams.

Balfour Beatty
Gil Fullen, Senior Vice President
gfullen@balfourbeattyus.com
949.357.2180
1501 Quail Street, Suite 130
Newport Beach, CA 92660

Corona-Norco USD // Washington Elementary School
The full scope of the project includes a new classroom building at the forefront of the campus along with modernized administration and teacher's lounge spaces totaling 7,700 total square feet. The classroom building sits adjacent to the existing administration space and accommodates four new kindergarten classrooms fronting on a brand-new playground space. The community facing side of the building establishes an edge that reinforces the existing drop off and incorporates landscaping at the campus entry. The new administration space sees the creative reallocation of space to incorporate two new principal o?ces and a conference room while having to avoid demolishing certain load-bearing walls in the existing building. Additionally, the teacher's lounge space creates a café style space allowing faculty members a space for comfort and relaxation away from their classrooms. Altogether the design insertions at this campus bring life to an already rich campus and in doing so improve the learning environments and community face.

Start: 08/2021 | Finish: 07/2022

Erickson Hall Construction Company
Scott Hammond, VP Business Development / Governmental Affairs
shammond@ericksonhall.com
951.300.8353
11810 Pierce Street Unit 150
Riverside, CA 92505

Santa Monica-Malibu USD // Lincoln Middle School
DLR Group's renovation of Lincoln Middle School's former 1920s library modernizes the facility with new classrooms and science labs equipped to reflect the current District technology standards. The renovation was followed by the design and construction of a new library and classroom building addition. The new two-story wing replaces an existing classroom building and provides students with state-of-the-art learning spaces. In response to the tight site and the existing buildings, the wedge-shaped design bends along the western edge of the campus. Dynamic bent metal canopies announce the courtyard and street side entrances. Strong horizontal lines of metal siding in contrast with the smooth plaster finish at the base and break down the volume. Extensive landscaping and outdoor classroom with tiered seating enhance the campus grounds.

Start: 07/2013 | Finish: 12/2014

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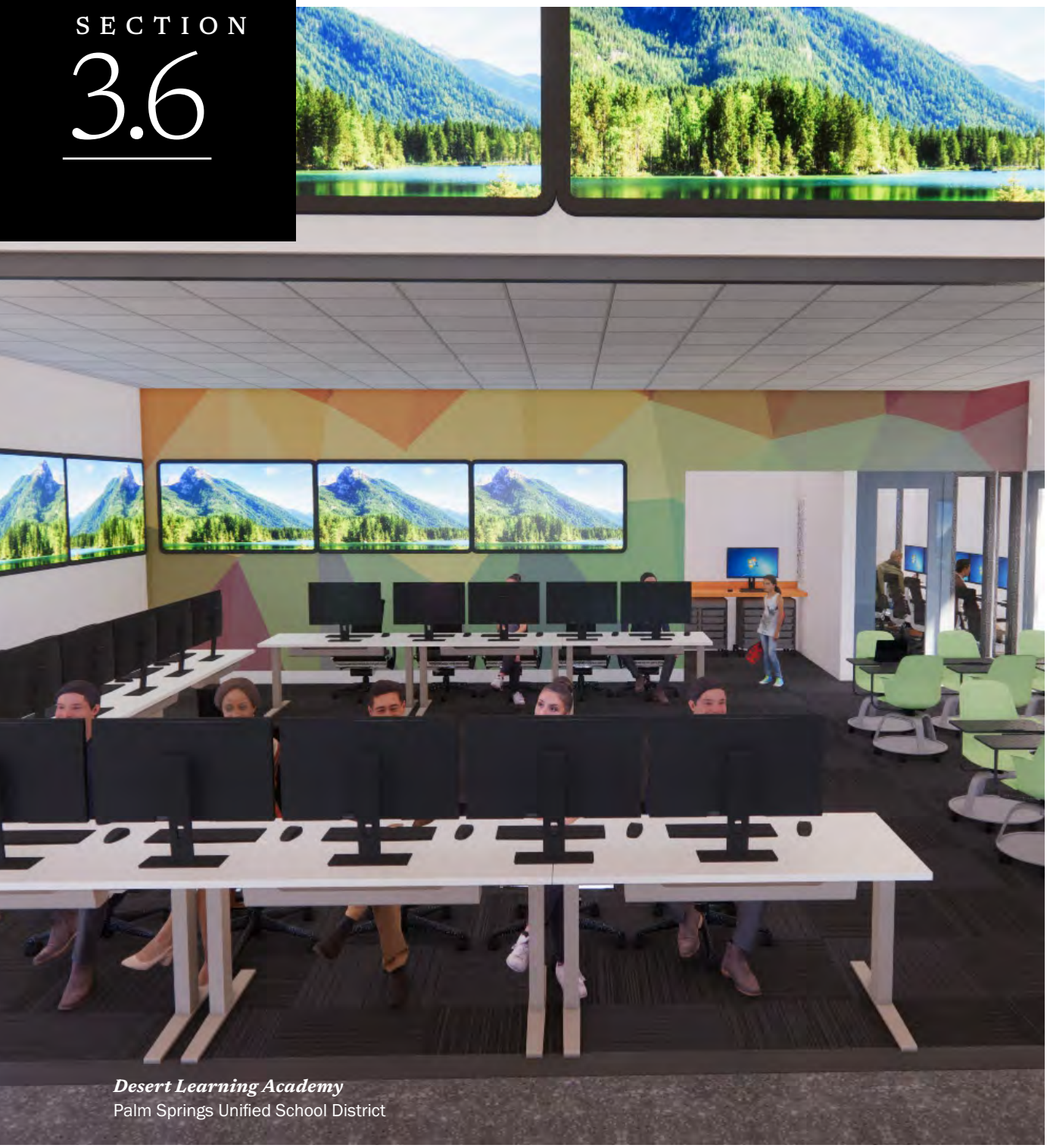
SECTION
3.6



Desert Learning Academy
Palm Springs Unified School District

Insurance

3.6 Insurance

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

10/1/2022

DATE (MM/DD/YYYY) 9/29/2021

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

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

PRODUCER Lockton Companies 444 W. 47th Street, Suite 900 Kansas City MO 64112-1906 (816) 960-9000	CONTACT NAME: PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL ADDRESS:
INSURED 1412072 DLR Group inc., a California corp. 700 South Flower Street, 22nd Floor Los Angeles CA 90017	INSURER(S) AFFORDING COVERAGE — NAIC # INSURER A : Zurich American Insurance Company — 16535 INSURER B : Endurance American Insurance Company — 10641 INSURER C : Continental Casualty Company — 20443 INSURER D : INSURER E : INSURER F :

COVERAGES **CERTIFICATE NUMBER:** 16251875 **REVISION NUMBER:** XXXXXXX

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY X PRO-JECT X LOC OTHER:	N	N	GLO1883909	10/1/2021	10/1/2022	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG 	$ 1,000,000 $ 1,000,000 $ 25,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $
A	AUTOMOBILE LIABILITY X ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY SCHEDULED AUTOS NON-OWNED AUTOS ONLY	N	N	BAP1883913	10/1/2021	10/1/2022	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) 	$ 1,000,000 $ XXXXXXX $ XXXXXXX $ XXXXXXX $ XXXXXXX
B	UMBRELLA LIAB X OCCUR X EXCESS LIAB CLAIMS-MADE DED RETENTION $	N	N	EXC30001280502	10/1/2021	10/1/2022	EACH OCCURRENCE AGGREGATE 	$ 3,000,000 $ 3,000,000 $ XXXXXXX
A A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: N If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	N	WC1883912 EXCEPT FOR OH ND WA WY	10/1/2021	10/1/2022	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
C C	PROFESSIONAL LIABILITY	N	N	AEH591933838 RETRO DATE 6/1/86	10/1/2021	10/1/2022	$3,000,000 PER CLAIM AND $3,000,000 AGGREGATE CLAIMS MADE	

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

THE FOLLOWING PROJECT INFORMATION IS REFERENCED FOR CONVENIENCE ONLY: RE: FOR INFORMATIONAL PURPOSES.

CERTIFICATE HOLDER

16251875
EVIDENCE OF COVERAGE

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

Joseph M Agnello

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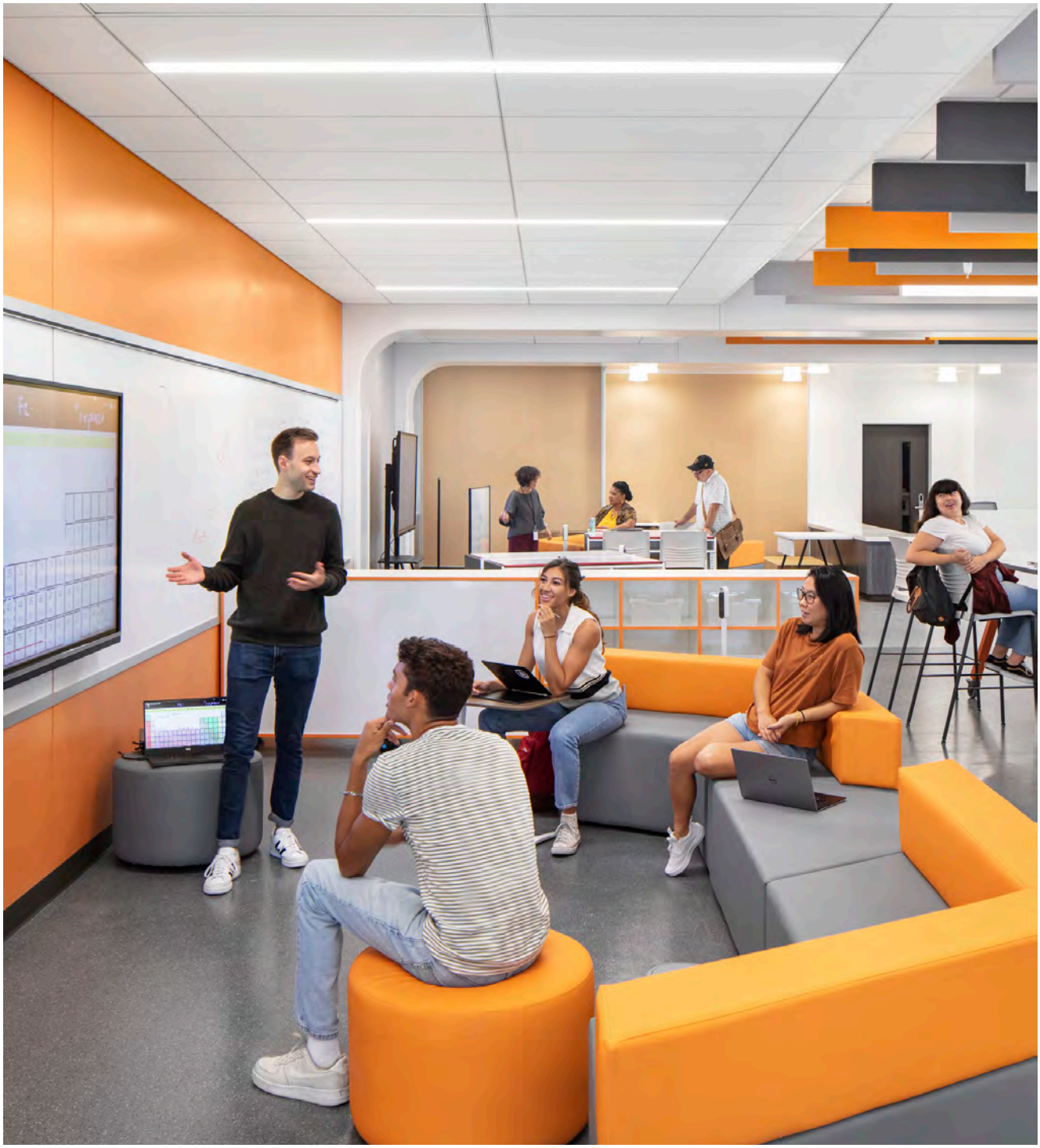
SECTION
3.7

Beverly Hills High School
Beverly Hills Unified School District

Contract

3.7 Contract

DLR Group does not have any exceptions, comments, or changes to Magnolia Public School's agreement form.



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Coversheet

Approval of 2021-22 Annual Audit Report for all Magnolia Science Academy Schools and the Home Office

Section: III. Action Items
Item: C. Approval of 2021-22 Annual Audit Report for all Magnolia Science Academy Schools and the Home Office
Purpose: Vote
Submitted by:
Related Material: 2021-22 Annual Audit Report.pdf

Agenda Item:	III C: Action Item
Date:	January 19, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "Board")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhraja Ed.D, Chief Financial Officer
RE:	Approval of the 2021-22 Annual Audit Report

Action Proposed:

Staff recommends that the Board approve the 2021-22 Annual Audit Report for all Magnolia Science Academy (MSA) schools and the Home Office.

Background:

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 owns 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.

Analysis:

The 2021-22 Audit Report for Magnolia Public Schools (MPS) reflects actuals data as of June 30, 2022 for all ten Magnolia Science Academy Schools and the Home Office. This summary provides highlights of the annual audit along with references to specific pages within the report for ease of access. MPS has continued to maintain a healthy cash position with a total ending cash balance of $29.4 million representing a 28 percent increase from the prior fiscal year. We have maintained a cash position equivalent to 179 days of cash on hand and have been able to meet our bond covenant requirements (see page 58) as a result.

Based on the report, MPS served 3,708 students in grades TK through twelve organization-wide during the fiscal year. Each school complied with the State's requirements for the minimum number of instructional days and minutes for students (see pages 32-44). The schools were able to receive funding from the hold harmless provision, which allowed schools to be funded on the greater of three fiscal years between 2019 through 2022 as a result of the pandemic. MPS schools received approximately $4.2 million worth of hold harmless funding which has been accrued for the 21/22 year (see page 45).

All MPS schools complied with the provisions of the State requirements for all programs including the Education Protection Act, Local Control and Accountability Plan, Educator Effectiveness Plan, Expanded Learning Opportunities Grant, In Person Instruction Grant, Charter School Facilities Grant Program as well as other programs (see pages 70-71). Other areas of note include the following.

- Unmodified Opinion
- No Areas of Material Weakness
- No State Compliance Findings
- No Federal Award Findings
- No Internal Control Findings
- No Audit Findings

Overall, the 21/22 Audit Report reflects that MPS has a solid cash position allowing the school to be able to meet their financial obligations during the fiscal year and is in compliance with all State and Federal programs and requirements. The above noted other areas can be referenced in pages 72-76 of the full audit report included as part of the full board report for January 19, 2023.

Budget Implications:

None

Exhibits:

2020-21 Audit Report Consolidated for each MPS school and the Magnolia Education Research Foundation.

Consolidated Financial Statements
June 30, 2022 and 2021

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)

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Magnolia Educational & Research Foundation

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June 30, 2022 and 2021

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CPAs & BUSINESS ADVISORS

Independent Auditor's Report

Governing Board
Magnolia Educational & Research Foundation
Los Angeles, California

Report on the Consolidated Financial Statements

Opinion

We have audited the consolidated financial statements of Magnolia Educational & Research Foundation (the Organization) (a California Nonprofit Public Benefit Corporation), which comprise the consolidated statement of financial position as of June 30, 2022, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the accompanying consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2022, 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.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States (***Government Auditing Standards***). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Report on Comparative Information

We have previously audited 2021 consolidated financial statements of the Organization, and we expressed an unmodified audit opinion on those audited consolidated financial statements in our report dated January 25, 2022. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2021, is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; and for 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.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit 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, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary 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* and other supplementary information on pages 26-59 are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information 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. The 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 other supplementary information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 14, 2022 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.

Eide Bailly LLP

Rancho Cucamonga, California
December 14, 2022

Magnolia Educational & Research Foundation

Consolidated Statement of Financial Position

June 30, 2022 and 2021

	2022	2021
Assets		
Current assets		
Cash and cash equivalents	$ 29,396,853	$ 22,858,187
Receivables	13,717,155	13,703,840
Prepaid expenses	59,413	89,418
Total current assets	43,173,421	36,651,445
Non-current assets		
Security deposit	110,000	110,000
Restricted cash	2,281,161	2,282,261
Property and equipment, net	52,199,330	52,781,413
Total non-current assets	54,590,491	55,173,674
Total assets	$ 97,763,912	$ 91,825,119
Liabilities		
Current liabilities		
Accounts payable	$ 6,235,358	$ 4,756,639
Accrued compensated absences	637,430	498,038
Interest payable	50,443	52,025
Refundable advance	3,853,442	2,562,674
Current portion of notes payable	109,583	104,583
Current portion of bonds payable	720,000	685,000
Current portion of revolving loan	242,040	237,272
Total current liabilities	11,848,296	8,896,231
Long-term liabilities		
Notes payable, less current portion	3,774,168	3,883,751
Bonds payable, less current portion and net of unamortized bond issuance costs	27,120,454	27,801,561
Revolving loan, less current portion	7,324,420	7,566,760
Total long-term liabilities	38,219,042	39,252,072
Total liabilities	50,067,338	48,148,303
Net Assets		
Without donor restrictions	47,696,574	43,676,816
Total liabilities and net assets	$ 97,763,912	$ 91,825,119

See Notes to Financial Statements

Magnolia Educational & Research Foundation

Consolidated Statement of Activities
Year Ended June 30, 2022 and 2021

	2022	2021
Support and Revenues		
Local Control Funding Formula	$ 42,193,195	$ 41,352,580
Federal revenue	13,322,665	7,307,706
Other state revenue	9,930,146	9,080,047
PPP loan forgiveness revenue	-	5,461,600
Local revenues	577,511	373,024
Interest income	35,200	34,748
Fundraising revenue	172,999	-
Total support and revenues	66,231,716	63,609,705
Expenses		
Program services	44,379,556	33,869,275
Management and general	17,832,402	16,985,345
Total expenses	62,211,958	50,854,620
Change in Net Assets	4,019,758	12,755,085
Net Assets, Beginning of Year	43,676,816	30,921,731
Net Assets, End of Year	$ 47,696,574	$ 43,676,816

See Notes to Financial Statements

Magnolia Educational & Research Foundation

Consolidated Statement of Functional Expenses

Year Ended June 30, 2022

	Program Services	Management and General	Total Expenses
Salaries	$ 22,385,387	$ 9,294,958	$ 31,680,345
Employee benefits	3,993,242	81,649	4,074,891
Payroll taxes	6,362,068	1,735,088	8,097,156
Fees for services	-	3,178,461	3,178,461
Advertising and promotions	-	152,665	152,665
Office expenses	557,061	354,246	911,307
Information technology	250,896	-	250,896
Occupancy	1,958,848	1,601,613	3,560,461
Travel	-	24,686	24,686
Conferences and meeting	-	3,881	3,881
Interest	2,150,089	-	2,150,089
Depreciation and amortization	2,385,186	-	2,385,186
Insurance	-	575,394	575,394
Other expenses	1,114,925	829,761	1,944,686
Capital outlay	973,046	-	973,046
Special education	1,175,883	-	1,175,883
Instructional materials	517,579	-	517,579
Nutrition	154,165	-	154,165
District oversight fees	401,181	-	401,181
Total functional expenses	$ 44,379,556	$ 17,832,402	$ 62,211,958

See Notes to Financial Statements

Magnolia Educational & Research Foundation

Consolidated Statement of Cash Flows
Year Ended June 30, 2022 and 2021

	2022	2021
Operating Activities		
Change in net assets	$ 4,019,758	$ 12,755,085
Adjustments to reconcile change in net assets to net cash from (used for) operating activities		
Depreciation expense	2,346,293	1,897,617
Interest expense attributable to the amortization of bond issuance costs	38,893	26,080
Changes in operating assets and liabilities		
Receivables	(13,315)	(7,233,488)
Prepaid expenses	30,005	30,367
Security deposits	-	(110,000)
Accounts payable	1,478,722	(3,378,750)
Accrued compensated absences	139,392	498,038
Interest payable	(1,582)	(1,550)
Refundable advance	1,290,768	2,116,021
Refundable advance - PPP	-	(5,461,600)
Net Cash from (used for) Operating Activities	9,328,934	1,137,820
Investing Activities		
Purchases of property and equipment	(1,764,213)	(2,020,541)
Financing Activities		
Principal payments on notes	(104,583)	(98,054)
Principal payments on bonds	(685,000)	(655,000)
Principal payments on revolving loan	(237,572)	(386,348)
Net Cash from (used for) Financing Activities	(1,027,155)	(1,139,402)
Net Change in Cash, Cash Equivalents, and Restricted Cash	6,537,566	(2,022,123)
Cash, Cash Equivalents, and Restricted Cash, Beginning of Year	25,140,448	27,162,571
Cash, Cash Equivalents, and Restricted Cash, End of Year	$ 31,678,014	$ 25,140,448
Cash and cash equivalents	$ 29,396,853	$ 22,858,187
Cash restricted to Series 2014A and 2017A Bond Reserve Fund	2,281,161	2,282,261
Total Cash, Cash Equivalents, and Restricted Cash	$ 31,678,014	$ 25,140,448
Supplemental Cash Flow Disclosure		
Cash paid during the period in interest	$ 2,151,671	$ 2,236,579

See Notes to Financial Statements

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, 2022, The organization operated ten charter schools currently serves approximately 3,708 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 County Office 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) was approved by the State of California Department of Education in 2002, and is located in Reseda, California. MSA opened on September 3, 2002, and currently serves approximately 742 students in grades six through twelve. MSA was granted an extension by Los Angeles County Office of Education through June 30, 2024. MSA receives public per-pupil funding to help support their operations and 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) was approved by the State of California Department of Education in 2007, and is located in Lake Balboa, California. MSA 2 opened on September 5, 2007, and currently serves approximately 504 students in grades six through twelve. MSA 2 was granted an extension by Los Angeles County Office of Education through June 30, 2024. MSA 2 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 3

Charter school number authorized by the State: 0917

Magnolia Science Academy 3 (MSA 3) was approved by the State of California Department of Education in 2007, and is located in Carson, California. MSA 3 opened on September 5, 2007, and currently serves approximately 417 students in grades six through twelve. MSA 3 was granted an extension by Los Angeles County Office of Education through June 30, 2024. MSA 3 receives public per-pupil funding to help support their operations and 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) was approved by the State of California Department of Education in 2008, and is located in Los Angeles, California. MSA 4 opened on September 3, 2008, and currently serves approximately 109 students in grades nine through twelve. MSA 4 was granted an extension by Los Angeles Unified School District through June 30, 2025. MSA 4 receives public per-pupil funding to help support their operations and 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) was approved by the State of California Department of Education in 2008, and is located in Reseda, California. MSA 5 opened on September 3, 2008, and currently serves approximately 247 students in grades six through twelve. MSA 5 was granted an extension by Los Angeles County Office of Education through June 30, 2025. MSA 5 receives public per-pupil funding to help support their operations and 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) was approved by the State of California Department of Education in 2009, and is located in Los Angeles, California. MSA 6 opened on September 9, 2009, and currently serves approximately 83 students in grades six through eight. MSA 6 was granted an extension by Los Angeles Unified School District through June 30, 2026. MSA 6 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 7

Charter school number authorized by the State: 0989

Magnolia Science Academy 7 (MSA 7) was approved by the State of California Department of Education in 2010, and is located in Northridge, California. MSA 7 opened on September 13, 2010, and currently serves approximately 280 students in grades kindergarten through five. MSA 7 was granted an extension by Los Angeles Unified School District through June 30, 2026. MSA 7 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy Bell

Charter school number authorized by the State: 1236

Magnolia Science Academy Bell (MSA Bell) was approved by the State of California Department of Education in 2010, and is located in Bell, California. MSA Bell opened on September 10, 2010, and currently serves approximately 392 students in grades six through eight. MSA Bell was granted an extension by Los Angeles Unified School District through June 30, 2027. MSA Bell receives public per-pupil funding to help support their operations and 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) was approved by the State of California Department of Education in 2014, and is located in Santa Ana, California. MSA Santa Ana opened on August 1, 2014 and currently serves approximately 513 students in grades kindergarten through twelve. MSA Santa Ana was granted an extension by California Department of Education through June 30, 2026. MSA Santa Ana receives public per-pupil funding to help support their operations and 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) was approved by the State of California Department of Education in 2005, and is located in San Diego, California. MSA San Diego opened on September 6, 2005 and currently serves approximately 421 students in grades six through eight. MSA San Diego was granted an extension by San Diego Unified School District through June 30, 2027. MSA San Diego receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

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.

MPM Sherman Winnetka, LLC

The Organization formed the MPM Sherman Winnetka, 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. 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 intra-entity accounts and transactions have been eliminated in consolidation. Unless otherwise noted, these consolidated entities are hereinafter referred to as the Organization.

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, 2021, 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, 2022.

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 $2,281,161 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.

Receivables and Credit Policies

Receivables consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable receivables based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Receivables 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 receivables as of June 30, 2022 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, 2022.

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. Consequently, at June 30, 2022, conditional contributions approximating $3,853,442, for which no amounts had been received in advance, have not been recognized in the accompanying consolidated financial statements.

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.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2022.

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, office expenses, occupancy, and other expenses, 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 consolidated 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 consolidated 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 consolidated 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.

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 consolidated statement of financial position for all operating leases greater than 12 months. Although the full impact of this update on the Organization's consolidated financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its consolidated 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, 2023. Management is evaluating the impact of the adoption of this standard.

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:

	2022	2021
Cash and cash equivalents	$ 29,396,853	$ 22,858,187
Accounts receivable	13,717,155	13,703,840
Total	$ 43,114,008	$ 36,562,027

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.

Note 3 - Property and Equipment

Property and equipment consist of the following at June 30, 2022 and 2021:

	2022	2021
Land	$ 2,566,854	$ 2,566,854
Leasehold improvements	3,545,828	3,469,347
Building	49,276,682	49,271,682
Computer and equipment	6,315,230	5,300,434
Work in progress	668,926	990
Total property and equipment	62,373,520	60,609,307
Less accumulated depreciation	(10,174,190)	(7,827,894)
Total	$ 52,199,330	$ 52,781,413

Note 4 - Notes Payable

Notes payable consist of the following at June 30, 2022:

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.	$ 3,883,751

Future maturities of notes payable are as follows:

Year Ending June 30,	Principal
2023	$ 109,583
2024	114,583
2025	119,583
2026	129,167
2027	134,583
Thereafter	3,276,252
Total	$ 3,883,751

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.

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.

Charter School Facilities Revenue Bonds, Series 2014A and 2014B	$ 5,380,000
Charter School Facilities Revenue Bonds, Series 2017A	23,355,000
Subtotal outstanding bonds	28,735,000
Bond issuance costs on Charter School Facilities Revenue Bonds, Series 2014A and 2014B	(294,713)
Bond issuance costs on Charter School Facilities Revenue Bonds, Series 2017A	(599,833)
Subtotal debt issuance costs on bonds	(894,546)
Total	$ 27,840,454

Future maturities of bonds payable are as follows:

Year Ending June 30,	Principal
2023	$ 720,000
2024	760,000
2025	800,000
2026	845,000
2027	890,000
Thereafter	24,720,000
	28,735,000
Less unamortized debt issuance costs	(894,546)
Total	$ 27,840,454

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
2023	$ 242,040
2024	246,906
2025	251,869
2026	256,931
2027	262,096
Thereafter	6,306,618
Total	$ 7,566,460

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, 2022 was $212,360, which is included in occupancy in the statement of functional expenses.

Future minimum lease payments are as follows:

Year Ending June 30,	Lease Payment
2023	$ 173,800

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, 2022 was $1,309,718, which is included in occupancy in the statement of functional expenses.

Future minimum lease payments are as follows:

Year Ending June 30,	Lease Payment
2023	$ 1,301,956
2024	1,307,132
2025	1,312,540
2026	1,314,576
2027	1,316,546
Thereafter	23,421,019
Total	$ 29,973,769

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, 2022 was $649,130, which is included in occupancy in the statement of functional expenses.

Future minimum lease payments are as follows:

Year Ending June 30,	Lease Payment
2023	$ 481,010
2024	482,064
2025	485,876
2026	486,128
2027	489,046
Thereafter	8,860,272
Total	$ 11,284,396

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.

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, 2020, 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.

The STRP provisions and benefits in effect at June 30, 2022, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	16.92%	16.92%
Required state contribution rate	10.828%	10.828%

Contributions

Required member, the 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, 2022, are presented above and the Organization's total contributions were $3,480,813.

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, 2020, 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.

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, 2022, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before December 31, 2012	On or after January 1, 2013
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	22.91%	22.91%

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 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, 2022, are presented above and the total Organization's contributions were $1,145,131.

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 $2,369,991 (10.828% 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.

Social Security

Public sector employees who are not members of their employer's existing retirement system (CalSTRS or CalPERS) are covered by social security or an alternative plan. The Organization has elected to use the social security as its alternative plan.

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 of $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.

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 December 14, 2022, 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.

Subsequent to the year-end, the Organization borrowed $24,000,000 in note payable from CLI Capital, a Texas real estate investment trust. Beginning September 1, 2024, the note payable, due in monthly installments, principal and interest at 7.75%, maturing June 1, 2027. The proceeds from the note payable will be used to finance the costs of the acquisition, development, and construction of the 7111 Winnetka Avenue property.

Supplementary Information
June 30, 2022

Magnolia Educational & Research Foundation

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Magnolia Educational & Research Foundation

Consolidated Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Agriculture			
Passed Through California Department of Education (CDE)			
COVID-19: Pandemic EBT Local Administrative Grant	10.649	15644	$ 5,526
Total U.S. Department of Agriculture			5,526
U.S. Federal Communications Commission			
COVID-19: Emergency Connectivity Funds	32.009	[1]	1,116,552
Total U.S. Federal Communications Commission			1,116,552
U.S. Department of Education			
Passed Through CDE			
Title I Grants to Local Educational Agencies	84.010	14329	1,342,841
Special Education Cluster (IDEA)			
Special Education Grants to States - Basic Local Assistance	84.027	13379	624,873
Total Special Education Cluster (IDEA)			624,873
State Charter School Facilities Incentive Grant Program	84.282	15385	249,996
English Language Acquisition State Grants - LEP	84.365	14346	93,517
Supporting Effective Instruction State Grants - Teacher Quality	84.367	14341	171,935
Student Support and Academic Enrichment Program	84.424	15396	123,074

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidated Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
COVID-19: Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	$ 328,355
COVID-19: Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	3,696,758
COVID-19: ARP Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155	79,558
COVID-19: Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425D	15559	4,177,019
COVID-19: Elementary and Secondary School Emergency Relief II (ESSER II) Fund: State Reserve	84.425D	15618	432,631
COVID-19: Elementary and Secondary School Emergency Relief III (ESSER III) Fund: State Reserve, Emergency Needs	84.425D	15620	174,442
COVID-19: Elementary and Secondary School Emergency Relief III (ESSER III) Fund: State Reserve, Learning Loss	84.425D	15621	170,534
COVID-19: Governor's Emergency Education Relief (GEER) Fund	84.425C	15517	128,203
COVID-19: Governor's Emergency Education Relief II (GEER II) Fund, State Reserve, Emergency Needs	84.425C	15619	99,292
Subtotal			9,286,792
Total U.S. Department of Education			11,893,028

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidated Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Health and Human Services			
Passed Through California Department of Health and Human Services			
Child Care and Development Fund Cluster			
COVID-19: Epidemiology and Laboratory Capacity for Infectious Diseases (ELC)	93.323	[1]	$ 307,559
Total U.S. Department of Health and Human Services			307,559
Total Federal Financial Assistance			$ 13,322,665

[1] Pass through entity identifying number not available

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Local Education Agency Organization Structure
June 30, 2022

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, 2022, the schools operated by the Organization were as follows:

Charter School Name	Charter Number	Sponsoring District	Charter Expiration	Grades Served	Students Served
Magnolia Science Academy	0438	Los Angeles County Office of Education	June 30, 2024	6 - 12	742
Magnolia Science Academy 2	0906	Los Angeles County Office of Education	June 30, 2024	6 - 12	504
Magnolia Science Academy 3	0917	Los Angeles County Office of Education	June 30, 2024	6 - 12	417
Magnolia Science Academy 4	0986	Los Angeles Unified School District	June 30, 2025	9 - 12	109
Magnolia Science Academy 5	0987	Los Angeles County Office of Education	June 30, 2025	6 - 12	247
Magnolia Science Academy 6	0988	Los Angeles Unified School District	June 30, 2026	6 - 8	83
Magnolia Science Academy 7	0989	Los Angeles Unified School District	June 30, 2026	K - 5	280
Magnolia Science Academy Bell	1236	Los Angeles Unified School District	June 30, 2027	6 - 8	392
Magnolia Science Academy Santa Ana	1686	California Department of Education	June 30, 2026	K - 12	513
Magnolia Science Academy San Diego	0698	San Diego Unified School District	June 30, 2027	6 - 8	421

Magnolia Educational & Research Foundation

Local Education Agency Organization Structure

June 30, 2022

GOVERNING BOARD

MEMBER	OFFICE	TERM EXPIRES
Mekan Muhammedov	Chair	No Term Limit
Sandra Covarrubias	Vice Chair	No Term Limit
Umit Yapanel, Ph.D.	Member	No Term Limit
Salih Dikbas, Ph.D.	Member	No Term Limit
Diane Gonzalez	Member	No Term Limit
Daniel Sheehan	Member	No Term Limit
Esra Eldem-Tunc	Member	No Term Limit

ADMINISTRATION

Alfredo Rubalcava	Chief Executive Officer and Superintendent
Steve Budhraja	Chief Financial Officer

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Schedule of Average Daily Attendance
Year Ended June 30, 2022

Magnolia Science Academy

	Second Period Report 35B24167	Annual Report 62D53F93
Regular ADA		
Sixth	104.13	103.80
Seventh and eighth	218.71	218.65
Ninth through twelfth	347.59	346.69
Total Regular ADA	670.43	669.14
Classroom Based ADA		
Sixth	102.27	102.04
Seventh and eighth	213.28	213.36
Ninth through twelfth	334.56	333.79
Total Classroom Based ADA	650.11	649.19

Magnolia Science Academy 2

	Second Period Report 509888B1	Annual Report 92C8C8E
Regular ADA		
Sixth	79.63	79.91
Seventh and eighth	186.35	186.05
Ninth through twelfth	196.24	195.72
Total Regular ADA	462.22	461.68
Classroom Based ADA		
Sixth	74.99	75.86
Seventh and eighth	180.16	180.12
Ninth through twelfth	185.10	185.82
Total Classroom Based ADA	440.25	441.80

See Notes to Supplementary Information

Powered by BoardOnTrack

Magnolia Educational & Research Foundation

Schedule of Average Daily Attendance
Year Ended June 30, 2022

Magnolia Science Academy 3

	Second Period Report 3A79F231	Annual Report 7BAFC0B4
Regular ADA		
Sixth	55.74	55.86
Seventh and eighth	94.46	94.40
Ninth through twelfth	204.46	203.78
Total Regular ADA	354.66	354.04
Classroom Based ADA		
Sixth	51.59	52.16
Seventh and eighth	87.83	88.38
Ninth through twelfth	170.47	171.16
Total Classroom Based ADA	309.89	311.70

Magnolia Science Academy 4

	Second Period Report B2C1CD15	Annual Report 99B38529
Regular ADA		
Ninth through twelfth	95.36	95.02
Classroom Based ADA		
Ninth through twelfth	81.20	80.55

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Schedule of Average Daily Attendance
Year Ended June 30, 2022

Magnolia Science Academy 5

	Second Period Report 934B913B	Annual Report 1E8B9491
Regular ADA		
Sixth	26.39	26.09
Seventh and eighth	89.15	89.20
Ninth through twelfth	104.54	104.31
Total Regular ADA	220.08	219.60
Classroom Based ADA		
Sixth	25.96	25.54
Seventh and eighth	88.01	88.15
Ninth through twelfth	99.51	99.34
Total Classroom Based ADA	213.48	213.03

Magnolia Science Academy 6

	Second Period Report D513C6D3	Annual Report A380FC89
Regular ADA		
Sixth	15.85	15.98
Seventh and eighth	61.10	61.63
Total Regular ADA	76.95	77.61
Classroom Based ADA		
Sixth	15.79	15.93
Seventh and eighth	59.52	60.17
Total Classroom Based ADA	75.31	76.10

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Schedule of Average Daily Attendance
Year Ended June 30, 2022

Magnolia Science Academy 7

	Second Period Report E5EC82D1	Annual Report 45423923
Regular ADA		
Transitional kindergarten through third	167.86	166.95
Fourth through fifth	88.10	87.70
Total regular ADA	255.96	254.65
Classroom Based ADA		
Transitional kindergarten through third	162.93	162.20
Fourth through fifth	84.94	84.58
Total classroom based ADA	247.87	246.78

Magnolia Science Academy Bell

	Second Period Report 8A73F277	Annual Report DD1E1A73
Regular ADA		
Sixth	90.31	90.74
Seventh and eighth	265.55	264.92
Total Regular ADA	355.86	355.66
Classroom Based ADA		
Sixth	84.86	90.74
Seventh and eighth	241.45	264.92
Total Classroom Based ADA	326.31	355.66

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Schedule of Average Daily Attendance
Year Ended June 30, 2022

Magnolia Science Academy Santa Ana

	Second Period Report 911F7D6E	Annual Report 2A62C768
Regular ADA		
Transitional kindergarten through third	123.06	122.65
Fourth through sixth	106.57	106.19
Seventh and eighth	98.24	97.97
Ninth through twelfth	154.88	153.33
Total Regular ADA	482.75	480.14
Classroom Based ADA		
Transitional kindergarten through third	119.55	119.33
Fourth through sixth	103.94	103.95
Seventh and eighth	96.90	96.65
Ninth through twelfth	148.30	146.67
Total Classroom Based ADA	468.69	466.60

Magnolia Science Academy San Diego

	Second Period Report 27077694	Annual Report 9DD49827
Regular ADA		
Sixth	127.13	124.10
Seventh and eighth	264.98	259.51
Total Regular ADA	392.11	383.61
Classroom Based ADA		
Sixth	127.13	124.10
Seventh and eighth	264.98	259.51
Total Classroom Based ADA	392.11	383.61

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Schedule of Instructional Time
Year Ended June 30, 2022

Magnolia Science Academy

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Grades 6 - 8	54,000								
Grade 6		66,564	-	66,564	185	-	-	185	Complied
Grade 7		66,564	-	66,564	185	-	-	185	Complied
Grade 8		66,564	-	66,564	185	-	-	185	Complied
Grades 9 - 12	64,800								
Grade 9		66,564	-	66,564	185	-	-	185	Complied
Grade 10		66,564	-	66,564	185	-	-	185	Complied
Grade 11		66,564	-	66,564	185	-	-	185	Complied
Grade 12		66,564	-	66,564	185	-	-	185	Complied

Magnolia Science Academy 2

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Grades 6 - 8	54,000								
Grade 6		64,860	-	64,860	184	-	-	184	Complied
Grade 7		64,860	-	64,860	184	-	-	184	Complied
Grade 8		64,860	-	64,860	184	-	-	184	Complied
Grades 9 - 12	64,800								
Grade 9		64,860	-	64,860	184	-	-	184	Complied
Grade 10		64,860	-	64,860	184	-	-	184	Complied
Grade 11		64,860	-	64,860	184	-	-	184	Complied
Grade 12		64,860	-	64,860	184	-	-	184	Complied

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Schedule of Instructional Time

Year Ended June 30, 2022

Magnolia Science Academy 3

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Grades 6 - 8	54,000								
Grade 6		67,870	-	67,870	185	-	-	185	Complied
Grade 7		67,870	-	67,870	185	-	-	185	Complied
Grade 8		67,870	-	67,870	185	-	-	185	Complied
Grades 9 - 12	64,800								
Grade 9		67,870	-	67,870	185	-	-	185	Complied
Grade 10		67,870	-	67,870	185	-	-	185	Complied
Grade 11		67,870	-	67,870	185	-	-	185	Complied
Grade 12		67,870	-	67,870	185	-	-	185	Complied

Magnolia Science Academy 4

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Grades 9 - 12	64,800								
Grade 9		64,800	-	64,800	184	-	-	184	Complied
Grade 10		64,800	-	64,800	184	-	-	184	Complied
Grade 11		64,800	-	64,800	184	-	-	184	Complied
Grade 12		64,800	-	64,800	184	-	-	184	Complied

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Schedule of Instructional Time
Year Ended June 30, 2022

Magnolia Science Academy 5

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Grades 6 - 8	54,000								
Grade 6		65,100	-	65,100	185	-	-	185	Complied
Grade 7		65,100	-	65,100	185	-	-	185	Complied
Grade 8		65,100	-	65,100	185	-	-	185	Complied
Grades 9 - 12	64,800								
Grade 9		65,100	-	65,100	185	-	-	185	Complied
Grade 10		65,100	-	65,100	185	-	-	185	Complied
Grade 11		65,100	-	65,100	185	-	-	185	Complied
Grade 12		65,100	-	65,100	185	-	-	185	Complied

Magnolia Science Academy 6

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Grades 6 - 8	54,000								
Grade 6		57,225	-	57,225	184	-	-	184	Complied
Grade 7		57,225	-	57,225	184	-	-	184	Complied
Grade 8		57,225	-	57,225	184	-	-	184	Complied

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Schedule of Instructional Time

Year Ended June 30, 2022

Magnolia Science Academy 7

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Kindergarten	36,000	57,810	-	57,810	185	-	-	185	Complied
Grades 1 - 3	50,400								
Grade 1		57,810	-	57,810	185	-	-	185	Complied
Grade 2		57,810	-	57,810	185	-	-	185	Complied
Grade 3		57,810	-	57,810	185	-	-	185	Complied
Grades 4 - 5	54,000								
Grade 4		57,810	-	57,810	185	-	-	185	Complied
Grade 5		57,810	-	57,810	185	-	-	185	Complied

Magnolia Science Academy Bell

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Grades 6 - 8	54,000								
Grade 6		61,195	-	61,195	185	-	-	185	Complied
Grade 7		61,195	-	61,195	185	-	-	185	Complied
Grade 8		61,195	-	61,195	185	-	-	185	Complied

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Schedule of Instructional Time
Year Ended June 30, 2022

Magnolia Science Academy Santa Ana

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Kindergarten	36,000	61,345	-	61,345	180	-	-	180	Complied
Grades 1 - 3	50,400								
Grade 1		61,345	-	61,345	180	-	-	180	Complied
Grade 2		61,345	-	61,345	180	-	-	180	Complied
Grade 3		61,345	-	61,345	180	-	-	180	Complied
Grades 6 - 8	54,000								
Grade 4		61,345	-	61,345	180	-	-	180	Complied
Grade 5		61,345	-	61,345	180	-	-	180	Complied
Grade 6		70,462	-	70,462	180	-	-	180	Complied
Grade 7		70,462	-	70,462	180	-	-	180	Complied
Grade 8		70,462	-	70,462	180	-	-	180	Complied
Grades 9 - 12	64,800								
Grade 9		70,462	-	70,462	180	-	-	180	Complied
Grade 10		70,462	-	70,462	180	-	-	180	Complied
Grade 11		70,462	-	70,462	180	-	-	180	Complied
Grade 12		70,462	-	70,462	180	-	-	180	Complied

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Schedule of Instructional Time
Year Ended June 30, 2022

Magnolia Science Academy San Diego

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Grades 6 - 8	54,000								
Grade 6		60,847	-	60,847	180	-	-	180	Complied
Grade 7		60,847	-	60,847	180	-	-	180	Complied
Grade 8		60,847	-	60,847	180	-	-	180	Complied

See Notes to Supplementary Information

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Magnolia Educational & Research Foundation

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

Year Ended June 30, 2022

Summarized below are the net asset reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

	MSA	MSA 2	MSA 3	MSA 4	MSA 5
Net Assets					
Balance, June 30, 2022, Unaudited Actuals	$ 8,997,268	$ 3,510,735	$ 2,191,291	$ 1,267,472	$ 3,511,630
Increase in Receivables	531,208	294,307	455,303	81,544	182,972
Balance, June 30, 2022, Audited Financial Statements	$ 9,528,476	$ 3,805,042	$ 2,646,594	$ 1,349,016	$ 3,694,602

	MSA 6	MSA 7	MSA Bell	MSA Santa Ana	MSA San Diego
Net Assets					
Balance, June 30, 2022, Unaudited Actuals	$ 2,417,956	$ 2,503,949	$ 6,211,609	$ 9,343,756	$ 1,299,479
Increase in Receivables	22,165	110,699	221,235	169,794	69,631
Balance, June 30, 2022, Audited Financial Statements	$ 2,440,121	$ 2,614,648	$ 6,432,844	$ 9,513,550	$ 1,369,110

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Statement of Financial Position
June 30, 2022 and 2021

	MERF	MSA	MSA 2
Assets			
Current assets			
Cash and cash equivalents	$ 3,494,526	$ 4,691,999	$ 3,159,968
Receivables	-	2,575,616	1,569,512
Intra-entity receivable	734,106	685,023	133,999
Prepaid expenses	18,355	5,244	1,635
Total current assets	4,246,987	7,957,882	4,865,114
Non-current assets			
Security deposit	100,000	-	-
Capital contribution	-	161,923	-
Restricted cash	-	-	-
Property and equipment, net	14,041	3,921,065	293,058
Total non-current assets	114,041	4,082,988	293,058
Total assets	$ 4,361,028	$ 12,040,870	$ 5,158,172
Liabilities			
Current liabilities			
Accounts payable	$ 404,868	$ 1,073,527	$ 751,807
Accrued compensated absences	-	84,711	104,343
Interest payable	-	-	-
Refundable advance	-	632,304	427,830
Refundable advance	-	-	-
Refundable advance - Paycheck Protection Program (PPP)	-	-	-
Intra-entity payable	1,565,297	721,852	69,150
Current portion of notes payable	-	-	-
Current portion of bonds payable	-	-	-
Current portion of revolving loan	-	-	-
Total current liabilities	1,970,165	2,512,394	1,353,130
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	-	-	-
Total liabilities	1,970,165	2,512,394	1,353,130
Net Assets			
Without donor restrictions	2,390,863	9,528,476	3,805,042
Total liabilities and net assets	$ 4,361,028	$ 12,040,870	$ 5,158,172

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Statement of Financial Position
June 30, 2022 and 2021

	MSA 3	MSA 4	MSA 5
Assets			
Current assets			
Cash and cash equivalents	$ 1,037,387	$ 1,105,035	$ 2,309,363
Receivables	2,372,118	626,975	832,022
Intra-entity receivable	142,754	58,001	848,204
Prepaid expenses	808	644	2,874
Total current assets	3,553,067	1,790,655	3,992,463
Non-current assets			
Security deposit	-	-	-
Capital contribution	-	-	-
Restricted cash	-	-	-
Property and equipment, net	252,602	84,691	537,985
Total non-current assets	252,602	84,691	537,985
Total assets	$ 3,805,669	$ 1,875,346	$ 4,530,448
Liabilities			
Current liabilities			
Accounts payable	$ 796,455	$ 365,475	$ 471,318
Accrued compensated absences	126,178	36,273	36,204
Interest payable	-	-	-
Refundable advance	211,700	119,141	313,603
Refundable advance	-	-	-
Refundable advance - Paycheck Protection Program (PPP)	-	-	-
Intra-entity payable	24,742	5,441	14,721
Current portion of notes payable	-	-	-
Current portion of bonds payable	-	-	-
Current portion of revolving loan	-	-	-
Total current liabilities	1,159,075	526,330	835,846
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	-	-	-
Total liabilities	1,159,075	526,330	835,846
Net Assets			
Without donor restrictions	2,646,594	1,349,016	3,694,602
Total liabilities and net assets	$ 3,805,669	$ 1,875,346	$ 4,530,448

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Statement of Financial Position
June 30, 2022 and 2021

	MSA 6	MSA 7	MSA Bell
Assets			
Current assets			
Cash and cash equivalents	$ 2,434,523	$ 1,783,300	$ 3,937,972
Receivables	399,844	1,043,304	1,594,157
Intra-entity receivable	23,610	35,474	1,497,727
Prepaid expenses	521	26,215	274
Total current assets	2,858,498	2,888,293	7,030,130
Non-current assets			
Security deposit	10,000	-	-
Capital contribution	-	-	-
Restricted cash	-	-	-
Property and equipment, net	54,069	554,605	387,292
Total non-current assets	64,069	554,605	387,292
Total assets	$ 2,922,567	$ 3,442,898	$ 7,417,422
Liabilities			
Current liabilities			
Accounts payable	$ 330,727	$ 301,114	$ 585,894
Accrued compensated absences	30,082	31,833	87,137
Interest payable	-	-	-
Refundable advance	106,579	477,944	283,678
Refundable advance	-	-	-
Refundable advance - Paycheck Protection Program (PPP)	-	-	-
Intra-entity payable	15,058	17,359	27,869
Current portion of notes payable	-	-	-
Current portion of bonds payable	-	-	-
Current portion of revolving loan	-	-	-
Total current liabilities	482,446	828,250	984,578
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	-	-	-
Total liabilities	482,446	828,250	984,578
Net Assets			
Without donor restrictions	2,440,121	2,614,648	6,432,844
Total liabilities and net assets	$ 2,922,567	$ 3,442,898	$ 7,417,422

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Statement of Financial Position
June 30, 2022 and 2021

	MSA Santa Ana	MSA San Diego	MPM Inc. / LLC
Assets			
Current assets			
Cash and cash equivalents	$ 1,791,037	$ 1,420,535	$ 2,231,208
Receivables	1,922,712	780,895	-
Intra-entity receivable	53,101	40,929	-
Prepaid expenses	1,685	1,158	-
Total current assets	3,768,535	2,243,517	2,231,208
Non-current assets			
Security deposit	-	-	-
Capital contribution	75,554	198,191	-
Restricted cash	-	-	2,281,161
Property and equipment, net	19,726,275	251,576	26,122,071
Total non-current assets	19,801,829	449,767	28,403,232
Total assets	$ 23,570,364	$ 2,693,284	$ 30,634,440
Liabilities			
Current liabilities			
Accounts payable	$ 612,104	$ 542,069	$ -
Accrued compensated absences	60,390	40,279	-
Interest payable	50,443	-	-
Refundable advance	729,780	104,273	446,610
Refundable advance	-	-	-
Refundable advance - Paycheck Protection Program (PPP)	-	-	-
Intra-entity payable	1,153,886	637,553	-
Current portion of notes payable	109,583	-	-
Current portion of bonds payable	-	-	720,000
Current portion of revolving loan	242,040	-	-
Total current liabilities	2,958,226	1,324,174	1,166,610
Long-term liabilities			
Notes payable, less current portion	3,774,168	-	-
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	-	27,120,454
Revolving loan, less current portion	7,324,420	-	-
Total long-term liabilities	11,098,588	-	27,120,454
Total liabilities	14,056,814	1,324,174	28,287,064
Net Assets			
Without donor restrictions	9,513,550	1,369,110	2,347,376
Total liabilities and net assets	$ 23,570,364	$ 2,693,284	$ 30,634,440

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Statement of Financial Position
June 30, 2022 and 2021

	Eliminations	2022 Consolidated	2021 Consolidated
Assets			
Current assets			
Cash and cash equivalents	$ -	$ 29,396,853	$ 22,858,187
Receivables	-	13,717,155	13,703,840
Intra-entity receivable	(4,252,928)	-	-
Prepaid expenses	-	59,413	89,418
Total current assets	(4,252,928)	43,173,421	36,651,445
Non-current assets			
Security deposit	-	110,000	110,000
Capital contribution	(435,668)	-	-
Restricted cash	-	2,281,161	2,282,261
Property and equipment, net	-	52,199,330	52,781,413
Total non-current assets	(435,668)	54,590,491	55,173,674
Total assets	$ (4,688,596)	$ 97,763,912	$ 91,825,119
Liabilities			
Current liabilities			
Accounts payable	$ -	$ 6,235,358	$ 4,756,639
Accrued compensated absences	-	637,430	498,038
Interest payable	-	50,443	52,025
Refundable advance	-	3,853,442	2,562,674
Refundable advance	-	-	
Refundable advance - Paycheck Protection Program (PPP)	-	-	-
Intra-entity payable	(4,252,928)	-	-
Current portion of notes payable	-	109,583	104,583
Current portion of bonds payable	-	720,000	685,000
Current portion of revolving loan	-	242,040	237,272
Total current liabilities	(4,252,928)	11,848,296	8,896,231
Long-term liabilities			
Notes payable, less current portion	-	3,774,168	3,883,751
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	27,120,454	27,801,561
Revolving loan, less current portion	-	7,324,420	7,566,760
Total long-term liabilities	-	38,219,042	39,252,072
Total liabilities	(4,252,928)	50,067,338	48,148,303
Net Assets			
Without donor restrictions	(435,668)	47,696,574	43,676,816
Total liabilities and net assets	$ (4,688,596)	$ 97,763,912	$ 91,825,119

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Statement of Activities
Year Ended June 30, 2022 and 2021

	MERF	MSA	MSA 2
Support and Revenues			
Local Control Funding Formula	$ -	$ 9,055,254	$ 6,044,044
Federal revenue	438,622	1,550,004	1,044,689
Other state revenue	123,328	2,447,489	902,711
PPP loan forgiveness revenue	-	-	-
Local revenues	5,710,685	229,182	4,086
Interest income	-	2,201	-
Rental income	-	-	-
Fundraising revenue	2,303	35,589	27,715
Total support and revenues	6,274,938	13,319,719	8,023,245
Expenses			
Program services	1,729,395	7,815,869	4,378,971
Management and general	5,033,976	3,932,459	2,880,804
Total expenses	6,763,371	11,748,328	7,259,775
Change in Net Assets before intra-entity transfers	(488,433)	1,571,391	763,470
Intra-Entity Transfers			
Transfer in	25,717	-	-
Transfer out	(104,452)	(44,983)	-
Change in Net Assets	(567,168)	1,526,408	763,470
Net Assets, Beginning of Year	2,958,031	8,002,068	3,041,572
Net Assets, End of Year	$ 2,390,863	$ 9,528,476	$ 3,805,042

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Statement of Activities
Year Ended June 30, 2022 and 2021

	MSA 3	MSA 4	MSA 5
Support and Revenues			
Local Control Funding Formula	$ 4,691,270	$ 1,397,307	$ 2,979,425
Federal revenue	2,079,630	703,726	655,207
Other state revenue	1,073,223	398,772	673,429
PPP loan forgiveness revenue	-	-	-
Local revenues	12,285	5,413	17,247
Interest income	-	-	17,440
Rental income	-	-	-
Fundraising revenue	18,187	8,666	3,093
Total support and revenues	7,874,595	2,513,884	4,345,841
Expenses			
Program services	4,361,676	1,761,617	2,657,347
Management and general	3,044,651	625,198	1,027,195
Total expenses	7,406,327	2,386,815	3,684,542
Change in Net Assets before intra-entity transfers	468,268	127,069	661,299
Intra-Entity Transfers			
Transfer in	-	-	-
Transfer out	-	-	-
Change in Net Assets	468,268	127,069	661,299
Net Assets, Beginning of Year	2,178,326	1,221,947	3,033,303
Net Assets, End of Year	$ 2,646,594	$ 1,349,016	$ 3,694,602

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Statement of Activities
Year Ended June 30, 2022 and 2021

	MSA 6	MSA 7	MSA Bell
Support and Revenues			
Local Control Funding Formula	$ 915,069	$ 3,093,319	$ 4,271,027
Federal revenue	681,871	786,930	1,684,805
Other state revenue	270,121	894,089	1,000,149
PPP loan forgiveness revenue	-	-	-
Local revenues	15,417	16,042	3,641
Interest income	-	-	8,994
Rental income	-	-	-
Fundraising revenue	3,308	3,348	-
Total support and revenues	1,885,786	4,793,728	6,968,616
Expenses			
Program services	1,252,349	2,898,468	3,947,791
Management and general	603,860	1,779,758	2,700,800
Total expenses	1,856,209	4,678,226	6,648,591
Change in Net Assets before intra-entity transfers	29,577	115,502	320,025
Intra-Entity Transfers			
Transfer in	-	-	-
Transfer out	-	-	-
Change in Net Assets	29,577	115,502	320,025
Net Assets, Beginning of Year	2,410,544	2,499,146	6,112,819
Net Assets, End of Year	$ 2,440,121	$ 2,614,648	$ 6,432,844

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Statement of Activities
Year Ended June 30, 2022 and 2021

	MSA Santa Ana	MSA Santa Diego	MPM Inc. / LLC
Support and Revenues			
Local Control Funding Formula	$ 6,135,458	$ 3,611,022	$ -
Federal revenue	2,997,295	699,886	-
Other state revenue	1,156,854	989,981	-
PPP loan forgiveness revenue	-	-	-
Local revenues	34,132	26,285	771
Interest income	3,555	3,010	-
Rental income	-	-	2,306,499
Fundraising revenue	39,397	31,393	-
Total support and revenues	10,366,691	5,361,577	2,307,270
Expenses			
Program services	7,056,748	4,041,544	2,477,781
Management and general	2,904,480	1,094,205	9,190
Total expenses	9,961,228	5,135,749	2,486,971
Change in Net Assets before intra-entity transfers	405,463	225,828	(179,701)
Intra-Entity Transfers			
Transfer in	-	-	227,431
Transfer out	(1,498)	(76,498)	(25,717)
Change in Net Assets	403,965	149,330	22,013
Net Assets, Beginning of Year	9,109,585	1,219,780	2,325,363
Net Assets, End of Year	$ 9,513,550	$ 1,369,110	$ 2,347,376

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Statement of Activities
Year Ended June 30, 2022 and 2021

	Eliminations	2022 Consolidated	2021 Consolidated
Support and Revenues			
Local Control Funding Formula	$ -	$ 42,193,195	$ 41,352,580
Federal revenue	-	13,322,665	7,307,706
Other state revenue	-	9,930,146	9,080,047
PPP loan forgiveness revenue	-	-	5,461,600
Local revenues	(5,497,675)	577,511	373,024
Interest income	-	35,200	34,748
Rental income	(2,306,499)	-	-
Fundraising revenue	-	172,999	-
Total support and revenues	(7,804,174)	66,231,716	63,609,705
Expenses			
Program services	-	44,379,556	33,869,275
Management and general	(7,804,174)	17,832,402	16,985,345
Total expenses	(7,804,174)	62,211,958	50,854,620
Change in Net Assets before intra-entity transfers	-	4,019,758	12,755,085
Intra-Entity Transfers			
Transfer in	(253,148)	-	-
Transfer out	253,148	-	-
Change in Net Assets	-	4,019,758	12,755,085
Net Assets, Beginning of Year	(435,668)	43,676,816	30,921,731
Net Assets, End of Year	$ (435,668)	$ 47,696,574	$ 43,676,816

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Foundation Only Comparative Statement of Financial Position

June 30, 2022 and 2021

	2022	2021
Assets		
Current assets		
Cash	$ 3,494,526	$ 2,713,961
Receivables	-	808,476
Intra-entity receivable	734,106	68,571
Prepaid expenses	18,355	17,578
Total current assets	4,246,987	3,608,586
Non-current assets		
Security deposit	100,000	100,000
Property and equipment, net	14,041	14,900
Total non-current assets	114,041	114,900
Total assets	$ 4,361,028	$ 3,723,486
Liabilities		
Current liabilities		
Accounts payable	$ 404,868	$ 240,309
Intra-entity payable	1,565,297	525,146
Total liabilities	1,970,165	765,455
Net Assets		
Without donor restrictions	2,390,863	2,958,031
Total liabilities and net assets	$ 4,361,028	$ 3,723,486

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Foundation Only Comparative Statement of Activities

Year Ended June 30, 2022 and 2021

	2022	2021
Support and Revenues		
Other state revenue	$ 123,328	$ 268,221
Local revenues	5,710,685	5,743,741
Fundraising revenue	2,303	-
Total support and revenues	6,274,938	6,011,962
Expenses		
Program services	1,729,395	1,378,352
Management and general	5,033,976	3,553,999
Total expenses	6,763,371	4,932,351
Change in Net Assets before intra-entity transfers	(488,433)	1,079,611
Intra-entity transfers		
Transfer in	25,717	152,044
Transfer out	(104,452)	(228,326)
Change in Net Assets	(567,168)	1,003,329
Net Assets, Beginning of Year	2,958,031	1,954,702
Net Assets, End of Year	$ 2,390,863	$ 2,958,031

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Debt Covenants

Year Ended June 30, 2022

Debt Service Coverage	
Net income	$ 4,019,758
Depreciation and amortization	2,385,186
Management fees (50%)	2,748,838
Rent	1,958,848
Income Available for Coverage	11,112,630
Debt Service	1,958,848
Debt Service Coverage	5.67
Limit	1.10
Compliance	Yes

Consolidated Days Cash on Hand	
Total Expenses	$ 62,211,958
Depreciation and amortization	2,385,186
Cash Expenses	59,826,772
Expense/Day	163,909
Cash	29,396,853
Days Cash on Hand	179
Limit	45
Compliance	Yes

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Schedule of Property and Equipment

Year Ended June 30, 2022

	MERF	MSA	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6
Land	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Leasehold improvements	-	3,487,770	-	-	-	-	-
Building	-	226,898	10,061	-	-	-	-
Computer and equipment	134,513	782,975	924,214	617,313	304,072	430,937	263,305
Work in progress	-	192,786	1,573	-	-	368,915	-
Total property and equipment	134,513	4,690,429	935,848	617,313	304,072	799,852	263,305
Less accumulated depreciation	(120,472)	(769,364)	(642,790)	(364,711)	(219,381)	(261,867)	(209,236)
Total	$ 14,041	$ 3,921,065	$ 293,058	$ 252,602	$ 84,691	$ 537,985	$ 54,069

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Consolidating Schedule of Property and Equipment

Year Ended June 30, 2022

	MSA 7	MSA Bell	MSA Santa Ana	MSA San Diego	MPM Inc. / LLC	2022 Consolidated	2021 Consolidated
Land	$ -	$ -	$ -	$ -	$ 2,566,854	$ 2,566,854	$ 2,566,854
Leasehold improvements	-	-	58,058	-	-	3,545,828	3,469,347
Building	497,294	-	22,352,893	-	26,189,536	49,276,682	49,271,682
Computer and equipment	228,173	932,750	926,675	770,303	-	6,315,230	5,300,434
Work in progress	71,898	-	33,754	-	-	668,926	990
Total property and equipment	797,365	932,750	23,371,380	770,303	28,756,390	62,373,520	60,609,307
Less accumulated depreciation	(242,760)	(545,458)	(3,645,105)	(518,727)	(2,634,319)	(10,174,190)	(7,827,894)
Total	$ 554,605	$ 387,292	$ 19,726,275	$ 251,576	$ 26,122,071	$ 52,199,330	$ 52,781,413

See Notes to Supplementary Information

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, 2022. 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 Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Organization. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at the Organization.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

The Organization must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

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.

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, 2022

Magnolia Educational & Research Foundation

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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 (the Organization), which comprise the consolidated statement of financial position as of June 30, 2022, and the related consolidated statements 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 December 14, 2022.

Report on 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 or significant deficiencies may exist that have not been identified.

Report on 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.

Eide Bailly LLP

Rancho Cucamonga, California
December 14, 2022

EideBailly

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Independent Auditor's 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

Opinion on Each Major Federal Program

We have audited Magnolia Educational & Research Foundation's (the Organization) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Organization's major federal programs for the year ended June 30, 2022. 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.

In our opinion, the Organization complied, in all material respects, with the 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, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); 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). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances 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 the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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.

Eide Bailly LLP

Rancho Cucamonga, California
December 14, 2022

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report on State Compliance

Governing Board
Magnolia Educational & Research Foundation
Los Angeles, California

Report on State Compliance

Opinion on State Compliance

We have audited Magnolia Educational & Research Foundation's (the Organization) compliance with the requirements specified in the 2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, applicable to the Organization's state program requirements identified below for the year ended June 30, 2022.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2022.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States *(Government Auditing Standards)*; and the audit requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance with the compliance requirements subject to audit in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's compliance with the requirements listed in the table below.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements listed below has occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements listed in the table below.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 state 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 state 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 compliance requirements as identified in the table below 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 Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
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
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	No, see below
District of Choice	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
California Clean Energy Jobs Act	No, See Below
After/Before School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, See Below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes

	Procedures Performed
Independent Study-Course Based	No, See Below
Immunizations	No, See Below
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	No, See Below
In Person Instruction Grant	Yes
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	No, See Below
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Programs listed above for "Local Education Agencies Other Than Charter Schools" are not applicable to charter schools; therefore, we did not perform any related procedures.

We did not perform California Clean Energy Jobs Act procedures because the related procedures were performed in a previous year.

The Organization does not offer a Before School Education and Safety Program; therefore, we did not perform procedures related to the Before School Education and Safety Program.

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.

The Organization's charter schools were not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

We did not perform Career Technical Education Incentive Grant procedures because the Organization did not receive funding for this grant.

ADA was below the threshold required for testing, therefore, we did not perform any procedures related to Determination of Funding for Nonclassroom-Based Instruction.

The purpose of this report on internal control over state compliance is solely to describe the scope of our testing of internal control over state compliance and the results of that testing based on the requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Ede Bailly LLP

Rancho Cucamonga, California
December 14, 2022

Schedule of Findings and Questioned Costs
June 30, 2022

Magnolia Educational & Research Foundation

eidebailly.com

Magnolia Educational & Research Foundation

Summary of Auditor's Results
Year Ended June 30, 2022

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:

Name of Federal Program or Cluster	Federal Financial Assistance Listing
COVID-19: Emergency Connectivity Fund (ECF)	32.009
COVID-19: Education Stabilization Fund (ESF)	84.425C, 84.425D, 84.425U

Dollar threshold used to distinguish between type A and type B programs:	$750,000
Auditee qualified as low-risk auditee?	Yes

STATE COMPLIANCE

Internal control over state compliance for programs	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for programs:	Unmodified

None reported.

None reported.

Magnolia Educational & Research Foundation

State Compliance Findings and Questioned Costs

Year Ended June 30, 2022

None reported.

Magnolia Educational & Research Foundation

Summary Schedule of Prior Audit Findings

Year Ended June 30, 2022

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Coversheet

Approval of Magnolia Science Academy- 3 Surveillance Cameras' Installation: Procedures and Design

Section: III. Action Items
Item: D. Approval of Magnolia Science Academy- 3 Surveillance Cameras' Installation: Procedures and Design
Purpose: Vote
Submitted by:
Related Material:
MSA 3 Surveillance Cameras’ Installation Procedures & Design.pdf

Agenda Item:	III D: Action Item
Date:	*January 19, 2023*
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Suat Acar, Chief Operations Officer Zekeriya Ocel, Principal of Magnolia Science Academy-3 Rasul Monoshev, MPS IT Director
RE:	Magnolia Science Academy – 3 Surveillance Cameras' Installation: Procedures & Design

Action Proposed:

I move that MPS Board of Directors approve the proposed Magnolia Science Academy- 3 Surveillance Cameras' Installation: Procedures and Design.

Purpose:

- What services are being provided?
    - Magnolia Science Academy-3 (MSA 3) is requesting the MPS Board approve the attached designs for surveillance cameras for the shared spaces under the control of MSA 3 within the Curtiss Middle School Campus.

- Why is this Installation needed?
    - The main reason behind this request centers around the school safety and due process transparency. We want to ensure that if an allegation arises involving a student and a student, or a student and an adult that requires investigation, that all parties are on the same page about what physically transpired. Specifically, the following concerns support the use of cameras in MSA 3's classrooms and outdoor areas:

        - Student/ Staff Safety Concerns
            - Student vs. Student: Scenario - Dangerous Object
                - If a student is accused of pointing a dangerous object at another student, we want to ensure that all parties can view the footage from the same vantage point, during school mediation and should litigation require such a process to occur. This will help strengthen the case of the truth and will simultaneously take away the possibility of credibility of witness statements being brought into question in cases of physical safety concerns.
                - Student vs. Student - Intimidation of Witness/Bullying
                    - In cases of alleged bullying where no additional witnesses come forward due to fear of retaliation by an alleged perpetrator, it is helpful to view transparent footage clearly demonstrating if both sides are mutually physically harassing each other, or if the interaction is one-sided from the bully to the victim
                - Student vs. Staff: Scenario - Corporal Punishment
                    - If a physical allegation such as corporal punishment is made against an adult, we want to also ensure that all parties can view

the actual events which transpired without having to question the interpretation or degree of honesty in witness statements. From the student end, if a student feels that a staff member used corporal punishment against them, the cameras can show this occurred. On the other hand, when staff are concerned that students may make up a false allegation against them regarding corporal punishment, then the truth about the innocence of the staff member will be indisputable upon viewing the footage.

- Is this a school or organization-wide implementation?
    - Currently, MSA 3 is requesting that the provided plans and designs to be approved by the MPS board so for the purposes of supporting MSA 3's expressed intent to have a schoolwide implementation, including all outdoor areas, hallways and classrooms.

Background:

- What contracts are already in place?
    - As a co-located LAUSD site, this project will be planned, designed under the authority and the supervision of the LAUSD Facilities and contract departments
    - After the ongoing meetings, and LAUSD Staff visits to calculate the cost of this project, he billing amount has been set forth by the LAUSD is $93,227.19.

Analysis:

- Were any RFPs done?
    - No. The LAUSD runs the project for MSA 3. We just pay the LAUSD.
- What negotiations were made?
    - None. We must accept the price quote set forth by the LAUSD.
- What is the research/comparison data?
    - School districts across the nation have policies which support the use of video surveillance cameras in classrooms and other areas of campus. The LAUSD co-located Curtiss site already has surveillance cameras across the campus. By the help of this project the MSA 3 will have access and administrative privileges to the areas assigned to it under the Prop 39 shared usage agreement.

Impact:

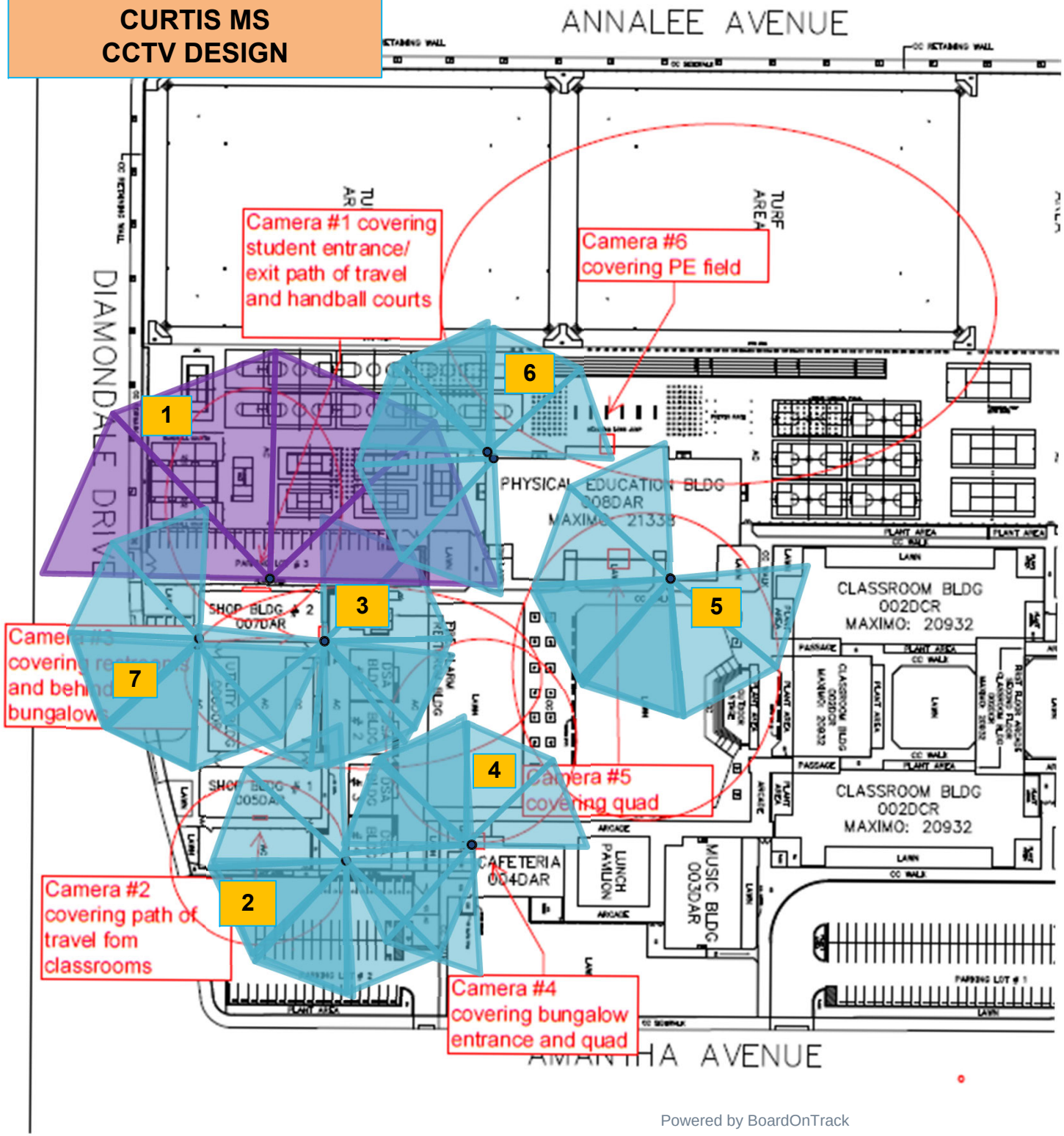
With the approval of the proposed surveillance cameras' installation, the MSA 3 expects increased security in te campus and enhanced implementation of the discipline polices and procedures.

Budget Implications:

The proposed LAUSD plan for design and installation of this project is $93,227.19. The MSA 3 has its own reserves/operational net income for 2022-23 to covers this expense

Exhibits:
Appendix 1: The design map
Appendix 2: The LAUSD Quote.

MAGNOLIA CHARTER AT CURTIS MS
CCTV DESIGN



Magnolia Charter at Curtis MS

New Camera List

Camera ID(s	Building	Floor	Install Type	Mount Type *	Mount Hgt	Notes	Field of viet	Model Number
01	Shop Bldg	N/A	Exterior	Wall	16 - 20 ft		180°	AXIS P3818-PVE
02	DSA Bldg 4	N/A	Exterior	Corner	16 - 20 ft		360°	AXIS P3719-PLE
03	Shop Bldg	N/A	Exterior	Corner	16 - 20 ft		360°	AXIS P3719-PLE
04	Caferteria Bldg	N/A	Exterior	Corner	16 - 20 ft		360°	AXIS P3719-PLE
05	PE Bldg	N/A	Exterior	Corner	16 - 20 ft		360°	AXIS P3719-PLE
06	PE Bldg	N/A	Exterior	Corner	16 - 20 ft		360°	AXIS P3719-PLE
07	Shop Bldg	N/A	Exterior	Corner	16 - 20 ft		360°	AXIS P3719-PLE

						Total		
						6		AXIS P3719-PLE
						1		AXIS P3818-PVE
						7		Total Cameras

Site: **Magnolia Charter at Curtiss MS**
1254 E HELMICK ST, CARSON, CA 90746
System ID: GSC-200930-543809

Part Number	Product Description	Manufacture	MSRP (USD)	Discount	Price (USD)	Quantity	Extended	Taxable	Contract Section
SVW-304E-SF1S1000-I7	Streamvault™ 304E Series - 1-Bay SFF Workstation 1x NVIDIA Quadro 1000 Series GPU 1x Core i7-11700 16GB 1x 256GB M.2 SSD 1x 1TB SATA 1x 1GbE RJ45 1x 300W PSU Windows 10 Embedded 5YR NBD KYHD Warranty - Genetec™ Security Center pre-installed.	Genetec	$ 3,410.00	23%	$ 2,625.70	2	$ 5,251.40	Y	II-A
GSC-Om-P-1C	1 camera connection	Genetec	$ 230.00	23%	$ 177.10	7	$ 1,239.70	N	II-C
ADV-CAM-P-5Y	GENETEC, Advantage for 1 Omnicast Pro Camera - 5 years	Genetec	$ 144.00	23%	$ 110.88	7	$ 776.16	N	II-C
02218-001	AXIS 4 ELEMENT 360 AXIS P3727-PLE	Axis	$ 1,449.00	24%	$ 1,100.95	6	$ 6,605.70	Y	II-A
02060-001	AXIS P3818-PVE 4 Element 180	Axis	$ 1,349.00	24%	$ 1,024.97	1	$ 1,024.97	Y	II-A
01513-001	AXIS T94N01D PENDANT KIT for P3719-PLE and P3727-PLE	Axis	$ 99.00	24%	$ 75.22	6	$ 451.32	Y	II-A
5506-481	AXIS T91E61 Wall Mount 1.5' NPS Small Arm Mount	Axis	$ 49.00	24%	$ 37.23	6	$ 223.38	Y	II-A
5507-601	AXIS T94R01B CORNER BRACKET for smaller arm mounts	Axis	$ 69.00	24%	$ 52.43	6	$ 314.56	Y	II-A
						Sub-Tot HW/SW	$ 15,887.19		
	DQAB Installation, Configuration, and Training Services						$ 21,840.00		
	CSIB Infrustruture and Camera Mounting Labor						$ 55,500.00		
						Grant Total Estimate	$ 93,227.19		

☐ YES. Please proceed with the Job

USE THE FUNDING:

SAP Fund	Requesting Cost Center	Functional Area	WBS Element (Level 4)
		.	.

Area Fiscal Specialist Name: _____

Telephone Number: _____

☐ NO. Please do not proceed with the Job

NAME _____

TITLE _____

SIGNATURE _____ Date: _____