



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday October 12, 2023 at 7:30 PM PDT

Location

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

Access to the Board Meeting

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

By dialing into; 1.669.444.9171

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

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

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

Accessibility

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured. Please contact Jennifer Lara at 213-628-3634 or email jlara@magnoliapublicschools.org with such requests.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection.

Public Comment Procedures

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

Please note that the agenda presenting times for when that item will be discussed, or taken action on, is subject to change on the day of the Board meeting to accommodate public speaker times indicated above.

For any questions regarding this meeting please email board@magnoliapublicschools.org 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
- Mrs. Esra Eldem Tunc

Student Board Member:

- Melissa De La Rosa Aparicio

CEO & Superintendent:

- Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			7:30 PM
Opening Items			

	Purpose	Presenter	Time
A. Call the Meeting to Order			1 m
B. Pledge of Allegiance			1 m
C. Record Attendance and Guests			1 m
D. Approval of Agenda	Vote		1 m
E. Public Comments			5 m
F. Announcements			10 m
CEO & Superintendent, Board Members, Student Board Member			
G. Approval of Minutes from MPS Regular Board Meeting - September 14, 2023	Approve Minutes		1 m
II. Consent Items			7:50 PM
A. Approval of Updated MPS Health & Safety Policy Regarding COVID-19	Vote	Suat Acar	3 m
B. Approval of 2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana	Vote	David Yilmaz	3 m
C. Approval of 2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell	Vote	David Yilmaz	3 m
III. Information/Discussion Items			7:59 PM
A. Enrollment Update Census Day Enrollment Update & Projections	Discuss	Brenda Lopez	15 m
IV. Action Items			8:14 PM
A. Approval of MSA-3 Administration Plan for 2023-2025	Vote	Zekeriya Ocel	10 m
B. Approval of Request For Proposal for MSA-Santa Ana ASES Grant After-School Program Subcontract Administration	Vote	Erdinc Acar	10 m

	Purpose	Presenter	Time
C. Approval of Construction Manager for MSA-5 CSFP Project at 7111 Winnetka Ave	Vote	Audit & Facilities Committee	10 m
D. Approval of Written Determinations and Findings for MSA-5 CSFP Project at 7111 Winnetka Ave	Vote	Audit & Facilities Committee	10 m
E. Approval of General Contractor for MSA-1 Tenant Improvement Project at 18242 Sherman Way (fka JAM Building)	Vote	Audit & Facilities Committee	10 m
V. Closing Items			9:04 PM
A. Adjourn Meeting			1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - September 14, 2023

Section: I. Opening Items
Item: G. Approval of Minutes from MPS Regular Board Meeting - September 14, 2023
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on September 14, 2023



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday September 14, 2023 at 7:35 PM

Location

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

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

Directors Absent

None

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Sep 14, 2023 at 7:38 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

C. Record Attendance and Guests

Refer to attendance information recorded above.

Verbal announcement was made of where U. Yapanel & D. Sheehan would be taking the meeting from. U. Yapanel joining from Selina Cuenca Calle Larga 7-93y, Cuenca 010150, Ecuador. D. Sheehan joining from 305 Cherry Dr., Pasadena, CA 91105.

D. Approval of Agenda

S. Covarrubias made a motion to approve the amended agenda with the removal of Action Item IV: Approval of Request For Proposal for MSA-Santa Ana ASES Grant After-School Program Subcontract Administration.

D. Gonzalez seconded the motion.

E. Acar, Chief Academic Officer, reported the reason for the removal and will be tabled to a later Board Meeting.

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

Roll Call

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

E. Public Comments

J. Hernandez, Director of Student Services, welcomed and congratulated MPS Student Board Member, Melissa De La Rosa, for joining their first Regular Board Meeting. He also made an announcement that Magnolia Science Academy schools received PBIS recognitions. He reported that MSA-3 & 8 was recognized with silver, MSA-1,2,4,5,6,7 and Santa Ana were recognized with gold, and MSA-San Diego was recognized with platinum. He reported that a letter will be sent to the community regarding these recognitions. S. Keskinurk, Principal at MSA-Santa Ana, announced that MSA-Santa Ana

ranked 7th in the US News Report Best High Schools in Orange County and 358th nationwide. He congratulated his students and staff members. J.Lara, Executive Assistant & Board Secretary, thanked and welcomed Student Board Member, Melissa De La Rosa, for joining their first meeting since coming back from break.

F. Announcements

A. Rubalcava, CEO & Superintendent, informed the Board that they will receive updates regarding current enrollment trends and updates from the Human Resources Department. Throughout the course of the next following Board Meetings they will receive updates from school sites to be aware of what is occurring at the school level. He also welcomed M. De La Rosa for joining the meeting and for representing the over 3,000+ students across Magnolia. M. Muhammedov, Board Chair, congratulated all on the news received regarding school recognitions on PBIS and US News Report. He also welcomed M. De La Rosa onboard and expressed the joy of having student representation at the Board level. Other Board Members expressed similar sentiments. M. De La Rosa, Student Board Member, announced her honor to be chosen for the opportunity and shared excitement to be part of the team and to be the voice of the student body. She reported she will be working alongside J. Lara, Executive Assistant & Board Secretary, and J. Hernandez, Director of Student Services, to provide updates to the Board on aspects she will be focused on during her term. She announced that for this meeting, she will be just observing the proceedings.

G. Approval of Minutes from MPS Regular Board Meeting - August 10, 2023

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 08-10-23.

M. Muhammedov seconded the motion.

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

Roll Call

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

II. Consent Items

A. Approval of Revised 2023-24 School Calendars for All MPS

D. Gonzalez made a motion to approve the revised 2023-24 School Calendars for all MPS.

U. Yapanel seconded the motion.

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

Roll Call

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

III. Information/Discussion Items

A. MPS Annual Authorizer Oversight Reports

D. Yilmaz, Chief Accountability Officer, reported that the 2022-23 oversight reports for Los Angeles Unified Schools District (LAUSD) authorized schools, MSA-4, 6, 7 and 8 have been received. He went over the the ratings for these schools sites for the areas of Governance; Student Achievement & Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Previous years ratings were also showcased. He reported that MSA-4 did not receive a rating in Student Achievement due to the small size of the school they did not get enough indicated on the CA School Dashboard. Details of the categories were described in detail by the Department leads which highlighted the areas of growth, areas of improvement and collaborations done between Departments and school site staff. A. Rubalcava, CEO & Superintendent, thanked the partners at the Charter School Division for their continued partnership. M. Muhammedov, Board Chair, recognized the continued growth on these categories and the improvements done over the past couple of years.

B. Enrollment Update

B. Lopez, Chief External Officer, provided an update on current enrollment and systems and structures placed to improve enrollment across Magnolia. She presented the board adopted 2023-24 projected enrollment, Census Day enrollment from October 5, 2022 and current enrollment on Infinite Campus as of September 7, 2023. Nine of out ten schools improved from the previous year with census date 10/5 enrollment compared to the current enrollment standing as of September 7th. She added that the numbers have changed for some of the schools after this report was created and publicly shared. She verbally presented those updated enrollment numbers for each school. She also presented the budget impact of the enrollment targets as of September 7th. Board Members questions were addressed. B. Lopez, added that the goal is to continue the growth and collective collaboration and effort.

C. Human Resources Update

S. Acar, Chief Operations Officer, provided updates on Human Resources (HR) activities and operations. Some of the updates included staffing head count and provided a comparison to last years numbers. Staffing head count includes teachers, certificated

staff, classified staff, instructional staff and college counselors and psychologists. He also provided updated numbers on the Williams Act/Credentialed Staff report which he reported that HR following closely and reporting to authorizers. Vacancies across the school sites was reported along with terminations and new hires. He also presented the California Statewide Assignment Accountability System (CALSAAS) monitoring reporting of all certificated educator assignments. S. Acar also reported the mandatory trainings held which is done annually and provided to each employee. Board Members questions were addressed by staff.

IV. Action Items

A. Approval of 2022-23 Unaudited Actuals

This item was previously presented at the Finance Committee Meeting. The Committee recommended their approval to the full Board. S. Budhraj, Chief Financial Officer, briefed the Board on the major points of the Committee discussion and presentation. He went over the overall fiscal health of MPS which included revenue, expenditures and net revenues. He shared that MPS had applied to the Employee Retention Credit (ERC) funds which MPS received during the summer of 2023. He presented the year to date actuals per school site and MERF, one which included the ERC funds and another which excluded the ERC funds. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve the Fiscal Year 2022-2023 Unaudited Actuals Report for Magnolia Public Schools.

D. Gonzalez seconded the motion.

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

Roll Call

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

B. Approval of Request For Proposal for MSA-Santa Ana ASES Grant After-School Program Subcontract Administration

This item was tabled during the approval of agenda.

C. Approval of MSA-2 Administration Plan for 2023-2025

D. Garner & I. Gavrilo, Principals at MSA-2, presented the proposal to revise the school's administration plan and organizational chart to convert the Dean of Academics and Dean of Students positions into Assistant Principal positions. They reported one Assistant Principal will be an Academic Assistant Principal and the other be a Student Services Assistant Principal. As

of late, their Dean of Academics position remained vacant since June 2023 and if approved, they will remove the Dean of Students position. They shared that they were informed that their Facility Use Agreement which MSA-2 is currently occupying with Birmingham High School will no longer be valid starting July 2024. They reported that this will most likely lead to MSA-2 moving to a Prop 39 facility with the possibility to being placed in multiple sites. This proposal stems from staff wanting to be proactive if this scenario occurs. Board Members questions were addressed by staff.

S. Covarrubias made a motion to approve the revised MSA-2 Administration Plan and Organizational Chart for 2023-2025.

M. Muhammedov seconded the motion.

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

Roll Call

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

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:24 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Updated MPS Health & Safety Policy

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



Agenda Item:	II A: Consent Item
Date:	October 12, 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
RE:	Updated MPS Health and Safety Policy for COVID-19

Action Proposed:

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

Purpose:

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 as well as the recent updates sent by the LAUSD. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

Background:

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

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).

WHAT CHANGED WITH THIS UPDATED HEALTH AND SAFETY POLICY?

The new COVID-19 Prevention Procedures and Testing Plan (“Plan”) differs from the prior COVID-19 Health and Safety Policy in the following ways:

- **Removes the “Limited Access to Campus” Section of the Former COVID-19 Health and Safety Plan.** Public health agencies no longer require or recommend restricting access to K-12 campuses, and doing so can be unnecessarily burdensome and restrictive with little benefit.



- **Removes the “Wellness Checks and Temperature Screenings” Section of the Former COVID-19 Health and Safety Policy.** As with the removal of the preceding section, it is no longer recommended or required to screen each individual entering a K-12 campus, and continuing to perform screenings would be burdensome and not cost-effective. With that said, school officials should remain attentive to students’ showing of symptoms consistent with COVID-19 infection, just the same as they would with any other highly contagious disease.
- **Retains the Designation of a COVID-19 Compliance Task Force/Liaison.** The new Plan retains the designation of an official at each school site to be the on-site individual who is responsible for ensuring compliance with the plan and for communicating with public health officials, employees, and families, as necessary. We will keep the task force/liason list presented in the June 2023 policy.
- **Creates a COVID-19 Testing Plan.** In lieu of Section 4 (COVID-19 Testing and Reporting) of the old Health and Safety Plan, the new Plan is divided into two main sections, a “COVID-19 Prevention Procedures” and a COVID-19 Testing Plan. The adoption of a COVID-19 Testing Plan is a requirement of state law, and the new plan meets this requirement explicitly by creating a Testing Plan consistent with California Department of Public Health guidance. The Testing Plan portion of the new Plan differs from the language in the old policy by omitting references to outdated requirements and language. The Testing Plan retains warnings about confidentiality of any test results received by the school and other elements that continue to be mandatory and further specifies the testing-related obligations of the school for purposes of compliance with Cal/OSHA regulations.
- **Retains Only Exposure Management Protocols That Continue to be Mandatory.** The new Plan omits many of the response procedures that are no longer mandatory and refocuses, in more concise language, only on those that continue to be mandatory. For example, isolation of students and employees remains a school duty as a result of Cal/OSHA regulations (for employees) and the Education Code and implementing regulations (for students). The outbreak procedures are retained to the extent still necessitated by Cal/OSHA regulations, and they appear in the new plan using more concise language. Among other things, the new Plan retains the positive case notification and employee close contact exposure notification requirement of Cal/OSHA. The new plan also reduces any remaining references to quarantine, as the practice is generally no longer in use.
- **Minimizes Reference to Sanitation and Disinfection Procedures.** As the guidance evolved over the course of the pandemic, sanitization, handwashing, cleaning, and disinfection protocols have continued to be deemphasized and dropped. The new Plan reflects this and deletes most of the language pertaining to these topics, as normal cleaning has been scientifically shown to be adequate.
- **Maintains Ventilation Requirements.** Unlike the cleaning and disinfection measures referred to above, schools should still maximize ventilation of school sites, and the Cal/OSHA regulations regarding ventilation under both normal circumstances and outbreaks are included in the new plan.
- **Removes the “Extracurricular Activities” Section.** LACDPH has pulled back drastically regarding its regulation of exposure controls for youth sports and K-12 extracurricular activities to the point where the remaining general prevention measures suffice.
- **Maintains Only Limited Reference to Mask Requirements.** The new Plan states when masks must still be worn (i.e., following isolation for employees until the tenth day from symptoms, during certain outbreaks, etc.) and includes a concise statement of where and when masks must



still be worn and who is eligible for exemption when they are required. The new Plan maintains continuing requirements such as the requirement to provide masks to employees for free, that any person must be allowed to wear a mask unless unsafe, and others.

- **Removes Reference to LAUSD COVID-19 Vaccination Requirements.** These requirements have been either expressly rescinded or judicially overturned and have been deleted from the new Plan. Based on this the MPS will cease requiring proof of vaccination for new hires, contractors, volunteers, third-party facilities users, and other service providers before they are permitted to provide instructional and other services to schools, students, and offices.
- **Removes “Support for Students at Increased Risk” and “Communications to Charter School Community” Sections.** These portions of the old plan are no longer required by mandatory guidance or law and do not appear to serve any continuing need now that the emergency has lifted and the risks of COVID-19 are known and better understood.
- **Provides a Concise Plan.** By eliminating policy language left over from the pandemic’s emergency phase, reducing repetition of protocols in different sections, and deleting language that corresponded to earlier guidance or that was otherwise not grounded in an active, applicable legal obligation, the new Plan provides a shorter and easier-to-read reference. It reduces the overall length from roughly 37 pages to 7, while still maintaining the core elements of COVID-19 response that are required to be performed by California charter schools as a result of Cal/OSHA regulations, state law, and county/district guidance.
- **Maintains Compliance with Local/LAUSD requirements.** Since the state of emergency lifted, both LACDPH and LAUSD have greatly relaxed their relatively strict COVID-19 requirements to conform more with CDPH’s guidance, which itself has been relaxed to consist almost entirely of “recommendations” rather than “requirements.” While some required elements still remain, that relaxation and conformance has allowed the new Plan to be shorter and simpler and more unified, thereby making it a simpler and more useful reference.

Exhibits:

- Updated Health and Safety Policy



HEALTH AND SAFETY POLICY FOR COVID-19

Updated on October 12, 2023

I. Introduction

Over the course of the last few years, Magnolia Public Schools (referred to herein as the “Charter School”) has implemented a number of policies, protective measures, and best practices developed by national, state, and county public health experts with the intention of reducing the transmission and impact of COVID-19 on its students, employees, and community. These policies, measures, and practices were included in a COVID-19 Health and Safety Policy which helped guide school operations through the pandemic.

The COVID-19 state of emergency has now been terminated, and the threat posed by COVID-19 to our students, employees, and community is now less than it was at the height of the pandemic. As a result of these developments, many of the previously mandated practices are no longer legally mandatory, practically necessary, or recommended to be employed in school settings.

Nevertheless, the Charter School acknowledges that COVID-19 is likely to remain an ongoing potential threat to health and safety of our students, employees, and community, and as such some best practices should be maintained to reduce the incidence of infection and outbreaks on campus. Additionally, although the number of mandated COVID-19 response actions has greatly diminished following the termination of the state of emergency, there are still a number of legal requirements and duties with which the Charter School must comply.

For these reasons, the Charter School has retired the previous COVID-19 Health and Safety Plan and has replaced it with this COVID-19 Prevention Procedures and Testing Plan document (the “Plan”).

II. COVID-19 Testing Plan

In September of 2022, the California Legislature passed SB 1479 which requires California schools to either create a COVID-19 testing plan or to adopt the most recently updated version of the COVID-19 testing framework published by the California Department of Public Health (“CDPH”). (Ed. Code, § 32096.)

In compliance with this requirement, the Charter School has adopted the COVID-19 Testing Plan that follows. The Testing Plan will be posted to the Charter School’s website as required by Education Code section 32096, subdivision (e)(1).

The Testing Plan consists of the following elements:

1. **Point of Contact.** The Charter School's COVID-19 Liaison for each school site is included in the table below:

School Name	Liaison Name	Contact Information, Phone #
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-Santa Ana 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
Magnolia Public Schools Home Office	Home Office COVID-19 Response Team	213-628- 3634

COVID-19 Liaisons have responsibilities described in the COVID-19 Prevention Procedures part of this document and are responsible for ensuring their school site's compliance with this Plan. Each COVID-19 Liaison shall be informed of all positive COVID-19 cases among students and employees of the Charter School, which results will be securely maintained as confidential health information and reported only to state and local health departments as and when required by applicable law.

2. **Free Testing for Employees.** The Charter School will provide free COVID-19 testing during paid time and in a manner that ensures confidentiality to all employee close contacts exposed at work to a positive case during the positive case's infectious period. The infectious period is from two days before the positive case's first symptoms appeared until ten days after the first symptoms appeared, or until the fifth day since symptoms appeared if a negative test is received on or after the fifth day from symptom onset.
3. **Outbreak Testing.** During outbreaks or other heightened circumstances where the local public health agency's directions are required, the COVID-19 Liaison shall coordinate with the public health agency and shall implement any recommended testing strategies, in addition to those listed here. During confirmed outbreaks, the Charter School shall do each of the following:
 - a. provide free COVID-19 testing during paid time and in a manner that ensures confidentiality to all employees in the exposed group;
 - b. provide free testing on a weekly basis to all previously exposed employees who remain at the site; and
 - c. require employees exposed during an outbreak to test negative for COVID-19 within three to five days after the close contact exposure or be excluded from the workplace until ten days have passed from the date of exposure.
4. **Type of Testing.** The Charter School will use at-home antigen COVID-19 tests when tests are provided or administered to students or employees of the school.
5. **Awareness of Testing Resources.** The COVID-19 Liaison will maintain general awareness of testing resources and programs offered by federal, state, and local government entities; healthcare or insurance companies or organizations; and/or other entities. The COVID-19 Liaison will seek to facilitate access to testing resources for students and employees of the Charter School to the extent they are available.
6. **Awareness of Testing Recommendations.** The COVID-19 Liaison will maintain general awareness of any testing strategies recommended to be employed by state and local public health departments.
7. **Monitoring Community Case Rates.** The COVID-19 Liaison will maintain general awareness of local community case rates and consider more intensive testing solutions when warranted by local conditions.
8. **Confidentiality.** The Charter School will maintain confidentiality of all COVID-19 test results received by it and will only disclose such results when required by law as set forth in this Plan. All medical information about any employee will be stored in a medical information file which shall be separate from the employee's personnel file in order to limit access to this confidential information. This confidentiality includes any employee test results, statements regarding symptoms, and any medical information provided to establish the need for a medical exemption from masking, testing, or similar requirements of this Plan. Student health information shall likewise be treated with strict confidence, consistent applicable law.
9. **Uploading Results at LAUSD Sites.** Employees working at school sites owned by LAUSD are required to upload positive test results to the Daily Pass system. Students are not required to upload positive test results.

III. COVID-19 Prevention Procedures

1. **COVID-19 Liaison.** The Charter School's COVID-19 Liaisons are listed above in Section 1 of the COVID-19 Testing Plan. The COVID-19 Liaison will be the first point of contact at each school site for (i) coordinating and communicating with state and local public health departments and/or other

government agencies with regard to matters related to COVID-19, (ii) communicating all required notices and directives to students and employees regarding close contact exposure, (iii) investigating close contact exposures, and (iv) ensuring Charter School compliance with this Plan.

2. **Identifying Students and Employees with Symptoms.** COVID-19 symptoms include fever of 100.4 or greater, chills, cough, shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. Individuals with symptoms consistent with COVID-19 should be excluded from school until they can be tested. If a symptomatic student refuses to test, they may be excluded until they have met the criteria for release from isolation set forth in this Plan. If a COVID-19 test is negative, symptomatic individuals can return to work or school 24-hours after symptoms resolve and fever reduces. If a COVID-19 test is positive, sick employees and the parents of sick students will be instructed by the appropriate COVID-19 Liaison to review and follow the CDPH's isolation guidelines.
3. **Responding to Symptom Onset at School.** If an individual is discovered experiencing symptoms consistent with COVID-19 during the school day, a staff member wearing a medical grade mask will:
 - a. Escort the sick individual to a dedicated isolation area, which will ideally be outdoors;
 - b. Provide the symptomatic individual with a medical-grade mask; and
 - c. Monitor their health until they can be discharged from school (a parent/guardian picks up a sick student or the sick employee leaves or arranges a ride home) to receive medical care.
4. **Isolation.** Individuals who test positive for COVID-19 must stay away from school until they have satisfied the following conditions:
 - a. At least 5 days have passed since symptom onset or, if asymptomatic, since their last positive test; AND
 - b. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
 - c. Other symptoms are not present, or symptoms are mild and improving.
5. **Student Masking After Isolation.** Students should continue wearing a mask up to the tenth day from the onset of their symptoms or their last positive test (if asymptomatic) if the COVID-19 case is released from isolation before the tenth day from symptom onset or their last positive test (if asymptomatic). Students of LAUSD-owned school sites must wear masks until the tenth day after symptom onset or their last positive test (if asymptomatic) unless they have two, sequential negative test results a day apart during day six through ten from symptom onset or last positive test.
6. **Employee Masking After Isolation.** Employees must wear a mask in the workplace up to the tenth day from the onset of their symptoms or their last positive test (if asymptomatic) if the COVID-19 case is released from isolation before the tenth day from symptom onset or their last positive test (if asymptomatic).
7. **Parent Notification of School.** Parents should immediately inform the site when a student tests positive for COVID-19 and was onsite during the student's infectious period. MSA will communicate this expectation to parents.
8. **Post-Isolation Notification to Employees.** Upon excluding an employee from work, the Charter School shall give the employee information regarding COVID-19 related benefits to which the employee may be entitled under applicable federal, state, or local laws, including any benefits available under legally mandated sick leave, if applicable, workers' compensation law, local government requirements, the Charter School's own leave policies, and any leave guaranteed by contract, if any.

9. **Notification to Employees Regarding Positive Cases.** Until January 1, 2024, the Charter School must either send employees a written notification or post a worksite notice to report the incidence of positive cases at the worksite. These notices should not reveal the identity of the individual who tested positive. Records of these notices shall be kept for at least three years.
10. **Notification to Families.** When the Charter School is notified of a confirmed COVID-19 case, the Charter School may notify students who were exposed to the COVID-19 case during the case's infectious period and provide them with instructions for close contacts.
11. **Exposure; Close Contact.** An individual is considered exposed to a COVID-19 case and thus a "close contact" or part of an "exposed group" when they spend a cumulative total of fifteen minutes or more over a twenty-four hour period within the same indoor airspace of less than 400,000 cubic feet per floor. In large indoor airspaces greater than 400,000 cubic feet per floor, exposure to COVID-19 means being within six feet of an infected person for a cumulative total of fifteen minutes or more over a twenty-four hour period. If the CDPH changes this definition of close contact, the new definition shall be controlling. Upon discovering a COVID-19 Case, the Charter School must investigate and determine and notify the exposed group of employee close contacts. It is recommended but not required that the Charter School notify students of their potential close contact exposure.
12. **Individual Contact Tracing for Employees at LAUSD-owned School Sites.** COVID-19 Liaisons at LAUSD-owned school sites must use individual contact tracing to determine close contact exposure to employees. Employees have had close contact under individual contact tracing when they have spent a cumulative total of fifteen minutes or more over a twenty-four hour period within six feet of a positive case.
13. **Close Contact Notification to Employees.** The Charter School shall notify all employees and independent contractors who were close contacts of a COVID-19 case on campus as soon as possible. At LAUSD-owned school sites, this requires the COVID-19 Liaison to use the LAUSD IEM Reporting system.
14. **Quarantine.** The Charter School's COVID-19 Liaison shall stay up to date on any state and local health department orders implementing mandatory quarantine periods for close contacts and shall comply with same.
15. **Reporting Positive Cases to County.** The COVID-19 Liaison will report to the county health department anytime there are three positive cases discovered within a single classroom, office, or other pre-defined group at the Charter School, when those positive cases are considered linked and were on campus at any point within a seven day period. This notification should be made using the Shared Portal for Outbreak Tracking (spot.cdph.ca.gov) and should be reported no later than one business day after discovery of the third case. The county health department will then determine if an outbreak is underway, in which case it will provide further instruction. If the county health department issues guidance that differs from this obligation or requires a different reporting method or threshold, the Charter School will comply with those directions.
16. **Outbreaks, Defined.** An Outbreak is defined by the CDPH as occurring when three or more COVID-19 cases are discovered in the same exposed group during a seven-day period.
17. **Outbreak Response Instructions.** If an Outbreak is verified by the local public health department, the Charter School will comply with all instructions received from the local public health department on how to respond to the Outbreak.
18. **Outbreak Testing.** Outbreak testing procedures are included in the COVID-19 Testing Plan, above.

19. **Outbreak Masking.** During an Outbreak, close contact employees in an exposed group must wear masks indoors and also outdoors when within six feet of another person, unless subject to exemption.
20. **Outbreak Ventilation.** During an Outbreak in a building or structure with mechanical ventilation, MERV-13 or greater filters will be used, or else the highest compatible filtration efficiency filters will be used. HEPA filtration units will be used where ventilation remains inadequate to reduce the risk of COVID-19 transmission.
21. **Major Outbreaks.** If twenty or more employee COVID-19 cases in an exposed group were on campus during their infectious period within a thirty-day period, the Charter School will do the following:
 - a. Test all employees in the exposed group twice a week;
 - b. Report the outbreak to Cal/OSHA;
 - c. Provide respirators for voluntary use to employees in the exposed group, encourage their use, and train employees on respirator use; and
 - d. Require all employees not wearing respirators to maintain six feet of physical distancing where feasible.
22. **Healthcare Worker Masking.** Healthcare workers are required to wear a mask when conducting patient care.
23. **No Mask Discrimination.** The Charter School shall not prohibit any employee from wearing a mask or respirator voluntarily unless it would pose a safety hazard.
24. **Free Masks for Employees.** The Charter School will provide free, well-fitting medical masks and respirators (with instructions on proper fit) to all employees who work indoors and have contacts with others or who work in vehicles with others.
25. **Mask Exemptions.** Whenever masks are required to be worn by virtue of the elements of this Plan or by the order of a state or local public health department, the following exceptions shall apply:
 - a. When eating or drinking, if at least six feet apart from others, and only if indoor-outdoor ventilation has been maximized to the extent feasible.
 - b. When individuals are subject to an approved exemption due to a medical or mental health condition or disability that makes mask wearing intolerable, in which case individuals will be directed to wear the most effective non-restrictive alternative available, such as a face shield and drape, to the extent tolerable. The Charter School will follow all public health guidance pertaining to the approval of medical mask exemptions, which must be substantiated by consultation with a medical practitioner such as a medical doctor, nurse practitioner, or similar.
 - c. During specific tasks which cannot feasibly or safely be performed while wearing a mask.
 - d. For those under two years of age.
 - e. When sleeping.
26. **Ventilation.** The Charter School shall do at least one of the following:
 - a. Maximize the supply of outside air to the extent feasible, except when the Air Quality Index is greater than 100 for any pollutant or when opening windows would otherwise be hazardous.
 - b. Use mechanical air filtering using a filter at least up to MERV-13 value
 - c. Use HEPA filtration units where ventilation is inadequate to reduce the risk of COVID-19 transmission.

IV. COVID-19 Best Practices and Recommendations

1. **Vaccination.** The Charter School encourages students and staff to receive all recommended COVID-19 vaccinations and boosters.
2. **Masks Generally.** MSA will provide appropriately sized, high-quality masks to children who do not have one and desire to use one. MSA recommends wearing a mask around others if you have respiratory symptoms (e.g., cough, runny nose, and/or sore throat).
3. **Providing Masks.** It is recommended that masks be provided to students. Masks shall be provided to employees on request.
4. **Masks After Exposure.** Students with known or suspected exposure to COVID-19 should wear masks indoors when around others for ten days from their last exposure.
5. **Testing After Exposure.** Students with known or suspected exposure to COVID-19 are recommended to test within 3-5 days following exposure.
6. **Masks in Nurse's Offices.** Wearing masks is strongly recommended for all while in health-associated facilities like nurse's offices, COVID-19 testing areas, isolation areas, etc.
7. **Hygiene Practices.** It is strongly recommended that all individuals maintain appropriate hand cleanliness, as frequent hand washing can help prevent the spread of communicable diseases. The Charter School will consider providing hand sanitizer at appropriate locations, teaching and reinforcing proper handwashing technique, teaching and reinforcing proper cough and sneeze etiquette, and discouraging the sharing of personal items such as cups, food, utensils, water bottles, etc.
8. **Sports and Extracurriculars.** COVID-19 Liaisons are recommended to consider temporarily pausing certain activities and clubs—especially those that involve physical exertion, close physical contact, or are breathing-intensive—during outbreaks or other times of high community virus transmission.

Coversheet

Approval of 2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana

Section: II. Consent Items
Item: B. Approval of 2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana
Purpose: Vote
Submitted by:
Related Material: II_B_2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-SA.pdf

Agenda Item:	II B: Consent Item
Date:	October 12, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana

1. Action Proposed:

I move that the Board approve the 2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana.

2. Purpose:

This is an annual item that the Board needs to approve for our State Board of Education (SBE) authorized MPS school: MSA-Santa Ana. This document certifies that the charter school meets all compliance requirements indicated on the document. This form provides California Department of Education (CDE), Charter Schools Division (CSD) staff with important information to assist with the oversight of charter schools authorized by the SBE.

3. Background:

The SBE has started a process where it requires each charter school to get this certification approved by their board and submit it along with approved board agenda and minutes. By signing the Board Chair will certify that the Governing Board has reviewed the school’s compliance-related policies, systems, and procedures. The CDE reviews documentation of compliance during their oversight visit to the school. The CDE reserves the right to request, at any time, supporting documentation for the requirements listed in the document.

4. Analysis:

The CDE has listed 19 areas of compliance requirements for review on the document ranging from teacher credentials to obtaining WASC accreditation. They have also provided examples of supporting documentation for each compliance item. (See attachment.) MSA-Santa Ana has all of the supporting documentation for each of the 19 areas where some of the documents are posted on the school website (Board member roster and information, Parent/Student Handbook, Bylaws, Conflict of Interest Policy, Complaint Form, UCP, PRA, Safety Plan, etc.) and others are on file (teacher credential template, DOJ/TB, Brown Act training, etc.) We work with our assigned CDE specialist in the submission of any requested



documents. MSA-SA principal has already signed the attached document certifying that the school has reviewed the school’s compliance related policies, systems, and procedures. In support of the school, the Home Office also oversees and ensures that MSA-SA meets all of the compliance items.

5. **Impact:**

It is part of the Board’s fiduciary governance responsibility to ensure that MSA-Santa Ana complies with all applicable laws and other requirements as indicated on the attached form. The CDE requires that the Governing Board Chair sign the certification upon Board review and approval. The signed certification page will be submitted to the CDE.

6. **Budget Implications:**

N/A

7. **Committee Recommendations:**

N/A

8. **Exhibits:**

1. MSA-SA Annual Compliance Requirements Document 2023-24 (admin signed)

California Department of Education
Charter Schools Division
Revised 07/2023

Compliance Monitoring and Certification of Governing Board Compliance Review for 2023–24 School Year

This form provides California Department of Education (CDE), Charter Schools Division (CSD) staff with important information to assist with the oversight of charter schools authorized by the California State Board of Education (SBE).

Instructions:

1. Read and understand the following compliance requirements, and sign the attached certifications.
2. Return the following documents via **email to SBEoversight@cde.ca.gov by October 1, 2023**; *do not* return this form to individual CSD staff:
 - a. Signed certification of the school administrator's compliance review
 - b. Signed certification of the governing board's compliance review
 - c. Relevant agenda(s) and approved minutes for the meeting(s) at which the governing board reviewed the school's compliance with the requirements listed below.

Note: The CDE reserves the right to request, at any time, supporting documentation for the requirements listed below.

Compliance Requirements

1. The charter school follows the credentialing requirements outlined in California *Education Code (EC)* Section 47605 (l)(1)(2) and ensures that each teacher has satisfied the requirements for the Certificate of Clearance, as outlined in *EC* sections 44339, 44330, and 44341.
2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (including service providers, vendors, and independent contractors), pursuant to *EC* sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.
3. The charter school provides the CSD with and ensures that parents have access to its Governing Board (Board) meetings calendar for the 2023–24 school year as well as the most current contact information for each Board member.

Compliance Monitoring and Review

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4. The charter school complies with the pre- and post-lottery and enrollment form guidelines.
5. The charter school ensures that staff receive annual training on the charter school's health, safety, and emergency procedures. The charter school maintains a calendar and conducts, for students and staff, emergency response drills, which include, but are not limited to the following:
 - Health, Safety, and Emergency Preparedness Plan (i.e., School Safety Plan), pursuant to *EC* sections 32280 through 32289
 - Child Abuse Mandated Reporter Training, pursuant *EC* Section 44691 and *Penal Code* Section 11165.7
 - Bloodborne Pathogens training, pursuant to *California Code of Regulations*, Title 8 Section 5193
 - Pupil Suicide Prevention Policy, pursuant to AB 2246 (2016)
6. The charter school ensures that its school climate, and student discipline systems and procedures align with best practices.
7. The charter school maintains all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and makes such outcome data readily available upon request.
8. The charter school ensures that any and all school communications, including, but not limited to, the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., reports list by language group the number of students speaking a language other than English that constitutes 15 percent or more of a school's enrollment and for which translations of parental notifications are needed, pursuant to *EC* Section 48985).
9. The charter school ensures that its occupancy and use of facilities follow applicable building codes, standards, and regulations adopted by the city and/or county agencies responsible for building and safety standards as well as the Americans with Disability Act, pursuant to *EC* Section 47610.
10. The charter school complies with all federal and state laws related to public entities, including, but not limited to the following: Ralph M. Brown Act, Political Reform Act, Public Records Act, and *Government Code* Section 1090.
11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.
12. The charter school ensures that its bylaws are current and consistent with the approved charter; approved by its Board; and re-signed by the Board secretary.

Compliance Monitoring and Review

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13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents that are compliant with federal and state regulations. The charter school makes the aforementioned documentation readily available to stakeholders both at the school site and on the school's website.

Detailed information regarding Uniform Complaint Procedures is available on the CDE Uniform Complaint Procedures web page at <http://www.cde.ca.gov/re/cp/uc/>.

14. The charter school's Board oversees the development of and approves/adopts the Local Control Accountability Plan for the 2023–24 school year, pursuant to EC Section 47606.5.
15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and EC Section 48850.
16. The charter school posts a form for complaints on its school website, pursuant to EC Section 47605(d)(4), which is to be filed with their charter authorizer.

The CDE provides a Charter School Complaint Notice and Form template for use by charter schools. This template must be modified before distributing to parents and posting on the charter school's website. The template is available on the CDE Charter School Complaint Notice and Form web page at <https://www.cde.ca.gov/sp/ch/cscomplaint.asp>.

17. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.
18. *For schools only serving grade nine:* The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015.
19. *For high schools only:* The charter school obtains or is in the process of obtaining Western Association of Schools and Colleges Accreditation and University of California Office of the President Doorways Course Approval.

Examples of Supporting Documentation for Compliance Monitoring

Compliance Requirement	Examples of Supporting Documentation
<p>1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i> Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i> sections 44339, 44330, and 44341</p>	<ul style="list-style-type: none"> • Completion of annual credential template • Certificate of Clearance for each teacher posted on the California Commission for Teacher Credentialing website at www.cfc.org
<p>2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i> sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.</p>	<ul style="list-style-type: none"> • Certification of timely Department of Justice and tuberculosis clearances by all contracting entities; • Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis risk assessment/clearance requirements under Assembly Bill 166
<p>3. The charter school provides the Charter Schools Division with and ensures that parents have access to its Governing Board (Board) meetings calendar for the 2023–24 school year as well as the most current contact information for each Board member.</p>	<ul style="list-style-type: none"> • Accurate and updated school contact information • Accurate and updated list/roster of Board members and contact information • Calendar of Board meeting dates and location(s)
<p>4. The charter school complies with the pre- and post-lottery and enrollment form guidelines.</p>	<ul style="list-style-type: none"> • Lottery form and enrollment packet

Compliance Monitoring and Review
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Compliance Requirement	Examples of Supporting Documentation
<p>5. The charter school ensures that staff receive annual training on the charter school's health, safety, and emergency procedures. The charter school maintains a calendar and conducts, for students and staff, emergency response drills, which include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Health, Safety, and Emergency Preparedness Plan (i.e., School Safety Plan), pursuant to EC sections 32280 through 32289 • Child Abuse Mandated Reporter Training, pursuant to Assembly Bill 1432 (2014); EC Section 44691; and <i>Penal Code</i> Section 11165.7 <ul style="list-style-type: none"> i. Bloodborne Pathogens training, pursuant to <i>California Code of Regulations</i>, Title 8 Section 5193 ii. Pupil Suicide Prevention Policy, pursuant to AB 2246 (2016) 	<ul style="list-style-type: none"> • Certification of Comprehensive Health, Safety, and Emergency Plan • Documentation of emergency drills and preparedness training • Documentation of timely and compliant Child Abuse Mandated Reporter training • Documentation of Pupil Suicide Prevention Policy training
<p>6. The charter school ensures that its school climate, and student discipline systems and procedures align with best practices.</p>	<ul style="list-style-type: none"> • Description of the school-wide student behavior and discipline system • Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides
<p>7. The charter school maintains all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and makes such outcome data readily available upon request.</p>	<ul style="list-style-type: none"> • Monthly suspension and expulsion reports

Compliance Requirement	Examples of Supporting Documentation
<p>8. The charter school ensures that any and all school communications, including, but not limited to, the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., reports list by language group the number of students speaking a language other than English that constitute 15 percent or more of a school's enrollment and for which translations of parental notifications are needed, pursuant to EC Section 48985).</p>	<ul style="list-style-type: none"> • Parent Student Handbook
<p>9. The charter school ensures that its occupancy and use of facilities follow applicable building codes, standards, and regulations adopted by the city and/or county agencies responsible for building and safety standards as well as the Americans with Disability Act, pursuant to EC Section 47610.</p>	<ul style="list-style-type: none"> • Current and appropriate Certificate of Occupancy or equivalent • Documentation of compliance with fire-life-safety requirements
<p>10. The charter school complies with all federal and state laws related to public entities, including, but not limited to the following: Ralph M. Brown Act, Political Reform Act, Public Records Act, and Government Code Section 1090.</p>	<ul style="list-style-type: none"> • Board meeting agendas and minutes • Verification of compliant public posting of Board agendas, including on the school's website • Evidence of Brown Act training; Form 700 compliance and filing; school policy for responding to Public Records Act requests; and adopted Conflict of Interest policy • Adopted bylaws referencing Conflict of Interest policy aligned to Senate Bill 126 requirements
<p>11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.</p>	<ul style="list-style-type: none"> • Corporate papers, including Articles of Incorporation
<p>12. The charter school ensures that its bylaws are current and consistent with the approved charter; approved by its Board; and re-signed by the Board secretary.</p>	<ul style="list-style-type: none"> • Current and signed Board-approved bylaws

Compliance Monitoring and Review
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Compliance Requirement	Examples of Supporting Documentation
<p>13. The charter school implements its own Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents that are compliant with federal and state regulations. The charter school makes the aforementioned documentation readily available at the school site and on the school's website.</p>	<ul style="list-style-type: none"> Assurance that the Board has reviewed the school's UCP policies, UCP procedures, and/or UCP form
<p>14. The charter school's Board oversees the development of and approves/adopts the Local Control Accountability Plan for the 2023–24 school year, pursuant to EC Section 47606.5.</p>	<ul style="list-style-type: none"> Documentation of board meeting agendas, board Minutes, and approved Learning and Continuity Plan
<p>15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and EC Section 48850.</p>	<ul style="list-style-type: none"> Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy
<p>16. The charter school posts a form for complaints on its school website, pursuant to EC Section 47605(d)(4), which is to be filed with their charter authorizer.</p>	<ul style="list-style-type: none"> Evidence of Complaint Form posting on the school's website
<p>17. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.</p>	<ul style="list-style-type: none"> Documentation of the adoption of the charter school's established policy in compliance with CMPA of 2015, including the Board meeting agendas and Board minutes
<p>18. <i>For schools only serving grade nine:</i> The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015.</p>	<ul style="list-style-type: none"> Documentation of the adoption of the charter school's policy established in compliance with the AB 2246, including the Board meeting agendas and Board minutes
<p>19. <i>For high schools only:</i> The charter school obtains or is in the process of obtaining Western Association of Schools and Colleges (WASC) Accreditation and University of California Office of the President (UCOP) Doorways Course Approval.</p>	<ul style="list-style-type: none"> Evidence of charter school approvals being listed on the WASC website and UCOP Doorways website

Compliance Monitoring and Review
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Certifications

Certifications to be completed and signed by the School Administrator and Governing Board Chair are provided on the following page.

Signed certifications are due to the CDE via email to SBEOversight@cde.ca.gov by **October 1, 2023.**

Detailed instructions for submitting the following certifications are indicated on the first page of this document.

2023–24 CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

The undersigned hereby certifies that the School Administrator of

reviewed the school's compliance-related policies, systems, and procedures.

School Administrator Name: Steven Keskindurk

School Administrator Signature:



Date Signed by School Administrator: 10/4/23

2023–24 CERTIFICATION OF GOVERNING BOARD'S COMPLIANCE REVIEW

The undersigned hereby certifies that the Governing Board of

reviewed the school's compliance-related policies, systems, and procedures.

Governing Board Chair Name:

Governing Board Chair Signature:

Date Signed by Governing Board Chair:

Coversheet

Approval of 2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell

Section: II. Consent Items
Item: C. Approval of 2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell
Purpose: Vote
Submitted by:
Related Material: II_C_2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell.pdf

Agenda Item:	II C: Consent Item
Date:	October 12, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell

1. Action Proposed:

I move that the Board approve the 2023-24 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell.

2. Purpose:

This is an annual item that the Board needs to approve for our LAUSD authorized MPS schools: MSA-4, 6, 7, and Bell. This document certifies that the charter school meets all compliance requirements indicated on the document. This form provides LAUSD’s Charter Schools Division (CSD) staff with important information to assist with the oversight of charter schools authorized by LAUSD.

3. Background:

LAUSD has a process where it requires each charter school to get this certification approved by their board and submit it along with approved board agenda and minutes. By signing the Board Chair will certify that the Governing Board has reviewed the school’s compliance-related policies, systems, and procedures. LAUSD’s CSD staff review documentation of compliance during their oversight visit to the school. LAUSD reserves the right to request, at any time, supporting documentation for the requirements listed in the document.

4. Analysis:

LAUSD has listed 29 areas of compliance requirements for review on the document ranging from employee criminal background and TB clearances to obtaining WASC accreditation and UC Doorways course approval. (See attachments.) MSA-4, 6, 7, and Bell have all of the supporting documentation for each of the 29 areas (as applicable) where some of the documents are posted on the school website (Board member roster and information, Parent/Student Handbook, Bylaws, Conflict of Interest Policy, Complaint Form, UCP, PRA, Safety Plan, etc.) and others are on file (teacher credential template, DOJ/TB, Brown Act training, etc.) We work with our assigned LAUSD specialist in the submission of any requested documents. Principals of MSA-



4, 6, 7, and Bell have already signed the attached documents respectively certifying that the school has reviewed the school's compliance related policies, systems, and procedures. In support of the school, the Home Office also oversees and ensures that the schools meet all of the compliance items.

5. Impact:

It is part of the Board's fiduciary governance responsibility to ensure that MSA-4, 6, 7, and Bell comply with all applicable laws and other requirements as indicated on the attached form. LAUSD requires that the Governing Board Chair sign the certification upon Board review and approval. The signed documents will be submitted to LAUSD.

6. Exhibits:

1. MSA-4 Compliance Monitoring 2023-24 (board) - admin signed
2. MSA-6 Compliance Monitoring 2023-24 (board) - admin signed
3. MSA-7 Compliance Monitoring 2023-24 (board) - admin signed
4. MSA-Bell Compliance Monitoring 2023-24 (board) - admin signed



LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

333 S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

Office: (213) 241-0399 • Prop. 39: (213) 241-5130 • Fax: (213) 241-2054

ALBERTO M. CARVALHO
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2023-2024

Dear Charter School Governing Board President and Charter School Leaders:

As part of oversight duties set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by November 3, 2023**, as part of the school's triannual electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than November 3, 2023.**
- (2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2023-2024*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 12, 2024.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-

quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders.” This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year’s annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2023-2024* for the preparation of the school’s compliance documentation. Please ensure that this documentation is current, complete, and accurate. The “Supporting Documentation” column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2023-2024* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance will all applicable laws, policies, and regulations.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,



José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2023-2024

School Name: MAGNOLIA SCIENCE ACADEMY 4
 Board President Name: MEKUN MUHAMMEDOV
 Charter Management Organization: MAGNOLIA PUBLIC SCHOOLS
 LAUSD Loc. Code: 8011

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 3, 2023 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 12, 2024 via Dropbox.

Note: Checklist boxes cannot be left unchecked for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2023-2024" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2023-2024 Board meetings calendar . See current	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i>	Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.		
	Review of Policy Bulletin-5532.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Meeting with local district site principal for additional information and questions.			
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950, et seq. 	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
<ul style="list-style-type: none"> Political Reform Act of 1974, Gov. Code §§ 81000, et seq. California Public Records Act, Gov. Code § 7920.000, et seq. Conflicts of Interest, Gov. Code § 1090. See current FSDRL. 	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	<ul style="list-style-type: none"> • UCP policies • UCP procedures • UCP forms 			
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, November 3, 2023)

The undersigned hereby certifies that, on OCTOBER 4, 2023 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY 4

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

MUSA AVSAR	<i>Musa Avsar</i>	10/4/23
Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 12, 2024)

The undersigned hereby certifies that, on OCTOBER 12, 2023 , the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY 4

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

MEKAN MUHAMMEDOV		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

MSA-4 Compliance Monitoring 2023-24 (board)

Final Audit Report

2023-10-04

Created:	2023-10-04
By:	David Yilmaz (dyilmaz@magnoliapublicschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA1s1Hwu6J26iKVVW75VUVfDd013CL-z_dK

"MSA-4 Compliance Monitoring 2023-24 (board)" History

-  Document created by David Yilmaz (dyilmaz@magnoliapublicschools.org)
2023-10-04 - 8:53:00 PM GMT- IP address: 172.56.185.23
-  Document emailed to Musa Avsar (mavsar@magnoliapublicschools.org) for signature
2023-10-04 - 8:53:37 PM GMT
-  Email viewed by Musa Avsar (mavsar@magnoliapublicschools.org)
2023-10-04 - 9:12:49 PM GMT- IP address: 74.125.209.39
-  Document e-signed by Musa Avsar (mavsar@magnoliapublicschools.org)
Signature Date: 2023-10-04 - 9:13:37 PM GMT - Time Source: server- IP address: 67.52.96.106
-  Agreement completed.
2023-10-04 - 9:13:37 PM GMT



LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

333 S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

Office: (213) 241-0399 • Prop. 39: (213) 241-5130 • Fax: (213) 241-2054

ALBERTO M. CARVALHO
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2023-2024

Dear Charter School Governing Board President and Charter School Leaders:

As part of oversight duties set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by November 3, 2023**, as part of the school's triannual electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than November 3, 2023.**
- (2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2023-2024*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 12, 2024.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-

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We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,



José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2023-2024

School Name: MAGNOLIA SCIENCE ACADEMY 6
 Board President Name: MEKUN MUHAMMEDOV
 Charter Management Organization: MAGNOLIA PUBLIC SCHOOLS
 LAUSD Loc. Code: 8013

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 3, 2023 via Dropbox.

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Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2023-2024" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(1).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(1) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2023-2024 Board meetings calendar . See current	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i>	Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.		
	Review of Policy Bulletin-5532.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Meeting with local district site principal for additional information and questions.			
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950, et seq. 	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
<ul style="list-style-type: none"> Political Reform Act of 1974, Gov. Code §§ 81000, et seq. California Public Records Act, Gov. Code § 7920.000, et seq. Conflicts of Interest, Gov. Code § 1090. See current FSDRL. 	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	<ul style="list-style-type: none"> • UCP policies • UCP procedures • UCP forms 			
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, November 3, 2023)

The undersigned hereby certifies that, on OCTOBER 4, 2023 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY 6

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

JAMES CHOE		10/4/23
Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 12, 2024)

The undersigned hereby certifies that, on OCTOBER 12, 2023 , the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY 6

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

MEKAN MUHAMMEDOV		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed


MSA-6 Compliance Monitoring 2023-24 (board)


Final Audit Report


2023-10-04


Created:	2023-10-04
By:	David Yilmaz (dyilmaz@magnoliapublicschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAcXABfla5M_uCUfyD5ZX9BeAxQovy7v-z


"MSA-6 Compliance Monitoring 2023-24 (board)" History

 Document created by David Yilmaz (dyilmaz@magnoliapublicschools.org)
2023-10-04 - 8:55:28 PM GMT- IP address: 172.56.185.23

 Document emailed to Mr. Choe (jchoe@magnoliapublicschools.org) for signature
2023-10-04 - 8:55:56 PM GMT

 Email viewed by Mr. Choe (jchoe@magnoliapublicschools.org)
2023-10-04 - 9:03:24 PM GMT- IP address: 74.125.209.32

 Document e-signed by Mr. Choe (jchoe@magnoliapublicschools.org)
Signature Date: 2023-10-04 - 9:28:22 PM GMT - Time Source: server- IP address: 76.80.181.2

 Agreement completed.
2023-10-04 - 9:28:22 PM GMT



LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

333 S. Beaudry Ave., 20th Floor
 Los Angeles, CA 90017

Office: (213) 241-0399 • Prop. 39: (213) 241-5130 • Fax: (213) 241-2054

ALBERTO M. CARVALHO
 Superintendent

VERONICA ARREGUIN
 Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
 Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2023-2024

Dear Charter School Governing Board President and Charter School Leaders:

As part of oversight duties set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by November 3, 2023**, as part of the school's triannual electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than November 3, 2023.**
- (2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2023-2024*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 12, 2024.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-

quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders.” This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year’s annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2023-2024* for the preparation of the school’s compliance documentation. Please ensure that this documentation is current, complete, and accurate. The “Supporting Documentation” column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2023-2024* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance will all applicable laws, policies, and regulations.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,



José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2023-2024

School Name: MAGNOLIA SCIENCE ACADEMY 7

Board President Name: MEKUN MUHAMMEDOV

Charter Management Organization: MAGNOLIA PUBLIC SCHOOLS

LAUSD Loc. Code: 8014

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 3, 2023 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 12, 2024 via Dropbox.

Note: Checklist boxes cannot be left unchecked for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2023-2024" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(1).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(1) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2023-2024 Board meetings calendar . See current	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i>	Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.		
	Review of Policy Bulletin-5532.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meeting with local district site principal for additional information and questions.			
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950, et seq. 	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
<ul style="list-style-type: none"> Political Reform Act of 1974, Gov. Code §§ 81000, et seq. California Public Records Act, Gov. Code § 7920.000, et seq. Conflicts of Interest, Gov. Code § 1090. See current FSDRL. 	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	<ul style="list-style-type: none"> • UCP policies • UCP procedures • UCP forms 			
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school’s established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District’s policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District’s website through MyPLN.	Documentation of the adoption of the charter school’s policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school’s online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, November 3, 2023)

The undersigned hereby certifies that, on OCTOBER 4, 2023 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY 7

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

MEAGAN WITTEK	 <small>Meagan Wittek (Oct 4, 2023 14:32 PDT)</small>	10/4/23
Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 12, 2024)

The undersigned hereby certifies that, on OCTOBER 12, 2023 , the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY 7

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

MEKAN MUHAMMEDOV		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed






MSA-7 Compliance Monitoring 2023-24 (board)

Final Audit Report

2023-10-04

Created:	2023-10-04
By:	David Yilmaz (dyilmaz@magnoliapublicschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA8xxuSaAM_4-rJptb1AklqnUq70J-q7Hz

"MSA-7 Compliance Monitoring 2023-24 (board)" History

-  Document created by David Yilmaz (dyilmaz@magnoliapublicschools.org)
2023-10-04 - 8:56:24 PM GMT- IP address: 172.56.185.23
-  Document emailed to Meagan Wittek (mwittek@magnoliapublicschools.org) for signature
2023-10-04 - 8:56:46 PM GMT
-  Email viewed by Meagan Wittek (mwittek@magnoliapublicschools.org)
2023-10-04 - 9:31:22 PM GMT- IP address: 74.125.209.33
-  Document e-signed by Meagan Wittek (mwittek@magnoliapublicschools.org)
Signature Date: 2023-10-04 - 9:32:01 PM GMT - Time Source: server- IP address: 69.75.212.194
-  Agreement completed.
2023-10-04 - 9:32:01 PM GMT



LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

333 S. Beaudry Ave., 20th Floor
 Los Angeles, CA 90017

Office: (213) 241-0399 • Prop. 39: (213) 241-5130 • Fax: (213) 241-2054

ALBERTO M. CARVALHO
 Superintendent

VERONICA ARREGUIN
 Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
 Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2023-2024

Dear Charter School Governing Board President and Charter School Leaders:

As part of oversight duties set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by November 3, 2023**, as part of the school's triannual electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than November 3, 2023.**
- (2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2023-2024*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 12, 2024.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-

quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders.” This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year’s annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2023-2024* for the preparation of the school’s compliance documentation. Please ensure that this documentation is current, complete, and accurate. The “Supporting Documentation” column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2023-2024* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance will all applicable laws, policies, and regulations.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,



José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2023-2024

School Name: MAGNOLIA SCIENCE ACADEMY BELL

Board President Name: MEKUN MUHAMMEDOV

Charter Management Organization: MAGNOLIA PUBLIC SCHOOLS

LAUSD Loc. Code: 5166

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 3, 2023 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 12, 2024 via Dropbox.

Note: Checklist boxes cannot be left unchecked for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2023-2024" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2023-2024 Board meetings calendar . See current	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i>	Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.		
	Review of Policy Bulletin-5532.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Meeting with local district site principal for additional information and questions.			
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950, et seq. 	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
<ul style="list-style-type: none"> Political Reform Act of 1974, Gov. Code §§ 81000, et seq. California Public Records Act, Gov. Code § 7920.000, et seq. Conflicts of Interest, Gov. Code § 1090. See current FSDRL. 	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	<ul style="list-style-type: none"> • UCP policies • UCP procedures • UCP forms 			
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, November 3, 2023)

The undersigned hereby certifies that, on OCTOBER 4, 2023 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY BELL

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

LAURA SCHLOTTMAN	 <small>Laura Betsabe Schlottman (Oct 4, 2023 20:29 PDT)</small>	10/4/23
<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 12, 2024)

The undersigned hereby certifies that, on OCTOBER 12, 2023 , the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY BELL

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

MEKAN MUHAMMEDOV		
<small>Printed Name of Governing Board Chair</small>	<small>Signature of Governing Board Chair</small>	<small>Date Signed</small>






MSA-Bell Compliance Monitoring 2023-24 (board)

Final Audit Report

2023-10-05

Created:	2023-10-04
By:	David Yilmaz (dyilmaz@magnoliapublicschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAFmFO1NmjlSe2ZnzjlakM7J0_iqfC31Li

"MSA-Bell Compliance Monitoring 2023-24 (board)" History

-  Document created by David Yilmaz (dyilmaz@magnoliapublicschools.org)
2023-10-04 - 8:57:08 PM GMT- IP address: 172.56.185.23
-  Document emailed to Laura Betsabe Schlottman (lbschlottman@magnoliapublicschools.org) for signature
2023-10-04 - 8:57:51 PM GMT
-  Email viewed by Laura Betsabe Schlottman (lbschlottman@magnoliapublicschools.org)
2023-10-05 - 3:22:07 AM GMT- IP address: 74.125.209.38
-  Document e-signed by Laura Betsabe Schlottman (lbschlottman@magnoliapublicschools.org)
Signature Date: 2023-10-05 - 3:29:55 AM GMT - Time Source: server- IP address: 107.185.105.24
-  Agreement completed.
2023-10-05 - 3:29:55 AM GMT

Coversheet

Enrollment Update

Section: III. Information/Discussion Items
Item: A. Enrollment Update
Purpose: Discuss
Submitted by:
Related Material: III_A_Enrollment Update - Census Day Enrollments 2023-24.pdf



Agenda Item:	III A: Information/Discussion Item
Date:	October 12, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Dr. Brenda D. Lopez, Chief External Officer
RE:	Enrollment Update - Census Day Enrollments 2023-24

Action Proposed:

No action is needed. This item is solely information but may spark interest and further conversation.

Purpose:

The purpose of today’s presentation is to inform and update Board members about Census Day (first Wednesday of October) enrollment count.

Background:

Enrollment efforts for new and retention of current students requires collaborative teamwork and the work behind the outcomes if this years Census Day results are an indication of the hard work.

Analysis:

The impact of improved systems for enrollment is evident in the increase in student enrollment from the previous school year’s Census Day count, The uncertified count for this school year was 3,715 only 15 students shy of the 3,730 projected enrollment numbers approved last school year for this school year.

Census Day Enrollments



Uncertified Enrollments

Wednesday, October 4, 2023

MPS	ENROLLMENTS
MSA-1	<u>713</u>
MSA-2	<u>532</u>
MSA-3	<u>391</u>
MSA-4	<u>124</u>
MSA-5	<u>218</u>
MSA-6	<u>110</u>
MSA-7	<u>280</u>
MSA-8	<u>404</u>
MSA-SD	<u>439</u>
MSA-SA	<u>504</u>
TOTALS	<u>3,715</u>



School Site	2023-24 Projected Enrollment Board Adopted	Census Enrollment October 5, 2022	Infinite Campus Enrollment September 7, 2023	Census Enrollment October 4 2023
MSA 1	700	694	706	713
MSA 2	530	511	540	532
MSA 3	400	379	382	391
MSA 4	120	102	120	124
MSA 5	239	238	216	218
MSA 6	110	91	108	110
MSA 7	287	263	279	280
MSA Bell	394	384	404	404
MSA SA	520	502	509	504
MSA SD	430	422	437	439
Total	3,730	3,586	3,701	3,715

Impact:

The process of improving recruitment and retention efforts is a science and periodically must be evaluated to measure outcomes. The green colored cells in the chart above present the schools that increased by 10 or more enrollments from the previous years Census Day counts.

Budget Implications:

In attaining the enrollment goal for the upcoming school year, there will be additional funding which can support both human capital and excellent learning programs and resources that support the whole child's success. The budget to actuals will be a follow up item in a future meeting once the Census Day counts are certified.

School Site	2023-24 Projected Enrollment Board Adopted	Census Enrollment October 4 2023	Approx. Fiscal Impact (+/-) Projected Goal
MSA 1	700	713	\$227,500
MSA 2	530	532	\$35,000



MSA 3	400	391	(\$157,500)
MSA 4	120	124	\$70,000
MSA 5	239	218	(\$402,500)
MSA 6	110	110	\$0
MSA 7	287	280	(\$122,500)
MSA Bell	394	404	\$175,000
MSA SA	520	504	(\$280,000)
MSA SD	430	439	\$121,500
Totals	3,730	3,715	(\$333,500)

Exhibits:

- N/A

Coversheet

Approval of MSA-3 Administration Plan for 2023-2025

Section: IV. Action Items
Item: A. Approval of MSA-3 Administration Plan for 2023-2025
Purpose: Vote
Submitted by:
Related Material: IV_A_Revised MSA-3 Administration Plan.pdf



Agenda Item:	IV A: Action Item
Date:	October 12, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Zekeriya Ocel, Principal at MSA-3
RE:	Approval of MSA-3 Administration Plan for 2023-2024

1. Action Proposed:

I move that the Board approve the revised MSA-3 Administration Structure and Organizational Chart for 2023-2025.

2. Purpose:

This change will enable the MSA-3 principal to delegate important tasks, ensuring better support for academics, community engagement, and other critical aspects.

3. Background:

- MSA-3 has enrolled 126 new students this year, and an additional two students will be joining soon. Notably, nearly one-third of our student body and their parents are newcomers to our school.
- In the past, MSA-3 has faced challenges that demand increased attention, specifically in areas such as Average Daily Attendance, academics, and parent engagement, among others.
- Dealing with Prop-39 challenges necessitates closer collaboration with the LAUSD Curtiss MS Administration, more paperwork, and a considerable amount of time devoted to obtaining permissions.
- Furthermore, as we continue to hire new staff members, it becomes imperative to focus on effective coaching, teacher development, and staff retention.
- Our unofficial SBAC data underscores the need for a heightened focus on academics. Additionally, given our extensive offering of college courses, it is essential to maintain a daily check on this matter to consistently provide the best educational opportunities.

4. Analysis:

MSA-3 will not be adding a new staff member to its current administrative structure. This position was in place last year but became vacant when a member of the administrative team left. At that time, as part of our fiscal stabilization plan, we did not fill the position and removed it.

5. Impact:

This change will ensure that we can adequately address all the crucial aspects of running a well-functioning school.

6. Budget Implications:

There will be a \$5,000 budget implication due to position change. MSA-3 has achieved significant cost savings with its staff hiring this year. Moreover, our school's enrollment is steadily increasing, with 24



new enrollments totaling up to 389.

7. **Exhibits:**

- Slides Presentation

MSA-3 Administration Structure 2023-24

Presented by Zekeriya Ocel
Principal

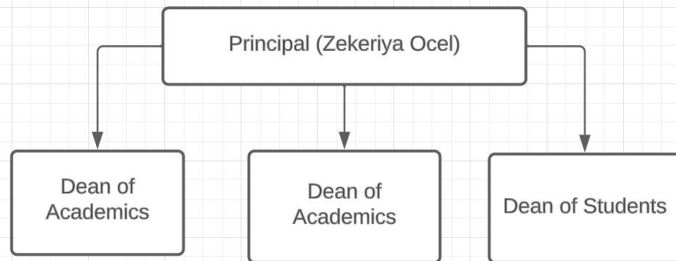
Agenda

- Proposed revision of MSA-3's Organizational Chart
- Distribution of Responsibilities
- Purpose and Evidence of need for an assistant principal
- Budget Impact

Proposed revision of MSA-3's Organizational Chart

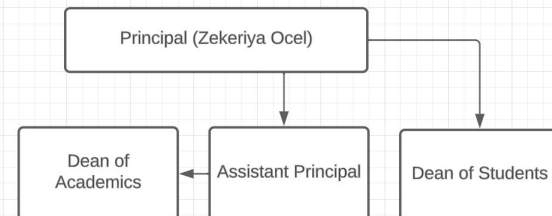
CURRENT

MAGNOLIA SCIENCE ACADEMY-3 ORG CHART



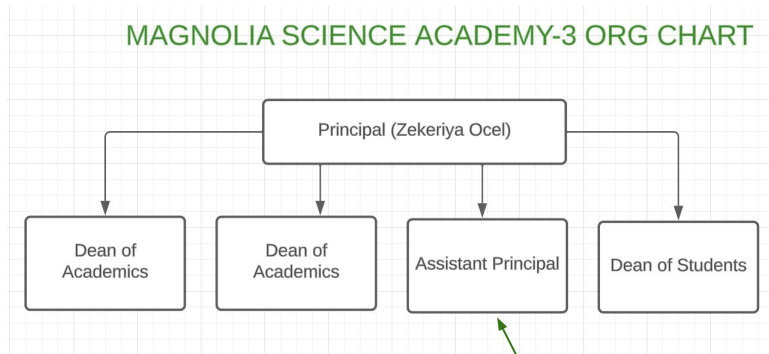
PROPOSED

MAGNOLIA SCIENCE ACADEMY-3 ORG CHART

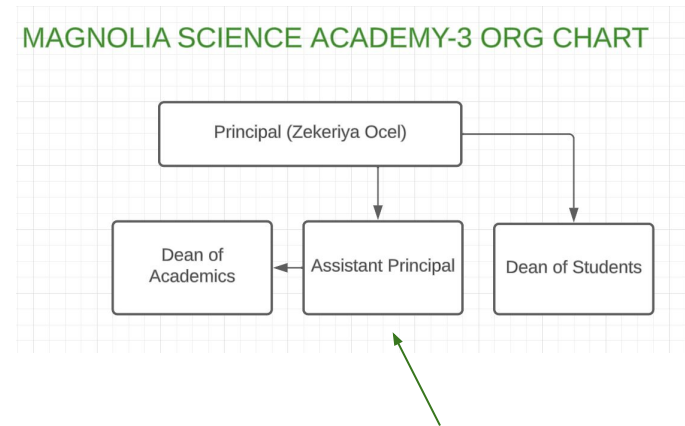


Proposed revision of MSA-3's Organizational Chart

2022-23 Org Chart



PROPOSED



Distribution of Responsibilities (Core Tasks)

PRINCIPAL (Major tasks)	ASSISTANT PRINCIPAL (In addition to DoA tasks)
ADA	Oversee after school program
LCAP Goal 1, Goal 2	Oversee HS/MS Academics
Authorizer relations/Site Visit preps	School operations in absence of principal
HR/Payroll/Purchase	Community Relations- PTF
Enrollment/New Parents	LCAP Goal 3, Goal 4
Prop-39/Facility needs/Alteration request	Informal Observations/Peer observation lead
Credentialing/Hiring	Staff PD
Data/Reports/Grants	Educational Partner Survey
Renewal	

Purpose and Evidence of need for an assistant principal

- MSA-3 has enrolled 126 new students this year, and an additional two students will be joining soon. Notably, nearly one-third of our student body and their parents are newcomers to Magnolia.
- In the past, MSA-3 has faced challenges that demand increased attention, specifically in areas such as Average Daily Attendance, academics, and parent engagement, among others. The addition of an assistant principal will enable the MSA-3 principal to delegate important tasks, ensuring better support for academics, community engagement, and other critical aspects.
- Dealing with Prop-39 challenges necessitates closer collaboration with the LAUSD Curtiss MS Admin, more paperwork, and a considerable amount of time devoted to obtaining permissions.
- Furthermore, as we continue to hire new staff members, it becomes imperative to focus on effective coaching, teacher development, and staff retention.
- Our unofficial SBAC data underscores the need for a heightened focus on academics. Additionally, given our extensive offering of college courses, it is essential to maintain a daily check on this matter to consistently provide the best educational opportunities.

Budget impact

- MSA-3 has achieved significant cost savings with its staff hiring this year. Moreover, our school's enrollment is steadily increasing, with 24 new enrollments since the academic year began, while only five students have disenrolled thus far. Our current student enrollment stands at 389.
- The student experience at MSA-3 has been exceptionally positive, as evidenced by both student referrals and suspension data. This positive trend, coupled with strong word-of-mouth recommendations, gives us confidence in reaching our enrollment goal of 400 students.

Coversheet

Approval of Request For Proposal for MSA-Santa Ana ASES Grant After-School Program Subcontract Administration

Section: IV. Action Items
Item: B. Approval of Request For Proposal for MSA-Santa Ana ASES Grant
After-School Program Subcontract Administration
Purpose: Vote
Submitted by:
Related Material:
IV_B_MSA-SA ASES Grant After-School Program Subcontract Administration.pdf



Agenda Item:	IV B: Action Item
Date:	October 12, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Erdinc Acar, Chief Academic Officer Andross Milteer, MPS ELOP Coordinator
RE:	MSA-Santa Ana After School Education and Safety (ASES) Program for the 2023-24 school year

Action Proposed

MPS Staff recommends that the Board approve Think Together as the vendor to run MSA-Santa Ana’s After School Education and Safety (ASES) Program for the 2023-24 school year.

Purpose:

The purpose of this report is to provide the Board with an overview of the ASES program's Request for Proposal (RFP) timeline and the key elements required for vendor selection. The recommendations aim to ensure the successful operation of the ASES program in MSA - Santa Ana for the 2023-24 school year.

Background:

Magnolia Science Academy MSA - Santa has been running its ASES programs internally since 2016. Due to industry conditions and shortage in qualified staff, it has been increasingly difficult for the MSA team to continue running the program. We aim to increase capacity in number of students served and overall quality of the program by switching to an established vendor to continue the ASES program, which plays a vital role in supporting the educational needs of students in the community. On September 1, 2023 an RFP was released and shared with vendors outlining the requirements, expectations, timeline and scope of work.

Analysis:

The scope of work detailed in the RFP in the exhibit outlines the criteria, requirement, expectations, timeline and scope of work to run the ASES program. School site admin team and MPS Home Office team reviewed and ranked the proposals based on a rubric outlining CDE’s Quality Standards for Expanded Learning, including program description, curriculum, management oversight plan, memorandum of understanding, budget (including matching funds), instructor credentials, background checks, liability insurance, materials/supplies, program schedule, and professional references. Thorough evaluation of vendor proposals were made to ensure the best fit for MPS and the Santa Ana community. Below are the RFP evaluation criteria.

CBO Effectiveness
Mission and Vision
Operational Capacity
Organizational Systems



MPS Alignment
Organizational Hierarchy
Staff Recruitment and PD
Programming Effectiveness
Program Design
Evaluation and Assessment
Program Administration and Finance
Community Partnerships
School Day Alignment
Safety and Supervision
Youth Development
Family Involvement
Nutrition and Physical Activity
Diversity, Equity and Inclusion
Unduplicated Pupil Percentage (UPP) Support

Four vendors responded to the RFP. Both the school site admin team and MPS Home Office team involved in selecting a qualified vendor to operate the program effectively.

SUMMARY OF RANKINGS	
TCCDC Empowered Scholars	3.33
Think Together	3.37
KidzToPros	2.55
After-School All-Stars	2.95

Impact:

The selection of a qualified vendor through this RFP process will directly impact the quality and effectiveness of the ASES program for the 2023-24 school year. A well-chosen vendor will contribute to the educational success and well-being of Santa Ana students, aligning with MPS's mission and commitment to the community.

Budget Implications:

The Staff reviewed and bases its vendor recommendation in terms of budget alignment to ensure fiscal



responsibility and compliance with ASES program requirements. The total 2023-24 budget for the ASES program comes from CDE as an award of \$203,480. The 33% local match requirement by MSA-SA is \$67,148. MSA-SA is in its third month of operation and already incurred two months of expenses in the program. The remaining award funds will be used to subcontract with the vendor and estimated to be as \$193,308.70 and matching requirement of \$29,552.

Exhibits:

1. MSA-Santa Ana ASES RFP (highlighting the requirement, expectations, timeline and scope of work).
2. Think Together vendor response to the RFP.



REQUEST FOR PROPOSAL

FOR

SUBCONTRACTING FY 2023-24 ASES GRANT ELEMENTARY SCHOOL AFTER SCHOOL PROGRAM ADMINISTRATION

OF

MAGNOLIA SCIENCE ACADEMY Santa Ana

MAGNOLIA PUBLIC SCHOOLS (MPS)

2023

About Magnolia Public Schools (MPS) and After Schools Programs Offered

The Magnolia Educational & Research Foundation (“Foundation”) dba Magnolia Public Schools (MPS) is a non-profit organization established in August 1997. The Foundation is granted tax-exemption status (501(c)(3)) by the IRS and the State of California. The headquarters of the Foundation is located in Westminster, California. MPS oversees a network of charter schools throughout California dedicated to inspiring students to choose career paths in science, technology, engineering, art, and math (STEAM), while providing a robust, standards-based education program within a supportive culture of excellence.

In the fall of 2002, the Foundation established its first charter school, Magnolia Science Academy-1 (“MSA-1”), in the San Fernando Valley. Since then, the Foundation has successfully replicated its educational program and philosophy at 10 other charter school sites throughout California:

- 8 in Los Angeles Area
- 1 in San Diego
- 1 in Santa Ana

Magnolia Public Schools dba Magnolia Science Academy (MSA) currently runs After School Education and Safety (ASES) Programs at nine campuses (MSA-1, MSA-2, MSA-3, MSA-5, MSA-6, MSA-7, MSA-8, MSA Santa Ana, MSA San Diego). Each school location has the capacity and features to run the programs, depending on the size of the school, and is open from the time school ends until 6:00 p.m. Students participating in the after school program receive both academic assistance and enrichment activities such as computer training, homework assistance, athletics, and college preparation counseling.

The after school programs are offered at no cost to school families and each student is provided with a nutritious snack daily. MPS is accepting bids from qualified organizations for Magnolia Science Academy-Santa Ana mentioned in the cover page to administer the after school program for the 2023-24 academic year. School can extend the contract for an additional school year. School will notify the subcontractor within the last 30 calendar days of the school year for extending the contract for an additional school year.

ABOUT THE After School Education & Safety Program (ASES)

ASES Grant provides funds to schools and districts that collaborate with community partners to provide safe and educationally enriching alternatives for children and youths during non-school hours. Please [click here](#) to learn more about the ASES grant.

ABOUT THE MSA-SANTA ANA AFTER SCHOOL PROGRAM

This RFP aims to find a subcontractor to run the ASES After School Programs of MSA Santa Ana in alignment with CDE-ASD's Quality Standards for Expanded Learning Programs. The programs will solely depend on the availability of the ASES grants for MSA Santa Ana. In case of any kind of unavailability of ASES funds for these sites, then the Foundation can terminate the contracts signed for running the ASES After School Program of MSA Santa Ana immediately on the date the ASES funds are being cut off.

MSA Santa Ana

MSA Santa Ana currently serves 500+ students in Transition Kindergarten through 12th grade. Based on the historical data, 50% of MSA Santa Ana students make up the elementary school student body who will benefit from ASES after school services.

Program Goals

MPS' overarching goal is to ensure that our students are college ready, college bound. Our after school program partnership is established to focus on college preparation through academic and enrichment support. MPS partners with the ASES program to close gaps in academic achievement and motivate our students to succeed. In order to reach this goal, MPS targets after school program enrollment on students currently performing at the Basic or Below Basic level on state standardized tests. The after school program should further this goal through three primary structures: homework support, a daily intervention or skill-building lesson, and enrichment activities. The bidders will be required to make sure there is a reasonable staff to student ratio and there are separate administrative personnel not providing instruction to the students in the after school program.

Homework support is included as a way of ensuring alignment between the school's daily grade-level and content instruction and the after school program. This is also a time when students are taught good study habits which are modeled and reinforced so that over time, they increase their independence and prepare for the rigor of independent college-level assignments. In order to align the academic support provided in the after school program and the content taught during the school day, MPS will share quarterly benchmark data and ongoing assessment results with after school program coordinators. The after school program should use the data to implement a systematic, structured approach to meet the needs of students who struggle with mathematics, reading and English language development.

Given the high levels of enrollment of English Language Learners and in particular considering the impact of their language development on their overall academic success, the after school program should incorporate enrichment activities designed to enhance the language

development of students as well as integrate the arts, technology and fitness. The purpose of enrichment is to foster students' abilities to develop problem-solving skills, flexibility, creativity, cooperation, persistence and responsibility in an environment that is geared towards building self-confidence. We know that in order for our students to sustain their motivation and find success in the face of challenges en route to and in college, they need to have a strong sense of self. This includes having confidence in their academics and developing a range of skills. Students enrolled in our after school program should have the opportunity to participate in a variety of enrichment programs to define their passions and expand their knowledge.

PROGRAM TO COMPLEMENT MPS COMPETENCIES AND SLOs

MPS has identified six competencies and corresponding student learning outcomes (SLOs) for all school activities as part of the Portrait of an MPS Graduate.

Literacy with a Learners' Mindset

1. Develop and implement literacy skills that impact all content areas so that they can be well-rounded individuals within society.
2. Meaningfully engage in learning activities by knowing their readiness levels, interests, backgrounds, and making informed decisions about their learning pathways.
3. Students take ownership of their learning by creating long and short-term academic goals and reflecting on them throughout the school year.

Critical Thinking

1. Apply, analyze, identify, synthesize and evaluate information and experiences and connect the skills and content learned across the curriculum.
2. Students are inspired to be lifelong readers and critical thinkers.
3. Be able to take a variety of sources and viewpoints, evaluate them critically, and make judgments that reflect an understanding of the possible consequences of those decisions.

Creativity

1. Apply innovative skills and practices which connect to their learning experiences.
2. Students have opportunities for multiple methods of the expression of ideas in a project (ex. writing, drawing, creating video, slide presentations, memes).
3. Incorporate new and meaningful ideas and methods through cross-curricular STEAM activities.

Effective Communication

1. Demonstrate effective oral and written communication skills, using the expected academic language for the purpose, audience, and setting.
2. Develop listening skills and exhibit empathy through awareness, sensitivity, concern, and respect for self and others' feelings, opinions, experiences, and cultures.

3. Use technology effectively and respectfully to access, organize, research, and present information to become proficient communicators.

Adaptability

1. Develop self-awareness and self-advocacy skills and maintain physical, mental, social, and emotional well-being to guide in their pursuit towards a college degree and career choices.
2. Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. Respond productively to feedback, praise, setbacks, and criticism.
3. Demonstrates consideration of others' ideas by keeping an open mind, questioning ideas, and demonstrating flexible thinking.

Global Citizenship

1. Contribute to the improvement of life in their school and local community by demonstrating leadership skills and participating in community-based projects.
2. Understand and reflect on connections between their local community and the broader world, through both current events and historical context.
3. Students are internationally-minded individuals who recognize and value other perspectives and cultures.

SCOPE OF WORK

Organizations must have experience working with the ASES program to run after school programs, and must have experience working with impacted communities and youth in Orange County. Partnering organizations will employ all program staff and will work with MPS to develop/enhance the program design and content.

Proposals must include:

- Program
- Description of services Program curriculum
- Management Oversight Plan
- Memorandum of Understanding
- Budget (including matching funds. 30% matching funds is required by ASES)
- Instructor credentials
- Clearance of background check for each instructor
- Number of instructors provided
- Proof of liability insurance
- Materials/ supplies provided Program schedule
- 2-3 professional references

MPS reserves the right to terminate services if the service is unsatisfactory or MPS needs change. MPS reserves the right to reject all proposals.

Interested vendors must submit 1(one) copy of their response to this Request for Proposal no later than the RFP deadline to submit mentioned below to:

Magnolia Public Schools, **250 E. 1st St., Suite 1500, Los Angeles, CA 90012**. Attention: *Andross Milteer*, or via e- mail to akmilteer@magnoliapublicschools.org

Vendors are requested to submit any questions regarding the RFP in writing, to Andross Milteer via email at akmilteer@magnoliapublicschools.org within the Q&A time frame stated in the RFP timeline at the last page of this RFP.

Upon recommendation by staff, Magnolia Public Schools Board of Directors will decide on the winning bid on the date mentioned in the RFP Timeline below. The vendor with the winning bid will be notified of the decision within 30 days after the board decision. Submittals must be valid for at least for 90 days following the RFP deadline to submit.

The subcontractor agrees to provide the reports as outlined below:

- Submit all required reports including the monthly attendance reports for the school (the attendance target the school will need to meet in order to keep the entirety of the grant vs. the actual amount of students who are attending school’s after-school programs)
- The names of all staff per site so that the school can measure continuity and consistency of staffing per school.
- Be available and attend School and Home Office collaboration meetings.
- The subcontractor agrees to notify in advance in case any program changes throughout the year or gets closed. Subcontractor will communicate updated program schedule should there be a change throughout the year.

2023-24 SCHOOL YEAR ASES MSA Santa Ana RFP TIMELINE

RFP Posted date	September 1st, 2023
RFP Q&A Period Please email all your questions to akmilteer@magnoliapublicschools.org	September 1st through September 8th, 2023

RFP Deadline to submit	September 19th, 2023 by 3pm
Evaluation Committee Meeting Date (Subject to change)	September 20th, 2023
MPS Board Meeting Date to decide winning bidder (subject to change)	TBD



**2023-24 ASES GRANT ELEMENTARY SCHOOL
AFTERSCHOOL PROGRAM**
ADMINISTRATION OF MAGNOLIA SCIENCE ACADEMY
SANTA ANA



think
TOGETHER



SECTION 1 Cover Letter

September 22, 2023

MAGNOLIA PUBLIC SCHOOLS

Expanded Learning Opportunities Coordinator
Andross K. Milteer
250 East 1st Street, Suite 1500
Los Angeles, CA 90012

Mr. Milteer:

Think Together, California's premier expanded learning services provider, is pleased to respond to the Magnolia Public Schools' Request for Proposals (RFP) to subcontract After School Education and Safety (ASES) grant program services for your school site in Santa Ana. The mission of Think Together is to partner with schools to change the odds for kids. We envision a community where all kids get a great education that prepares them for college and career. Think Together started its first after-school program in 1994 in the Shalimar Street neighborhood, a tough barrio of Costa Mesa characterized by crime, drugs, gangs, teen pregnancy, and high dropout rates. In 1997, Think Together was incorporated as a public benefit nonprofit. In 2007, Think Together leveraged public and private partnerships to expand into nearly 200 public schools in Los Angeles, Orange, Riverside, and San Bernardino counties. We now partner with 60 public school districts in eight California counties and serve over 200,000 unduplicated students in underserved communities each year.

Think Together is a full-service provider that will manage all aspects of your ASES grant, from program delivery, to reporting to data evaluation and fiscal accountability. Our regional office in Santa Ana is located at 2101 E. Fourth Street, 92705. Our federal tax ID number is 33-0781751. We do not have any prior company names, and we are organized as a 501(c)(3) nonprofit. Randy Barth, Founder and CEO, is authorized to make commitments for Think Together. Our website is www.thinktogether.org.

Think Together currently has over 5,300 employees. Key personnel include:

Randy Barth, CEO – Before embarking on a career as an education entrepreneur, Randy had a successful business career for more than twenty years, first as an investment advisor with various major Wall Street firms and later as a corporate CEO. He founded Think Together as a volunteer in 1997 and served as the organization's Board Chair. In 2003, Randy became CEO of Think Together. Barth holds a Bachelor's degree in economics from UCLA and studied under Peter Drucker at the Graduate School of Management at Claremont Graduate University. Randy serves on several boards and as a Senior Fellow at UCLA's Luskin School of Public Affairs.

Tia Dwyer, COO – She oversees all regional and program leaders and helps design and guide strategic planning. She joined Think Together in 2009 as Director of Learning Programs where she built a nationally recognized summer learning program before being promoted to Orange County's General Manager. Before joining Think Together, she oversaw expanded learning programs in the Lawndale School District. Dwyer is a credentialed teacher and holds a Bachelor's in Music from UC Irvine and a Master's in Education from National University.



Think Together offers the following charter school management organization references in support of this application:

Fenton Charter Public Schools
David Riddick, Executive Director
driddick@fentoncharter.net
818-962-3630

STEM Preparatory Schools
Emilio Pack, CEO
epack@stem-prep.org
323-795-0695

Additionally, you will find a description of our program elements and curricula, a description of our management structure, a proposed contract which includes a budget (personnel and materials), and a copy of our current certificates of insurance for General Liability and Workers' Compensation.

We believe this meets all your RFP requirements. Thank you for your favorable consideration.

Sincerely,

Randy Barth
Founder & Chief Executive Officer, Think Together
Executive Chairman, Orenda Education

P 714.543.3807 x8122
RBarth@thinktogether.org
2101 E. Fourth St., Ste. 200B
Santa Ana, CA 92705-3835



SECTION 2 Program

Safe and Supportive Environment

Think Together to implements high-quality, student-centered after school programs that comply with all state and/or federal grant funding requirements. After school programs operate from the end of the school day until 6:00pm daily, on the campus of each funded school site.

Fundamental elements to our after school program safety protocols include: 1:20 staff-to-student ratios; comprehensive & ongoing staff safety trainings; daily attendance tracking; mandatory line-of-sight policies; training for staff in routines and procedures, periodic program-wide safety drills; clear reporting guidelines & procedures; and regular stakeholder meetings to ensure that district & school site personnel, all after school staff, parents as well as students share a common understanding pertaining to safety expectations.

Our program provides a safe and supportive environment for students by incorporating focus of connection, well-being and equity, within a program that builds SEL competencies for students. In our core program, students are taught skills on how to set goals, reflect, and provide feedback using a Social Emotional Learning Toolkit and daily practices that include mindfulness, and opportunities for connection and goal setting. Staff is trained to respond to student behavior in a way that maintains the dignity of students and builds positive and proactive momentum. Foundational in program is space and time for our staff and students to build relationships of trust.



AFFIRMATIONS



- I am capable
- I'm not afraid of a challenge
- I am smart
- I don't have to be perfect to be worthy
- I have many talents
- I am a good friend
- I am loved for who I am
- I'm proud of myself
- I have a great personality
- My thoughts and feelings are important
- Making mistakes help me grow
- I'm unique and special
- Asking for advice doesn't make me weak
- I can learn anything I put mind to
- I have so much to be grateful for
- I can make a positive impact on people's lives
- I can use my imagination when I'm feeling bored or uninspired
- There's so much more about myself that I'm yet to discover
- I am enough



Active and Engaged Learning

Staff are trained in lesson facilitation practices that reflect the Learning In Afterschool (LIAS) principles, and lessons are developed using a project-driven framework that prioritizes students working in cooperative groups to achieve goals. All units include a project-driven framework that focuses on how students will showcase learning with their community.

In our lowest elementary grades (TK-2) we leverage daily center-based enrichments for both enrichment and reinforcement of academic skills. Lower elementary lessons include a "Circle-Center-Circle" format that allows students to engage in both shared learning experiences, student-driven hands-on explorations and a debrief in circle time.



LIAS PRINCIPLE

HOW WE APPLY IT

ACTIVE

- Make sure students are always doing
- “Show, don’t tell”
- Have students move frequently
- Use centers, stations, and rotations

COLLABORATIVE

- Provide multiple opportunities for students to work in cooperative groups and use different groups to prevent cliques.
- Use clear roles and rotations to share responsibility.

MEANINGFUL

- Activities affirm the culture, interests, and experiences of students.
- Activities and lessons build high value skills
 - ▷ Problem-solving, critical thinking, reading, writing, speaking, and listening. Skills for college and career, and SEL.
- We use current events as teachable moments
- We give students choices (always good choices—e.g., “you can write an essay, compose a song, or create a comic book”)

SUPPORTS MASTERY

- Work is aligned to standards for student grade levels.
- Students are building skills for college and career success.
 - ▷ Students reflect on their own progress, regularly.
- Students create and work on projects that they will present and exhibit.

EXPANDS HORIZONS

- Students learn about role models and innovators.
- Students are learning about a range of career opportunities that they may not have been exposed to.
- Students are envisioning a future and practicing for a future where they are decision-makers, change agents, and successful.

We provide an elementary and middle school program that includes daily active, engaged, meaningful learning experiences. Each engagement cycle allows students to prepare and present work to their community in a signature event or exhibition. Because of this, student experiences are always building and applying skills in public speaking, presentation, and work in collaborative group structures. Enrichment units provide both STEM and VAPA hands-on activities and allow students to create demonstrations of their learning and expression of ideas. Our curriculum provides spaces for students to make connections to their own communities, explore a range of career pathways brainstorm problems to solutions, and set college and career goals.



Skill Building

Our program is focused on building student skills and competencies and is designed to build skills across all 3 elements of program—(1) Academic Achievement, (2) Enrichment, and (3) Physical Activity.

A 3-Step Lesson Structure drives all skill-building experiences, and students have opportunities to build a range of skills that will complement and enhance their ability to succeed in and beyond the school day. Learning is applied across elements to fully engage and support students. We focus on literacy development, math, and student skills during Academic Achievement, and interdisciplinary skills in daily STEAM and Arts Enrichment units.

Educational Literacy

ELA activities provide time and space for students to develop a love of reading and writing, build foundational skills, and use reading to unlock learning. Academic achievement units and lesson plans are developed by credentialed educators,

for delivery by trained program staff. Literacy development happens

during the Academic Achievement element of our program, which is 55 minutes or more of time dedicated to building student learning skills. A regular “Smart Start” routine kicks off Academic Achievement hour and features time and space to build vocabulary, write, and read to learn. Writing and reading are additionally leveraged across program elements to allow for reflection, engagement, and expression.

Early grade ELA activities (TK-2) include daily practice with phonemic awareness, phonics, and sight words alongside read-aloud content that expands student horizons. As students enter grade 3 the focus expands to include academic language and reading to learn, and an inspired offering of informational texts and reading support. In later elementary grades and middle school, students will start to use writing to express their ideas, understanding, and communicate their own personal narrative. Lessons include clear procedures for student engagement throughout.



Our students deserve meaningful, well-planned learning experiences that support them to love learning and build confidence.

Step 1: Open

Here's what happens:

- Preview the Goal and Purpose for what students are doing—“At the end of this activity, you will _____”
- Show an example so students know what they will do.
- Set intentions with environmental agreements.
- Activate prior knowledge

How to make this work:

- Commit to a consistent opening routine.
- Get students ACTIVE during this time!
 - Use student engagement strategies
 - Use a graphic organizer to track prior knowledge and get students writing.
 - Have students write down their goal or intention for the lesson or activity.
- Use a timer and stick to your goal time.
- Openings should be less than 10% of time for a lesson. (A 60-minute lesson should open under 6 minutes)

Step 2: Engage

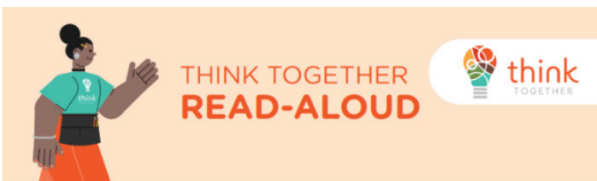
Here's what happens:

- Model what will happen (I-Do)
 - Provide clear procedures for what students will do, and how students will work in collaborative groups (e.g., with their voices, movement, materials, and time)
- All students practice/complete part of what they will do independently (We-Do)
 - Check for Understanding before you release students to work
- Engage with students while they work (You-Do)
 - MBWA: circulate through the room to keep pace and productivity!
 - Ask, ask, ask! Ask students to explain their work or strategies.
 - Stop to correct the class if there is confusion, or to highlight a smart idea or excellent work

Step 3: Debrief

Here's what happens:

- Call time, and officially end active work time.
 - Explain what students should do with their work or work in progress if they will use it tomorrow or in the future. Clean up centers, materials or equipment.
- Revisit the goal and purpose of the lesson by asking students to share what they learned and what they did. Use the Check for Understanding resource to help plan.
- Celebrate students or groups who modeled the agreements that were set.
- Set goals for how students can do even better the next day.



Reading to our children is an opportunity to model reading with expression and fluency, expose students to vocabulary and explore powerful or fun ideas. Read-Alouds are appropriate for students of all ages, and in grades TK-2 a read-aloud is the perfect way to kick off enrichment centers.



Steps for Read-Aloud Success:

1. Choose a book

When selecting a book to read aloud to students, consider the following:

- What will capture your interest and that of your students?
- Students' comprehension levels
- Students' listening levels
- Stay away from long books

2. Get to know (and love) the book

When familiarizing yourself with a book to read aloud to students, consider the following:

- Read the book ahead of time to become familiar with the text
- Plan in advance—this is critical!!
- Find ways that students, staff, and/or stakeholders can connect to the text (plan to incorporate these connections)

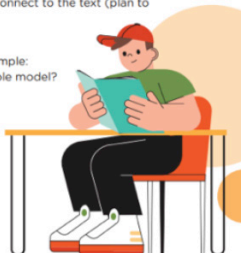
3. Set a purpose for reading

Decide why you are engaging students in the story. For example:

- Are you using the book to introduce a new concept or role model?
- Is there an important theme or key idea?
- Are you highlighting special vocabulary or concepts?
- Are you practicing “thinking about the text?”
- Are students in need of retelling practice?

Plan to read the book aloud several times within the week (or more depending on the text/purpose/skill):

- 1st Read-Aloud: Reading skills—main idea, plot
- 2nd Read-Aloud: Common Core Standard Skills
- Choose a different focus for every read aloud





Program Design reflects the Institute of Education Sciences (IES) recommendations for foundational skills instruction (2019):



IES RECOMMENDED PRACTICE FOR TEACHING FOUNDATIONAL READING SKILLS

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge
- Develop awareness of the segments of sounds in speech and how they link to letters
- Teach students to decode words, analyze word parts, and write and recognize words
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Mathematical Skills

Math activities connect the standards for mathematical practice to the standards for mathematical content. Mathematics problems selected for daily practice reflect California Common Core State Standards for Mathematics.

During math practice, TK-2 students use calendar math for targeted practice and reinforcement in foundational numeracy standards, while students in grades 3-8 engage in math practice in a “Smart Start” that allows for the application of problem-solving strategies in an active and collaborative setting. Math practice accelerates students toward grade-level mastery and provides opportunities for youth leadership development with academic goal-setting and reflection structures.

Skills for Student Success

Think Together is the first and only expanded learning provider to have a partnership with AVID. AVID’s resources on student success and college and career preparation for all drive program offerings and are reflected in each engagement cycle with specific college and career pathways connected to units of engagement. The academic achievement element of program includes learning stations which allow students to make progress in school. In middle school grades students are taught about Grade Point Average (GPA) and GPA checks and goal setting.

Site leaders schedule regular meetings with school leaders to identify ways that afterschool programming can complement and reinforce school day priorities and meet nuanced needs of the community and students in programs.

ACADEMIC ACHIEVEMENT

Academic Achievement is a one-hour-long space for students to work and improve their academics. They will engage in collaborative activities along with independent work in order to complete assignments and push their learning.

What happens during Achievement Hour?

- Smart Start**
 Every Academic Achievement hour will begin with Smart Start. Here, students will work in small groups to complete short collaborative ELA or Math tasks to set the stage for the rest of the session.
- Learning Stations**
 After Smart Start, student will break into three workstations:
 - Focus**
 - Students who are struggling academically will spend their time here. They will work independently, supported by the Program Leader, on completing work or assignments that will bump up their grade.
 - Students who want to work on their homework independently can also spend their time here.
 - Group**
 - Students can work in partners or small groups on their homework. They must maintain an appropriate voice level and support each other on completing their work.
 - Choice**
 - Students who are done with their homework or have no missing assignments and have passing grades will be here.
 - Here students will work on extension activities tied to their enrichment units.
- Grade Checks (required MS and beyond)**
 Program leaders will run bi-weekly grade checks and will record grades on the progress tracker. Students with failing grades will stay in Focus station until the next grade check period.
- Debrief**
 At the end of Achievement Hour there must be space to close and debrief. Allow students to reflect on their current progress towards their goals or use an activity from the SEL toolkit to help students ground themselves and get ready to transition into the next portion of program.

NOTE: If your district mandates students to complete a certain number of hours on digital assessment platforms make this part of Achievement Hour.



Youth Voice and Leadership

Student and youth development is centered in programming and student agency is a threaded program component. Threaded components include spotlights and focus areas:

AGENCY	ACADEMIC ACHIEVEMENT	ADVENTURE	
<p>Students set and achieve goals, practicing perseverance and self efficacy. Structures for voice and choice are included throughout program.</p>	<p>Educational success means freedom and opportunity for our students. We hold high expectations for our students in developing skills for success.</p>	<p>Experiential learning broadens the world for students. Exposure, exploration, and enthusiasm is a driving force in programs.</p>	
CONNECTION	WELL BEING	EQUITY	
<p>Programs build relational capacity, shared experiences, and open-communication. Community building is a daily priority.</p>	<p>Programming allows space and time for students to develop healthy bodies and minds.</p>	<p>Programs are inclusive and responsive. We ensure that all students get the support they need for success.</p>	



Formal feedback is gathered with a student survey, and we partner with school leaders to use student grades, assessment scores and other data to inform programming.

Programming also includes featured and planned opportunities for students to both co-create and lead in the following ways:

- Developing and Upholding Community and Environmental Agreements
- Leading program opening and closing events
- Leading parts of daily activities and
- Leading debriefs of learning that includes sharing feedback
- Leading Mindfulness Activities
- Student-Led Presentations and Exhibitions
- Student feedback at the end of each unit/culminating event
- Student choice and interests built into programming.

Student leadership is built into regular routines and student leaders are provided with space and time to build trusting relationships with program staff to identify opportunities to improve program and meet student needs with program opening and closing activities or other special events.

Enrichment units prioritize student choice in the way that they will work (in teams, groups) and in the way that they express their learning and understanding. Units include opportunities for student voice and choice and connect enrichment content to community needs and connect to community assets. Lower elementary students have the opportunity to apply choice in their selection of centers each day.

Healthy Choices and Behaviors

Think Together leaders ensure that District and school wellness plans are shared, and that strategies are developed to align after school program activities to wellness plan initiatives as appropriate.

The after-school program operated by Think Together works to support the District’s commitment to helping young people learn how to make healthy choices in the areas of physical activity, nutrition, responding to conflict, and social emotional learning.

Nutritional practices are included in daily routines and procedures for snack and/or supper, where program leaders reinforce healthy practices like hand washing and food safety, as well as nutrition and a balanced diet. Programs have an “Opening” where well-being and connection is prioritized.

Finally, health education that is embedded into units of study and in problem-solving activities.

GRADES	DAILY PHYSICAL ACTIVITY
TK-2	Monday and Wednesday: Soccer for Success Tuesday and Thursday: CATCH Friday: Fulcrum Teambuilding/SEL in Physical Activity
3-6	Monday and Wednesday: Soccer for Success Tuesday and Thursday: CATCH Friday: Fulcrum Teambuilding/SEL in Physical Activity
MS	Monday-Thursday: Team Sports Friday: Fulcrum Teambuilding/SEL in Physical Activity



Collaborative Partnerships



The U.S. Soccer Foundation's Soccer for Success is partnered with. Soccer for Success is an after-school program, offered free to participants, that is proven to help kids establish healthy habits and develop critical life skills through trained Program Leaders. Think Together implements Soccer for Success curriculum at each elementary site.



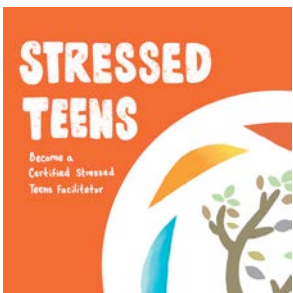
The LA84 Foundation supports Think Together to provide a high quality team sports experience: a 10-week basketball program for boys and girls in the winter; a 10-week boys and girls soccer program in the spring; and a 10-week flag football and volleyball program in the fall. The program consists of intramural programs where students compete at the school sites during after-school hours and culminates with a series of regional tournaments



Each Friday, students in program engage in a customized curriculum of physical activity and team building activities that support SEL development for students. This is a signature element of Think Together Physical Activity Programming.



MindUp for Life is a CASEL designated, evidence-based program that promotes social and emotional competence, provides opportunities for practice, all based in neuroscience. MindUp teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with compassion.



Stressed Teens is a Mindfulness-Based Stress Reduction for Teens. Stressed Teens teaches mindfulness skills and provides tools for those in their pre-teen years through latter adolescence and even young adults. Stressed Teens takes a mind-body approach and focuses on the whole person. Stressed Teens can improve a teen's functioning and quality of living socially, physically, psychologically.



Sanford Harmony is an active learning program where children engage in activities and conversations with each other. The program "promotes peer relations among students through lessons and activities that encourage communication, collaboration, and mutual respect, helping boys and girls learn how to build healthy relationships beginning at childhood" (Sanford Harmony, 2019, p.1).



Diversity, Access, and Equity

Think Together values diversity in all forms and is committed to creating safe, inclusive and welcoming environments for all students, staff, volunteers, and community stakeholders. Think Together does not and shall not discriminate on the basis of race, color, region (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring & management of staff, selection of volunteers & vendors, and provision of program services.

Think Together's core organizational values includes a value for treating others with dignity & respect and embracing diversity. The program's enrichment component allows for students to use academic skills in a variety of engaging activities where students incorporate and celebrate their cultural, unique backgrounds, voice & expression through discussion, presentation, and inclusion in the creation of projects. In addition, some schools also provide specific activities that align with the school day in the recognition/celebration of cultural heritage months, holidays, cultural arts projects and exploration.



Enrollment Strategies

The expanded learning/after school program is available to every student enrolled in the school where the program is offered. There is no charge for participation. Both the District and Think Together believe that including students with a diversity of needs, gifts and experiences adds depth and richness to the program for all students and staff. We work collaboratively to assure program accessibility to students, subject to the limitations imposed by grant capacity. In adherence to Ed Code, homeless students and students who are in foster care receive first priority for enrolling in all expanded learning programs. However, no current participant enrolled in program shall be disenrolled in order to allow enrollment of a student with priority enrollment.

Engagement Strategies

In addition to enrollment strategies the District and the program also collaborate on aligned engagement strategies. Namely, program curriculum implementation includes aligned strategies for supporting English language developed (e.g., utilizing visuals, activating prior knowledge, strategic student grouping, etc.); likewise, additional supports and accommodations to create the least restrictive environment for students with special needs as well as sharing strategies between the school day and the expanded learning/after school program are achieved through ongoing consultation and partnership with the District.



Quality Staff

As the entity charged with hiring and training staff, Think Together works with each school administration and the broader community to identify and recruit highly qualified candidates. Candidates are selected to build a staff team that is culturally reflective of the student population, ethnically, geographically and linguistically. Programs with high concentrations of English learners are staffed by individuals who are bilingual and biliterate in the required languages. Staffing includes a full-time Site Leader position that manages the program and coordinates the curriculum; and an entry-level Program Leader position staffed at a 1:20 staff-to-student ratio for the total number of students enrolled in the program.

A Site Leader ensures that high quality expanded learning/after school program activities are provided for each student participant. Site Leaders are college graduates or have at least 1 year of previous experience as a program leader and are required to go through a series of trainings offered by Think Together. Using standard Think Together program materials, Site Leaders coordinate/support program implementation; work with teachers, principals and other instructional-day staff to align program activities; supervise, train & coach all program staff; engage & involve parents; and gather data to assess student safety, interests, participation and improved academic performance.

Program Leaders facilitate all program activities with student participants providing homework assistance as well as academic, enrichment and physical activities, using curriculum and materials provided by the program. Program Leader candidates may be initially hired into the substitute pool before being permanently placed. Each Program Leader must have a minimum of 48 semester or 60 quarter units of higher education. Site Leader candidates must have at least a bachelor's degree or one-year of exemplary performance in a program before final selections is made by school principals.



Meeting District Minimum Requirements for Instructional Aides

Program Leaders are part-time assignments that must meet the district's minimum requirements for a Paraprofessional/Instructional Aide (or equivalent) position under the Every Student Succeeds Act (ESSA) guidelines. Program Leaders work directly with students under the direction of the Site Leader and go through a series of trainings provided by Think Together.

Staff Recruitment

Think Together leverages community and regional networks to generate a sizeable pool of potential candidates for all positions available in the operation of the expanded learning/after school program. The organization employs a regional talent acquisition team as well as other HR professionals that implement a wide array of strategies to identify, recruit and retain a workforce of passionate, qualified and well-trained after school practitioners.

Recruitment efforts include, but are not limited to:

- Referrals by current employees
- Relationships with local colleges & universities
- Social media job postings (e.g., LinkedIn, EdJoin, etc.)
- Site level/community recruitment & job fairs
- Promotion of career opportunity via Think Together & District websites.

Recruitment and Hiring Process

All interested candidates are required to submit a resume and complete an online job application. Candidates then undergo a phone screening to ensure they meet minimum employment eligibility, followed by an in-person job interview. Candidates are assessed based on their experience, interests, and the specific skills & talents they bring to the expanded learning environment. Those seeking Site Leader positions are ultimately selected by the school site Principal after the applicant pools have been screened and reduced to the top 2 or 3 candidates. Job offers are made to successful candidates contingent upon U.S. Department of Justice & FBI live scan and TB clearances.

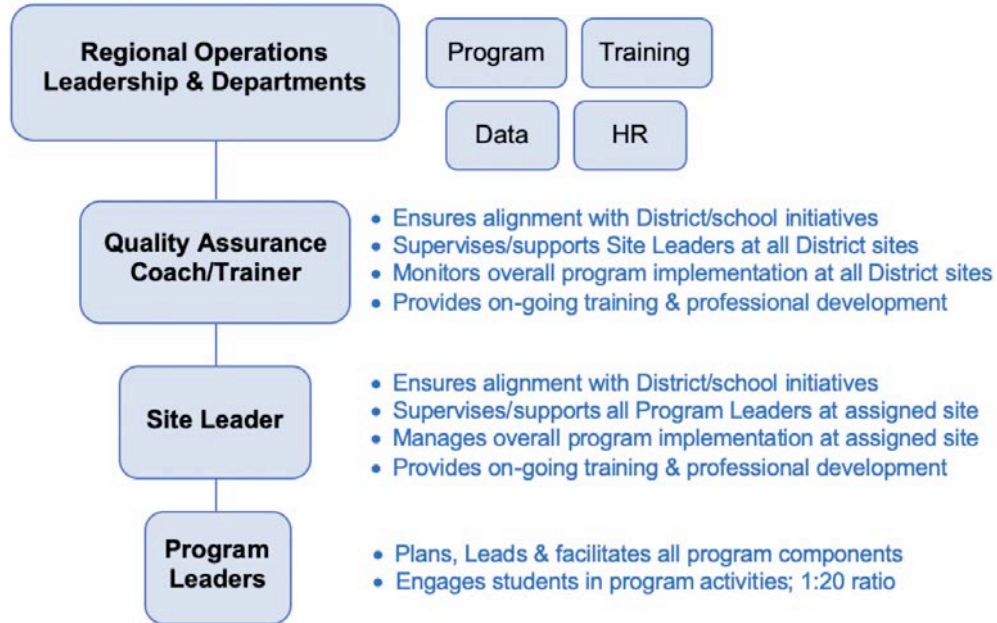
All new hires are required to participate in New Hire Orientation. While appropriate efforts are made to accommodate employee preferences for grade level, school site and/or program component, placement of new hires is predicated on the organizational and programmatic needs of the individual school sites.

Ongoing Staff Development

Think Together focuses on continuously educating our workforce and improving the organization's capability through the alignment of strategy, structure, people, rewards, metrics, and management processes. There is a strong commitment to ensuring Thinkers are armed with the tools and knowledge needed to be successful in their roles, by providing monthly performance development training, strategic field operations, and program training aimed at empowering employees with the routines and procedures necessary to run effective student programs, as well as targeted educational summits.



Think Together supports program implementation through a regional operations structure outlined below:



Clear Vision, Mission, and Purpose

The mission of Think Together is to partner with schools to change the odds for kids.

The following information has been used to assess the needs of the community, parents, and schools we serve:

- CAASPP results & other assessment scores
- Number of students performing academically below grade level
- School and community safety data
- Attendance and truancy rates

Think Together delivers an expanded learning/after school program that seamlessly transitions students from the regular school day while addressing the needs of the community, students, parents, and school. With this vision in mind, the following program goals have been developed to meet the needs identified in the needs assessment:

1. Develop student engagement by providing new learning opportunities
2. Support academic skills across multiple content areas
3. Create environments that support social emotional development.



Program Goals Developed from Needs Assessment

GRADES	PRIORITY OUTCOMES
TK-2	Attendance Foundational Literacy Achievement (30 minutes daily) Math Priority Standard Mastery (30 minutes daily) Student Choice in Center-Based Learning (1.5 hours daily) Family Survey: Question(s) on Impact of Program on Student
3-6	*Attendance and Engagement *Student Competencies (SBAC) SEL competency growth
MS	*Attendance and Engagement *Student Competencies (SBAC) GPA and Goal—Setting Practices SEL competency overall or growth (pre and post survey)

Evaluating Program Effectiveness

Content knowledge will be measured through the administration of a post survey in on-line surveys, completed before or after each unit, assessing unit-specific content. The positive impact Youth Development and Arts and Enrichment activities will be measured through an annual engagement survey that will assess behavioral mindset, skill-building, social emotional learning, and overall interest in learning.

Continuous Quality Improvement

For continuous program improvement, the District will be implementing the Quality Self-Assessment Tool (QSAT) developed by the California Afterschool Network. This tool is formative in design and will serve to inform and engage district and program staff in long-term planning for professional development and technical support. Alongside the QSAT, our Core Program Assessment (CPA) is used at the beginning of the year to develop a baseline assessment for program quality and again at the end of the year to assess outcomes and results of staff professional development plans. Both tools inform the Continuous Quality Improvement (CQI) Plans that are utilized throughout the year with site level staff. The aim is to continually plan, implement, and assess programming.





The following table outlines the variety of qualitative and quantitative methods that are used to examine and determine program effectiveness and quality.

SELECTED OUTCOME MEASURES	GOALS
Panorama: Validated SEL Tool	Students participating in Think Together will exhibit belief that they can succeed in achieving academic outcomes, and they are able to persevere through setbacks to achieve important long-term goals.
STEM: On-line survey administration	Students demonstrate growth in knowledge of scientific method and relevant vocabulary; interest and awareness of STEM career options
Youth Development: On-line survey administration	Students report improved social-emotional learning, college/career interest and engagement in learning
Arts & Enrichment: On-line survey administration	Students report improved social-emotional learning, college/career interest and engagement in learning
Quality Self-Assessment Tool (California Afterschool Network)	Engage stakeholders and improve professional development plans for program staff.
Core Program Assessment (CPA)	Engage staff and improve professional development and program quality plans for staff.

Program Improvement Methods

Data Reflection

Program staff participate in regular data reflection sessions to assess performance and on-going needs of students; and collaborate on strategic adjustments to be made in programming to better support students.

Coaching

Working closely with District leaders, Think Together staff (e.g., Quality Assurance Coaches & Site Leaders) provide refresher trainings and on-site coaching for program staff to ensure that areas of quality requiring improvement are continually prioritized and addressed throughout the academic year.

Stakeholder Feedback

Regular feedback opportunities are created from both internal (school administrators, staff, students) and external (parents) stakeholders to assess program implementation and to solicit input & recommendations on how to improve program offerings. Feedback is solicited during regularly scheduled stakeholder meetings as well as the administration of annual stakeholder surveys.

Collaborative Partnerships

Think Together collaborates extensively around planning, implementing and updating the expanded learning/ after school program plan. This partnership extends from the District's and the CBO's central offices to each funded school site, with the expectation that mirrored collaboration and partnership is experienced at all levels. This includes an expectation of regular communication between the school site Principal (or his/her designee) and the Think Together after school Quality Assurance Coach & Site Leaders, and comprehensive program integration into the school's culture of providing quality services to students, family and community.



Collaborative partners in this process include the identified District-level administrator/coordinator for ASES programs, other District-level personnel (e.g., Nutrition Services for snack planning & distribution), school site Principals (or designee), Think Together leadership & program staff; as well as parents and students.

Scheduled meetings with collaborative partners include:

- Monthly site level meetings with Principals and Site Leaders
- Monthly meetings and site visits with the District ASES administrator
- Semi-annual District/Think Together collaborative update/planning meetings
- Periodic parent meetings

Programmatic partners for curricular development aligned to program goals:

- Stem to the Future
- Math for Love
- Cal Academy of Natural Sciences
- Lemelson MIT
- Find Your Grind
- Cardboard Superheros
- US Soccer Foundation
- Fulcrum
- Collaborative Classroom

Ongoing efforts to engage with community partnerships for planning culminating events, student showcases and other special events.

Continuous Quality Improvement

Think Together's continuous quality improvement (i.e., CQI) process is comprehensive and examines quality from several levels. The CQI process focuses on assessing the extent to which the program embodies both the Point-of-Service Quality Standards and the Programmatic Quality Standards (as described in "Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality").

Each assessment is used to develop plans to carry out meaningful improvements. An overview of both assessment and planning to improve processes are outlined below.

Assessment Tools

Quality Self-Assessment Tool (QSAT). The QSAT was developed by the California Afterschool Network as a formative and reflective tool to inform and engage both district and program staff in exploring the quality of program. The QSAT is completed in October each school year.

Core Program Assessment (CPA). The Core Program Assessment is a unique Think Together tool that assesses a variety of site practices. This tool explores the quality of partnerships with families and schools, the quality of support for staff, the fidelity of program implementation, and more. The CPA is completed once in the Fall and once in the Spring. Focus areas of improvement are derived from the CPA findings each semester.



Annual Surveys. Each spring, students and families are surveyed about their experiences with the program, their satisfaction with program offerings, and their perceived impact of the program.

Partner Surveys and Feedback. Feedback is solicited from school partners through informal and formal data collection activities. Twice a year, once in the Fall and once in the Spring, partners receive a survey to share their satisfaction with the partnership and provide feedback on how to improve services. Staff also have regular check-ins with school staff and admin to assess their emerging needs on an ongoing basis.

Observations. Site observations occur on a regular basis to assess and confirm the extent to which staff at a site are implementing a safe and engaging program. Observed areas that require improvement are integrated into a work plan.

Planning & Supporting Improvement

Data Reflection. When results from assessments are shared, program staff participate in regular data reflection sessions to celebrate strengths and assess practices that can be improved to better meet the needs of students. Staff collaborate on strategic adjustments to be made to improve the quality of the program.

Action Planning. Staff leverage tools like the Quality Program Improvement Plan (i.e., QPIP) or individualized work plans to identify and document goals, tasks to meet those goals, timelines, and accountability systems.

Coaching. Think Together leaders (e.g., Quality Assurance Coaches & Site Leaders) provide refresher trainings and on-site coaching for program staff to ensure that areas of quality requiring improvement are continually prioritized and addressed throughout the academic year. This work is done in collaboration with District leaders.

Program Management

- Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
- Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.
- Describe the system in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures.
 - Early release and late arrival policies and procedures (EC Section 8483[a][1]). Refer to the CDE’s Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.

Sustainability

Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.



SECTION 3 Management Oversight Plan



Think Together expanded learning programs adhere to an “inverted pyramid” structure designed to put children first by building a system that effectively supports direct service to students and families. Each site is staffed by 4-7 Program Leaders, depending on the number required to maintain a student to paid staff ratio of no more than 20:1. These Program Leaders and additional volunteers are supported by a Site Coordinator, who designs and delivers program content. Every 10-12 Site Coordinators are supported by a Quality Assurance Coach who provides training and side-by-side coaching. Quality Assurance Coaches interface regularly with school administrators to receive ongoing feedback about the program’s progress toward meeting all prescribed goals and objectives. Quality Assurance coaches are supported by regional Directors of Program and Operations (DPOs) and General Managers who oversee the delivery of programs and assist with finding solutions to programmatic issues that may arise. DPO and General Managers meet at least monthly with school district administrators to ensure that program goals and outcomes are being met and that the programs align with the learning objectives of the instructional day. Regional management staff are supported by Think Together’s Home Office, which provides leadership in the areas of program and operations, human capital, fiscal management, fund development, evaluation, communications, and strategic growth.

For over 25 years Think Together has partnered with schools and communities to pursue educational equity and excellence for all kids. As a nonprofit organization, Think Together innovates, implements, and scales academic solutions that change the odds for hundreds of thousands of California students. Think Together’s program areas include early learning, afterschool, school support services and leadership development for teachers and school administrators. Eddie Garcia, General Manager of Orange County bring extensive experience across the nonprofit and K-12 education space and as part of Think Together’s leadership team.



Stacy Galdamez
Executive General Manager

Stacy currently serves as Executive General Manager and previously oversaw the program and operations for the San Gabriel Valley region. She joined Think Together in 2011 as a Site Coordinator, and was promoted to Quality Assurance Coach, Director of Program and Operations and General Manager for the Bay Area and San Gabriel Valley regions before taking on her current role. Stacy has over 18 years of expanded learning experience and was a product of afterschool programs herself. She holds a bachelor's degree in criminal justice from CSU Fullerton.



Eddie Garcia
General Manager of Orange County

Eddie's vast experience consists of working in the public education sector as a Director of Student Support Services and Director of Expanded Learning Program for over 19 years. Eddie received his bachelor's degree from California State University Dominguez Hills and his Master of Public Administration (MPA) from California State University Long Beach. Additionally, Eddie is certified in Human Resource Management/Personnel Administration from UCLA. He attended the Pupil Personnel Academy Program with ACSA as well as the Business Executive Leadership Academy with CASBO. Eddie has been an expanded learning site reviewer for the Los Angeles County of Education (LACOE) where he visited programs thought the LA County to observe and provide technical assistance to help enhance the after-school experience for students. Throughout the 19 years, he has also provided professional development, in partnership with LACOE and CALSAC, in the areas of program and curriculum development, project-based learning, and youth development, to various educational organizations though out the LA County. He has served as the EXLD Executive Leadership Team member with LACOE as well as the Leadership Team with the BOOST Collaborative that plans, coordinators, and implements a national annual conference in Palm Springs.



SECTION 4 Memorandum of Understanding

I. PARTIES AND EFFECTIVE DATE

This Agreement (“Agreement”) is made on _____, 2023 (the “Effective Date”), between Magnolia Public Schools, a Local Education Agency (“LEA”), and Think Together, Inc., a California non-profit corporation (“THINK TOGETHER”), for the purpose of providing After School Education and Safety (ASES) Services.

Select all services that apply:

- K-8 Before/Afterschool Programs
- HS Before/Afterschool Programs
- Academic Intervention Programs
- ASES Expansion/Replication Programs
- Before School Enrichment Programs
- ELOP: Non-Instructional Days Programs
- ELOP: Multi-Provider Oversight & Mgmt
- Enrichment Academy Programs
- Intramural Sports Programs
- TK/UPK/Kinder Programs
- Licensed School-Age Care Programs
- Physical Education Programs
- Saturday Academy Programs
- State-Funded Preschool & Early Childhood Education Programs
- Summer Learning Programs
- Tutoring & Homework Center Programs
- Yard Duty Supervision Programs

II. LOCATIONS AND TERM

The LEA is contracting with THINK TOGETHER for provision of comprehensive Expanded Learning Programming, as defined herein, at Magnolia Science Academy Santa Ana (the “School Site”) for the ASES Program. The term of this contract is the execution date to June 30, 2024 (the “Term”), coterminous with and subject to the District’s receipt of its ASES grant and is subject to all provisions of the primary funding source cited above as well as any subsequent contract modifications or additional requirements by the California Department of Education (“CDE”). If this Agreement differs from the primary CDE ASES award, then this Agreement governs the understanding between the LEA and THINK TOGETHER

III. SCOPE OF SERVICES

A. Fiscal Agent

The LEA shall act as the lead fiscal and administrative agent with the CDE for operating an ASES program.

1. Program Operations

Consistent with ASES provisions, the LEA contracts with THINK TOGETHER and THINK TOGETHER will operate an ASES program at the School Site. THINK TOGETHER will supply the staff, materials, management and supervision, and volunteer recruitment for the School Site (the “Expanded Learning Programming”). In addition, THINK TOGETHER will work collaboratively with the LEA on governance, operational management, and evaluation. THINK TOGETHER agrees to provide a high-quality program consistent with the guidelines established by the CDE, the LEA, and THINK TOGETHER for this grant

THINK TOGETHER will provide all direct physical supervision services in compliance with all health and safety regulations adopted by the local health authority and the LEA.



SECTION 5 Memorandum of Understanding

THINK TOGETHER will have the following responsibilities in support of the ASES programs:

1. Coordinate the academic assistance, homework support, and enrichment portions of the ASES program at the School Site.
2. Hire, train, and supervise site staff, including the site coordinators and program leaders.
3. Provide workers' compensation insurance for THINK TOGETHER employees and agents as required by law.
4. Comply with all federal, state, and local laws and ordinances applicable to the work to be performed by THINK TOGETHER or its employees under this Agreement.
5. Comply with the requirements of California Education Code § 45125.1 with respect to fingerprinting of employees who may have contact with the LEA's pupils. If at any time during the term of this Agreement THINK TOGETHER is either notified by the U.S. Department of Justice or otherwise becomes aware that any employee of THINK TOGETHER performing services under this Agreement has been arrested or convicted of a violent or serious felony listed in California Penal Code § 667.5(c) or California Penal Code § 1192.7(c), respectively, THINK TOGETHER agrees to immediately notify the LEA and remove said employee from performing services on this Agreement.
6. Provide all materials, tools, and instrumentalities required to perform the services under this Agreement, including curriculum developed by THINK TOGETHER as its intellectual property
7. Participate in all cross training for site coordinators and site staff.
8. Complete site emergency plans and related staff training.
9. Maintain ongoing communication between THINK TOGETHER staff and school staff regarding student needs and progress, including but not limited to attendance at school-day meetings and/or one-on-one meetings with teachers.
10. Coordinate activities with school staff to assure program supports current academic goals of teachers and administrators.
11. Provide academic assistance and other activities specifically supporting classroom curriculum and academic goals.
12. Foster communication with and involvement of parents through parent orientations, parent handbook, development and distribution of periodic newsletters, and hosting, at a minimum, one parent orientation.
13. Recruit and train volunteers to lower the students/adult ratios in the program.
14. Work with the LEA to implement a comprehensive annual program evaluation plan. As required, attend, and participate in evaluation subcommittee meetings. Evaluation plan shall include but not be limited to attendance tracking, collection of teacher, parent and participant surveys, and data entry of survey results. Evaluation will be completed by THINK TOGETHER in accordance with CDE guidelines and submitted to the LEA a minimum of ten calendar days prior to CDE due dates.
15. Regularly attend and participate in scheduled governance and operations meetings.
16. Adhere to proper management and fiscal accountability practices including maintaining proper insurance coverage, compliance with employment laws, and utilization of an accrual method of accounting.
17. Provide documentation and findings of annual independent audits, in accordance with CDE requirements.
18. Retain source documents related to attendance tracking for not less than five years.
19. THINK TOGETHER shall collaborate with the LEA to make all reasonable best efforts to support the financial sustainability of the program by seeking and utilizing funds from public and private fundraising.



IV. COMPENSATION

THINK TOGETHER will be paid 95% of the grant award from CDE (“THINK TOGETHER’s Fee”), according to Attachment A (“Payment Schedule”), attached hereto. Timing and amounts of payments will be made according to the Payment Schedule, attached hereto. If the funds received from the CDE change, a pro-rata adjustment to the maximum amount available for payment to THINK TOGETHER will be made and a revised Payment Schedule will be submitted to the LEA. THINK TOGETHER’s Fee will only be paid out of funds received by the LEA from the State. Notwithstanding the provisions above, any amount not timely paid by the LEA and not disputed in good faith shall accrue simple interest at a rate of 1% per month for any amount actually owing to THINK TOGETHER.

V. EVALUATION AND REPORTING

THINK TOGETHER agrees to supply the LEA with all reporting data explicitly required via written notification to the LEA by the CDE or U.S. Department of Education in advance of any deadlines. The LEA agrees to submit all reports required by the CDE or U.S. Department of Education in a timely manner in advance of deadlines and provide proof of submission to THINK TOGETHER. If the LEA prefers to have THINK TOGETHER submit reports directly to the CDE on the LEA’s behalf, the LEA shall provide THINK TOGETHER access to its CDE “ASSIST” account.

Additionally, THINK TOGETHER will:

- Provide monthly attendance and snack reports to the LEA five working days in advance of the deadline.
- Provide quarterly expenditure reports to the LEA five working days in advance of the deadline.
- Provide the Annual Outcomes Based Data for Evaluation report to the LEA ten working days prior to the deadline.

VI. DATA SHARING

The LEA agrees to comply with all reasonable requests by THINK TOGETHER and to provide access to all documents and electronic student data reasonably necessary for the performance of THINK TOGETHER’s duties under this Agreement. THINK TOGETHER will abide by all applicable data privacy standards pursuant to law. [Education Codes 8421 (C) (i-ii), 8423 (D) (c) (6), and 8428 (b-e) for ASSETs. Education Codes 8484.8 4 (D) (6) for 21st CCLC. And Education Codes 8482.3 (c) (B2) (d) (1) (2) (f) 7)]

VII. FACILITY USAGE AND SNACK PROVISION

The LEA will provide THINK TOGETHER with access to and use of the LEA’s facilities as necessary to meet the terms of this Agreement. To the extent possible, the LEA shall provide one classroom for every twenty students enrolled in the program and shall identify dedicated office space for each school’s site coordinator. Additionally, LEA agrees to provide the required daily snack as required under the ASES grant. LEA facilities and supplied snacks shall be considered in-kind contributions toward meeting the ASES match requirement.



VIII. INDEPENDENT CONTRACTOR

THINK TOGETHER is and shall at all times be deemed to be an independent Contractor, and shall be responsible for determining the sequence, method, details, and manner in which it performs those services required under the terms of this Agreement. Nothing herein contained shall be construed as creating a relationship of employer and employee, or principal and agent, between the LEA and THINK TOGETHER or any of THINK TOGETHER's agents or employees. THINK TOGETHER assumes exclusively the responsibility for the acts of its employees or agents as they relate to services to be provided during the course and scope of their employment. THINK TOGETHER, its agents, and employees shall not be entitled to any rights and/or privileges of the LEA's employees and shall not be considered in any manner to be the LEA's employees. .

IX. MUTUAL INDEMNIFICATION

THINK TOGETHER shall indemnify, pay for the defense of, and hold harmless the LEA and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of THINK TOGETHER's negligent or willful acts and/or omissions in rendering any services hereunder. THINK TOGETHER shall assume full responsibility for payments of federal, state, and local taxes or contributions imposed or required under the social security, workers' compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning THINK TOGETHER or any employee of THINK TOGETHER and shall further indemnify, pay for the defense of, and hold harmless the LEA of and from any such payment or liability arising out of or in any manner connected with THINK TOGETHER's performance under this Agreement, except to the extent such liability is caused by the negligent or willful acts and/or omissions of LEA.

The LEA shall indemnify, pay for the defense of, and hold harmless THINK TOGETHER and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions, and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of the LEA's negligent or willful acts and/or omissions in relation to this Agreement.

X. INSURANCE

During the entire term of this Agreement, THINK TOGETHER shall procure, pay for and keep in full force and effect the following types of insurance:

- Comprehensive general liability insurance, including owned and non-owned automobile (vehicle) liability insurance with respect to the services provided by, or on behalf of, THINK TOGETHER under this Agreement. All insurance policies shall state the name of the insurance carrier and name the LEA as an additional insured. Liability insurance for sexual abuse, molestation, death, bodily injury and property damage shall be for no less than One Million dollars (\$1,000,000) per occurrence, and Three Million dollars (\$3,000,000) aggregate. THINK TOGETHER will name LEA and its officers, agents, and employees, individually and collectively as additional insureds.
- The policies of insurance described above shall be carried with responsible and solvent insurance companies authorized to do business in the State of California. True and correct copies of all certificates of insurance reflecting the coverage described above shall be provided to the LEA prior to the commencement of services under this agreement. THINK TOGETHER agrees that it shall not cancel or change the coverage provided by the policies of insurance described above without first giving the LEA's Assistant Superintendent, Business Services, thirty (30) days prior written notice. Should any such policy of insurance be canceled or changed, THINK TOGETHER agrees to immediately provide the LEA true and correct copies of all new or revised certificates of insurance.



XI. ASSIGNABILITY

Neither this Agreement nor any duties or obligations under this Agreement may be assigned by THINK TOGETHER without the prior written consent of the LEA.

XII. TERMINATION

Unless otherwise terminated as provided below, this Agreement shall continue in force during the Term, or until the services provided for herein have been fully and completely performed, whichever shall occur first, and shall thereupon terminate.

If the LEA makes a good faith, reasonable determination that THINK TOGETHER is in default of its obligations under this Agreement, the LEA must provide THINK TOGETHER with a written request to cure the default. If the LEA reasonably believes that the default has not been cured within thirty (30) days of such written request to cure, then the LEA shall have the right to immediately terminate this Agreement upon written notification to THINK TOGETHER.

At any time during the performance of this Agreement, either the LEA or THINK TOGETHER, at its sole discretion, shall have the right to terminate this Agreement by giving sixty (60) days written notification of its intention to terminate.

In the event that this Agreement is terminated as provided above, THINK TOGETHER shall be paid its fees earned in accordance with Payment Schedule through the date of termination, including a pro rata amount of the next payment that would have been made pursuant to Payment Schedule, based on the days in that payment period that occurred prior to termination. All cash deposits made by the LEA to THINK TOGETHER, if any, shall be refundable to the LEA in full upon termination of this Agreement unless specified to the contrary.

XIII. CONFLICT OF INTEREST

The LEA acknowledges that THINK TOGETHER has invested and will continue to invest significant amounts of time, money, effort, and resources to recruit, hire, train, and supervise qualified employees to perform the Services required under this Agreement. The LEA further acknowledges that THINK TOGETHER has a legitimate expectation that its employees will continue their employment and career development with THINK TOGETHER during and after the Term of this Agreement, which gives THINK TOGETHER a significant business advantage. The LEA further acknowledges that during the Term of this Agreement, it will be entrusted with access to the personal contact data for employees of THINK TOGETHER who are assigned to render Services under this Agreement. The LEA acknowledges that these legitimate interests of THINK TOGETHER would be impaired if the LEA were to solicit and recruit THINK TOGETHER's personnel to leave their employment with THINK TOGETHER during or after the term of this Agreement. To protect these interests, the LEA agrees as follows:

A. No Solicitation of Employees

Each party hereto (for this purpose, a "Soliciting Party") agrees that for a period of six months after termination of this Agreement for any reason, such Soliciting Party (or any person acting on behalf of or in concert with such party) will not, without the prior written consent of the other party hereto (for this purpose, the "Employer Party"), directly or indirectly, solicit to employ any employee of the Employer Party with whom any employee of the Soliciting Party had contact with or became aware of in connection with the services performed under this Agreement; provided, however, that the foregoing shall not prevent either Soliciting Party from making general public solicitations for employment for any position or from employing any employee of the Employer Party who either responds to such a general solicitation for employment or otherwise contacts such party on his or her own initiative and without solicitation by such party in contravention of the above restriction.



XIV. ENTIRE AGREEMENT

This Agreement supersedes any and all agreements either oral or written, between the parties hereto with respect to the rendering of services by THINK TOGETHER and contains all of the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party or anyone acting on behalf of any party, which is not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding. Any modification of this Agreement will be effective only if it is in writing, signed by both parties, except the LEA may unilaterally amend the Agreement to accomplish the changes listed below:

- Changes as required by law; and
- Changes required by CDE ASES grant provisions.

XV. SEVERABILITY

If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

XVI. CALIFORNIA LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

XVII. AUTHORIZATION

Each person executing this Agreement warrants that he or she has the authority to so execute this Agreement and that no further approval of any kind is necessary to bind the parties hereto.

XVIII. NOTICES

Any notice required to be given by the terms of this document shall be deemed to have been given when the same is personally delivered, or sent by first-class mail, postage prepaid, addressed to the respective parties as follows:

To: Think Together, Inc.
2101 E. Fourth Street, Suite 200B
Santa Ana, CA 92705

To: Magnolia Public Schools
250 E. 1st Street, Suite 1500
Los Angeles, CA 90012

To facilitate crisis management, LEA will provide to THINK TOGETHER the personal contact information of the Superintendent or his/her designee, as well as a secondary contact, so that they can be notified in the event of an incident that occurs outside of normal business hours or when school is not in session.



2023-24 ASES GRANT ELEMENTARY SCHOOL
AFTERSCHOOL PROGRAM
ADMINISTRATION OF MAGNOLIA SCIENCE ACADEMY
SANTA ANA

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the Effective Date.

Magnolia Public Schools (the "LEA")

Think Together, Inc. ("THINK TOGETHER")

By: _____
Signature

By: _____
Signature

Printed Name

Randy Barth
Printed Name

Title

Founder & CEO
Title

Address

2101 E. Fourth St. Suite 200B
Address

City State Zip

Santa Ana, CA 92705
City State Zip

Telephone Number

714.543.3807
Telephone Number

Date

Date



ATTACHMENT A

Magnolia Science Academy Santa Ana Annual Payment Schedule.

Contract Amount

THINK TOGETHER's Annual Fee: \$193,308.70

Invoice Schedule

Ten monthly payments due on the first day of month, August to May of each fiscal year, of \$19,330.87 each

Expense Allocation Plan

Direct Service Expenses



PERSONNEL	
Position	Hourly Bill Rate
Site Coordinator	\$38.00
Program Leader	\$29.00

Bill Rate includes wages, tax, benefits, employee processing, and on-site supervision



OPERATING	
Category	Cost
Technology Services	\$1,000.00 per site, per year
Middle School Consumable Supplies	\$500.00 per site, per month, plus \$800.00 start-up allocation per site, per year



ADMINISTRATIVE EXPENSES	COST
THINK TOGETHER Administrative Expense	10% of total expenses

Any administrative costs incurred that exceed the Fee shall be applied toward meeting the ASES match requirement.

Attendance Targets

TOTAL ASES FUNDING	REQUIRED PRESENT RECORDS (TOTAL FUNDING / \$10.18)	TOTAL ADA (PRESENT RECORDS/180 DAYS)
\$203,482.84	19,989	111.05


Projected Budget (2023-24)

PERSONNEL

1 Site Coordinator @ \$38/hour x 38 hours/week x 52 weeks	\$75,088
6 Program Leaders* @ \$29/hour x 18.75 hours/week x 37 weeks	\$120,713
	\$195,801


OPERATING

Technology Services @ \$1,000 per school x 1 school	\$1,000
1 Middle School Consumables @ (\$500/month x 10 mo.) + \$800	\$5,800
	\$6,800

TOTAL DIRECT SERVICES	\$202,601
Administrative Expense @ 10%	\$20,260
TOTAL EXPENSES	\$222,861

AMOUNT CHARGED TO DISTRICT	\$193,308.70
Cash Match Contributed by THINK TOGETHER	\$29,552
Percentage of Grant Amount Allocated to District Services	99.57%

*Program Leaders estimated at 1 per 20 students ADA



ATTACHMENT B



DATA SHARING

ENSURING STUDENT SAFETY AND COMPLIANCE THROUGH PARTNERSHIPS

THINK TOGETHER DATA SHARING

Think Together is committed to student safety and confidentiality of student information and abides by all federal confidentiality records. Keeping students safe is our priority, and we believe that establishing a data sharing partnership with safety protocols is crucial to these efforts.

Over 30 years of combined experience with data and student safety

We currently share data with over 40 partners, ensuring student confidentiality

We maintain consistent communication with CDE to follow all CDE guidance

Total Solutions Partner ensures all reporting is accurate and on time

DATA SHARING AND STUDENT PRIVACY

STUDENT PRIVACY

Think Together ensures confidentiality of student records with all staff members with access to database

We comply with all state and federal regulations (ie. FERPA, AB1584, COPPA, SOPIPA)

AFFILIATE OF CALIFORNIA STUDENT PRIVACY ALLIANCE



- Current partner with California Student Privacy Alliance (CSPA)
- 1115 districts participate to set standards of practice and expectations around student privacy
- CSPA provides a common data sharing agreement to be used by all member partners

COMPLIANCE AND REPORTING TIMELINES

RESPONSIBILITY & ACCOUNTABILITY

- Data sharing agreement ensures easy reporting that LEA can upload into ASSIST*

**Think Together can also upload on your behalf*

THINK TOGETHER RESPONSIBILITIES

- Think Together will compile and run all necessary reports for grant compliance
 - **ASES and 21st Century Community Learning Centers (CCLC)**
 - Semi-Annual Attendance Reports (January and July)
 - Requires student demographics
 - Annual Outcomes Based Data for Evaluation (September)
 - Requires student demographics and SSID
 - **21st CCLC Annual Performance Report** (Summer, Fall, Spring)
 - Requires student attendance, student demographics (including FRPM, ELL and Special Education Status), Student Performance (GPA, suspensions, and state test scores)

All student data is for student safety and reporting purposes only



2023-24 ASES GRANT ELEMENTARY SCHOOL
AFTERSCHOOL PROGRAM
ADMINISTRATION OF MAGNOLIA SCIENCE ACADEMY
SANTA ANA

SECTION 6
Proof of liability insurance



CERTIFICATE OF LIABILITY INSURANCE

THINTOG-01

APOHLMAYER

DATE (MM/DD/YYYY)
7/11/2023

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 HUB International Insurance Services (SOW) 4835 E Cactus Road Suite 246 Scottsdale, AZ 85254	CONTACT NAME: Ashley Pohlmeier PHONE (A/C, No, Ext): (480) 385-7385 FAX (A/C, No): (480) 946-3512 E-MAIL ADDRESS: ashley.pohlmeier@hubinternational.com
INSURER(S) AFFORDING COVERAGE	
INSURER A : Great American Insurance Company - Canada	
INSURER B : Great American Alliance Insurance Company 26832	
INSURER C : Philadelphia Indemnity Insurance Company 18058	
INSURER D :	
INSURER E :	
INSURER F :	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Abuse <input checked="" type="checkbox"/> Molestation GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X	PAC5603740	7/1/2023	7/1/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 Abuse/Molestati \$ 1,000,000
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY		CAP0521523	7/1/2023	7/1/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 0		UMB5603741	7/1/2023	7/1/2024	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 Pr/Co Ops Aggr \$ 10,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in N/A) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> N/A				<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
C	Blkt Accident Policy		PHPA110843	7/1/2023	7/1/2024	\$50,000 Med w/AD&D @
A	Professional Liab		PAC5603740	7/1/2023	7/1/2024	\$1M ea claim w/Aggr 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Regarding any and all premises/classrooms leased by the named insured throughout the entire school district.

CERTIFICATE HOLDER Magnolia Public Schools 250 E. 1st Street, Suite 1500 Los Angeles, CA 90012	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

ACORD 25 (2016/03)

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2023-24 ASES GRANT ELEMENTARY SCHOOL
AFTERSCHOOL PROGRAM
ADMINISTRATION OF MAGNOLIA SCIENCE ACADEMY
SANTA ANA

SECTION 7
Program Schedule



**THINK TOGETHER
DAILY SCHEDULE TK-2**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:30-2:55	SNACK AND PROGRAM OPENING (25 min, 5 min transition to Physical Activity)				
3:00-3:40	PHYSICAL ACTIVITY - 45 minutes				
	Soccer for Success	CATCH	Soccer for Success	CATCH	Fulcrum Friday
3:50-4:00	Bathroom and Transition to Academic Achievement				
4:00-4:55	ACADEMIC ACHIEVEMENT - 60 minutes				
	<ul style="list-style-type: none"> • Calendar Math (15 mins) • Learning Centers and SIPPS (35 mins) • Circle time debrief/clean up (10 mins) 				
5:00-5:50	LEARNING SUPPORTS - 60 minutes				
	<ul style="list-style-type: none"> • Read Aloud/Mini Lesson (15 mins) • Enrichment Centers (35 mins) • Circle time debrief/clean up (10 mins) 				
5:50-6:00	CLOSING				



2023-24 ASES GRANT ELEMENTARY SCHOOL
AFTERSCHOOL PROGRAM
ADMINISTRATION OF MAGNOLIA SCIENCE ACADEMY
SANTA ANA



THINK TOGETHER DAILY SCHEDULE 3-6

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:30-2:55	SNACK AND PROGRAM OPENING (25 min, 5 min transition to Physical Activity)				
3:00-3:40	ACADEMIC ACHIEVEMENT - 55 minutes				
	<ul style="list-style-type: none"> • Calendar Math (15 mins) • Learning Centers and SIPPS (35 mins) • Circle time debrief/clean up (10 mins) 				
4:00-4:40	PHYSICAL ACTIVITY - 55 minutes				
	Soccer for Success	CATCH	Soccer for Success	CATCH	Fulcrum Friday
4:50	Bathroom and Transition				
5:00-5:50	ENRICHMENT - 60 minutes (A/B rotation)				
	VAPA Unit	STEM Unit	VAPA Unit	STEM Unit	VAPA Unit
5:50-6:00	CLOSING				



2023-24 ASES GRANT ELEMENTARY SCHOOL
AFTERSCHOOL PROGRAM
ADMINISTRATION OF MAGNOLIA SCIENCE ACADEMY
SANTA ANA



THINK TOGETHER DAILY SCHEDULE MS

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:30-2:50	SNACK AND PROGRAM OPENING (20 min)				SNACK AND OPENING (30 min)
2:50-3:00					
3:00-4:00	ACADEMIC ACHIEVEMENT - 60 minutes <ul style="list-style-type: none"> Smart Start (15 mins) Stations, Rotations and GPA Check-Ins (40 mins) Debrief (5 mins) 				FULCRUM DAY
4:00-5:00	ENRICHMENT - 60 minutes				
	MS Enrichment Unit A	MS Enrichment Unit B	MS Enrichment Unit A	MS Enrichment Unit B	
5:00-6:00	PHYSICAL ACTIVITY: TEAM SPORTS - 60 minutes				ENRICHMENT: CLUBS - 85 minutes
6:00	CLOSING				CLOSING



2023-24 ASES GRANT ELEMENTARY SCHOOL
AFTERSCHOOL PROGRAM
ADMINISTRATION OF MAGNOLIA SCIENCE ACADEMY
SANTA ANA

END OF PROPOSAL

Randy Barth
Founder & Chief Executive Officer, Think Together
Executive Chairman, Orenda Education
P. 714.543.3807 X8122

Coversheet

Approval of Written Determinations and Findings for MSA-5 CSFP Project at 7111 Winnetka Ave

Section: IV. Action Items
Item: D. Approval of Written Determinations and Findings for MSA-5 CSFP
Project at 7111 Winnetka Ave
Purpose: Vote
Submitted by:
Related Material: IV_D_Written Determinations and Findings for MSA-5 CSFP Project.pdf



Agenda Item:	IV D: Action Item
Date:	October 12, 2023
To:	Educational & Research Foundation dba Magnolia Public Schools (“ MPS ”) Board of Directors (the “ Board ”)
From:	Audit & Facilities Committee
Staff Lead(s):	Mustafa Sahin, Project Manager Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Written Determinations and Findings for Magnolia Science Academy-5 Charter School Facility Program Project at 7111 Winnetka Ave.

1. **Action Proposed:**

MPS Staff recommends that the Board approve the resolutions attached as Exhibit A for purposes of securing funding of an advanced preliminary apportionment for site acquisition funds for the campus project at 7111 Winnetka Ave (the “**Property**”) for Magnolia Science Academy-5 (“**MSA-5**”).

2. **Purpose:**

The purpose of this proposed action is to meet the requirements to receive “Contingent School Site Approval” to allow MPS to access an advanced preliminary apportionment for site acquisition funds to close escrow on the purchase of the Property.

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 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. Winnetka LLC closed escrow on the Property on October 21, 2022.

CSFP Award

MPS Staff applied for funding to the Office of Public School Construction’s Charter School Facilities Program (“**CSFP**”) during the application period held from May 2, 2022 to June 3, 2022.



CSFP provides funding to charter schools for new school facilities. On October 26, 2022, the Office of Public School Construction (“**OPSC**”) through the State Allocation Board (“**SAB**”) approved a preliminary apportionment in the amount of \$50,832,332. 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 the Project for MSA-5 which is currently co-located with MSA-1 on MSA-1’s campus.

MPS applied for and received an advanced release of design funds in the amount of Four Million Dollars (\$4,000,000).

Architect of Record Selection

DLR Group was selected as the architect of record for the Project at the Board’s January 12, 2023 meeting.

4. Analysis & Impact:

The Property is presently owned and title is held by Winnetka LLC. MPS will use the proceeds of the advanced release of site acquisition funds to purchase the Property from Winnetka LLC.

As part of it due diligence and in order to meet California Department of Education and OPSC requirements for receipt of the CSFP award, MPS Staff undertook and commissioned a myriad of studies to insure the Property is safe for use as a public charter middle and high school campus. Such studies included the following:

- Noise study
- Air Quality and Greenhouse Gas Study
- Phase I Environmental Site Assessment
- Limited Asbestos Containing Materials and Lead-Based Paint Survey Report
- CEQA Transportation Assessment
- Underground Utilities Survey
- Geotechnical Investigation Report
- Geologic and Environmental Hazards Assessment Report

The written determinations and findings reflected in the resolutions attached as Exhibit A are supported by the foregoing reports, studies and assessments.

5. Budget Implications:

MPS will use the site acquisition funds to purchase the Property from Winnetka LLC which will in turn allow Winnetka LLC to pay off the existing CLI Capital loan. Concurrently, MPS and Winnetka LLC will terminate the existing lease under which MPS pays to Winnetka LLC a monthly lease payment. With the retirement of the CLI Capital loan, MPS and MSA-5 will not incur any additional acquisition costs until such time as MSA-5 commences repaying back the CSFP loan portion of the award, which will start one year following occupancy by MSA-5.



6. **Exhibits:**

Exhibit A Resolution



EXHIBIT A

Secretary's Certificate

I, Jennifer Lara, Secretary of Magnolia Educational & Research Foundation ("**MERF**"), a California non-profit public benefit corporation duly organized and validly existing under the laws of the State of California, do hereby certify that the foregoing is a full, true and correct copy of certain resolutions of the Board of Directors, duly and regularly passed and adopted at a meeting of the Board of Directors of, MERF on October 12, 2023 and such resolutions have not been amended, modified or revoked since their adoption.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of Magnolia Properties Management, Inc. this 12th day of October 2023.

Jennifer Lara, Secretary



**RESOLUTIONS OF THE BOARD OF DIRECTORS OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**

OCTOBER 12, 2023

**Resolutions Approving Written Determinations and Findings for the Property Located at 7111
Winnetka Ave., Winnetka, CA**

WHEREAS: Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation ("**MERF**"), is organized for charitable purposes, and is a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code;

WHEREAS: MERF operates Magnolia Science Academy-5 ("**MSA-5**"), a California public charter school which is its own local education agency ("**LEA**");

WHEREAS: MSA-5 is the recipient of an award from the Office of Public School Construction ("**OPSC**") under its Charter School Facilities Program to acquire and develop a campus;

WHEREAS: MSA-5 desires to acquire and develop the property located at 7111 Winnetka Ave (the "**Site**") to develop a campus and facilities;

WHEREAS: MERF Staff has or will open escrow for the purchase of the Site and will use an advanced preliminary apportionment for site acquisition from OPSC to close escrow on the purchase;

WHEREAS: MERF Staff has completed a comprehensive set of assessment studies of the Site in accordance with California law, including but not limited to Public Resources Code Section 21151.8, Education Code Section 17213, California Code of Regulations, Title 5, Section 14011[h],[i] and Title 14, Section 15093, to confirm it is a suitable location for a public charter middle and high school;

NOW, THEREFORE, BE IT RESOLVED: that, based on MERF Staff's assessments, the Board hereby adopts the following determinations concerning the Property:

- (1) the Site is not a current or former waste disposal site;
- (2) the Site is not a hazardous substance release site;
- (3) the Site does not contain pipelines; and
- (4) a qualified freeway and/or qualified traffic corridor is not located within 500 feet of the Site.

BE IT FURTHER RESOLVED: that, based on MERF Staff's assessments, the Board hereby adopts the following findings concerning the Site:

- (1) no hazardous air emitters or hazardous material handlers are located within a 1/4 mile of the Site; and
- (2) there are no freeways or busy traffic corridors within 500 feet of the Site.

BE IT FURTHER RESOLVED: that the Secretary of MERF, acting hereby is authorized and directed to execute, acknowledge and deliver a certified copy of these resolutions to any



person or agency which may require copies of these resolutions and that the certification of the Secretary will be binding on MERF.

BE IT FURTHER RESOLVED: that all actions heretofore taken by any employee or officer of MERF in connection with or otherwise in contemplation of the foregoing resolutions be, and they hereby are, ratified, confirmed and approved as the acts and deeds of MERF.

BE IT FURTHER RESOLVED: that the officers of MERF are hereby authorized and directed to take such additional actions, to execute and deliver such additional instruments, and to make such further determinations as may be necessary or appropriate to carry into effect the foregoing resolutions.

Coversheet

Approval of General Contractor for MSA-1 Tenant Improvement Project at 18242 Sherman Way (fka JAM Building)

Section: IV. Action Items
Item: E. Approval of General Contractor for MSA-1 Tenant Improvement Project at 18242 Sherman Way (fka JAM Building)
Purpose: Vote
Submitted by:
Related Material:
IV_E_Updated General Contractor for the MSA-1 Tenant Improvement Project.pdf



Agenda Item: IV E: Action Item
 Date: October 12, 2023
 To: Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**")
 Board of Directors (the "**Board**")
 From: Audit & Facilities Committee
 Staff Lead(s): Patrick Ontiveros, General Counsel & Director of Facilities
 Mustafa Sahin, Project Manager
 RE: Approval of EPI Construction as General Contractor for the Magnolia Science Academy—1 ("**MSA-1**") Tenant Improvement Project at 18242 Sherman Way

1. **Action Proposed:**

MPS Staff recommends that the Board approve the selection of EPI Construction Inc. ("**EPI**") as the general contractor for MSA-1's tenant improvement project at 18242 Sherman Way (the "**Project**") for a total fee of \$1,839,853.56, inclusive of the approximately 4% contractor's contingency (\$67,486.60) and a 4% general contractor fee (\$67,486.60) 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 EPI to be the general contractor for the Project and to authorize MPS Staff to negotiate a final contract with EPI.

3. **Background:**

Acquisition of the JAM building

At its November 18, 2021 meeting, the MPS Board approved MPS signing a purchase and sale agreement for the purchase of the Property at 18242 Sherman Way. Escrow for the purchase and sale of the Property was opened on January 28, 2022. Escrow closed in May 2022 with a \$3.25 M loan from CLI Capital.

MPS, for the benefit of Magnolia Science Academy –1 ("**MSA-1**"), leases the property located at 18220 and 18238 Sherman Way from MPM Sherman Way LLC, a California limited liability company and wholly owned subsidiary of Magnolia Properties Management, Inc., a California non-profit public benefit corporation and 501(c)(3) tax exempt organization. MSA-1 operates a middle school and high school on the leased premises.

The Property at 18242-18244 Sherman Way is immediately adjacent to the MSA-1 premises on the westerly side of the premises. It consists of a 7,729 square foot building, which fronts Sherman Way, and a surface parking lot of approximately 17,140 square feet.

Architect Selection



Rafael Franco & Associates was selected as the architect for the Project. Current design schematics are attached as Exhibit A. Veronica Becerra (aka Rabuild Commercial) submitted the tenant improvement plans on behalf of MPS to the Los Angeles Department of Building and Safety. The permits are ready to issue and will be obtained by the general contractor once the contract for the Project is awarded.

General Contractor RFP

Staff issued an RFP for construction management services on August 22, 2023, with an addendum issued on September 14, 2023 (collectively, the “**RFP**”). The RFP was sent to several general contractors and was also posted on the MPS website. A copy of the RFP is attached as Exhibit B.

General Contractor RFP Responses

Staff received a total of four (4) proposals from DNS, EPI Construction, Del Amo Construction, and Oltmans Construction. The proposals are summarized below.

	DNS	EPI Construction	Del Amo Construction	Oltmans
Bid Proposal Amount	\$2,140,598.12	\$1,839,853.56	\$1,657,408.00	\$1,699,189.00
Delivery Date ‡	June 2024	May 2024	April 2024	April 2024

‡ Assumes a November 1, 2023 start date

MPS Staff formed a selection committee to screen the respondents. After careful consideration, including feedback from the selection committee, MPS Staff determined that EPI was the best fit for the Project including but not limited to the following reasons: team composition and staffing, breadth of experience with charter school projects, quality of RFP response, history of working with the project architect, Rafael Franco & Associates, and attention to schedule and budget. EPI’s response to the RFP is attached as Exhibit C. The other three (3) responses may be found with this [link](#).

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. Due to space limitations, both MSA-1 and MSA-5 are constrained in accepting more students. Prior to its move to the MSA-1 campus, MSA-5 was located on prop 39 Los Angeles Unified School District campuses. The Project will allow MSA-1 and MSA-5, while it is co-located with MSA-1, to have indoor space for physical education and assembly purposes, something which it currently lacks.

5. Budget Implications:

The MPS Finance Team developed an updated budget projection and multiyear projections based on the payment schedule provided by EPI (see Exhibit D) as detailed below.



Magnolia Science Academy 1 - Revise Budget and Multiyear projections			
Enrollment	\$ 708	\$ 710	\$ 767
Fund Balance			
Beginning Fund Balance	\$ 11,005,785	\$ 12,492,139	\$ 13,514,779
Net Income	\$ 1,486,354	\$ 1,022,640	\$ 1,070,158
Ending Fund Balance	12,492,139	13,514,779	14,584,937
Reserve for Economic Uncertainties (REU)	90%	94%	99%
ENDING CASH BEFORE THE PROJECT PAYMENTS	\$ 7,559,149	\$ 5,085,170	\$ 4,772,833
EPI Construction Costs	\$ 1,839,854	\$ -	\$ -
ENDING CASH AFTER PAYMENTS	\$ 5,719,295	\$ 5,085,170	\$ 4,772,833

The above projections include both the costs for construction of the MSA 1 Jam Building construction based on the bid and schedule provided by EPI Construction. Based on the analysis, we believe that MSA 1 should be able to pay these costs and also meet its financial obligations for the current 23/24 and two subsequent fiscal years (24/25 & 25/26).

6. Exhibits:

- Exhibit A Schematics
- Exhibit B RFP
- Exhibit C RFP Response
- Exhibit D EPI Estimate of Payment Schedule
- Exhibit E MSA-1 Cash Flow



EXHIBIT A

Schematics



EXHIBIT B

General Contractor RFP



MAGNOLIA PUBLIC SCHOOLS

ADDENDUM #1 TO
REQUEST FOR QUALIFICATIONS/ PROPOSALS

Request for Qualifications / Proposals
for Construction/Tenant Improvement at 18242 Sherman Way,
CA 91335

**Addendum Posting
September 26, 2023**

**Revised RFP Due Date:
October 4, 2023**

No Later Than 12:00 P.M.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
250 EAST 1ST STREET, SUITE 1500
LOS ANGELES, CA 90012

I. Supplemental Information

This addendum supplements that certain Request for Qualifications/ Proposals (“RFP”) for Construction/Tenant Improvement at 18242 Sherman Way, CA 91335. distributed on August 06, 2023. Except as modified herein, the RFP remains unchanged.

The due date is hereby extended to 12:00 PM on October 4, 2023.

II. Questions and Submission

All questions regarding the RFP, as supplemented by this addendum, should be directed to the following person, preferably by e-mail, as shown below.

Mustafa Sahin
Facilities Department
c/o Magnolia Education & Research Foundation
250 E 1st Street, Suite 1500
Los Angeles, CA 90012
msahin@magnoliapublicschools.org

Note change in due date to deadline for submission of proposals. All proposals (and supplements to existing proposals) are due ***no later than 12:00 p.m. on Wednesday, October 4, 2023*** and may be delivered either by email or in hard copy form to the person indicated above.

III. Award

MPS reserves the right to reject any and all proposals; to waive any informality in the proposal process; and to accept the proposal that appears to be in its best interests. Further, MPS reserves the right to modify or issue amendments to this RFP and to cancel or reissue this RFP at any time.

End of Addendum #1 to Request for Proposal



MAGNOLIA PUBLIC SCHOOLS

Request for Qualifications / Proposals
for Construction/Tenant Improvement at 18242 Sherman Way,
CA 91335

Due Date:

September 27, 2023 by 5:00 PM

1.0 INTRODUCTION

Magnolia Education & Research Foundation doing-business as Magnolia Public Schools ("**MPS**"), a charter school management organization, operates Magnolia Science Academy 1 ("**MSA-1**") located at 18220-18244 Sherman Way Reseda CA 91335. The purpose of this RFP is to obtain proposals from qualified to provide construction and tenant improvement services for the conversion of an existing building into a gym facility (the "**Project**") at 18242-44 Sherman Way (the "**Property**"). The Property is shown on Exhibit A.

Please see the 2.0 Project Description for details.

Site Tour

A site tour will be facilitated.

Proposals Due

Responses to the RFP are due no later than **5:00 PM (PST), Wednesday, September 27, 2023**, to the following individual:

Mustafa Sahin
Facility Project Manager
Magnolia Public Schools
250 East 1st Street
Suite 1500
Los Angeles, CA 90012
msahin@magnoliapublicschools.org
760-587-6031

Questions regarding this RFP may be directed to the individual identified above via email.

Proposal Format:

One (1) electronic PDF copy (by email) of your proposal must be delivered to the person indicated by the deadline stated above. Please endeavor to keep any emailed material to a single manageable file size (at or about 10 MBs) so that it may be easily distributed to the Selection Committee.

Respondents are encouraged to only include information pertinent to the Project and the Selection Committee's ability to select the vendor best suited to successfully complete this job.

Interviews:

Interviews will be held at the discretion of MPS and MSA-1. Interviews, if any, are expected to be held according to the schedule outlined below.

Selection Committee:

The Selection Committee will be composed of representatives from MPS and MSA-1

1.1 Timeline

RFP Distributed:	September 6, 2023
Proposals Due:	September 27, 2023
Interviews, if any (exact date and time TBD):	Week of October 2, 2023

Selection Announced: Week of October 9, 2023

Contract Execution: ASAP following Selection Notification

2.0 PROJECT DESCRIPTION

The purpose of this project is to transform an existing 2 story, wood framed building, located at 18242-44 Sherman Way CA, Reseda 91335 into a gym facility. The Project will include various construction and tenant improvement tasks based on the approved plan by LADBS.

Demolition and asbestos removal are excluded from the bid.

The LADBS approved plans may be accessed with the following link: 18242 Sherman Way [PLANS](#).

The building and premises are available for examination. Please coordinate site access with Mustafa Sahin, msahin@magnoliapublicschools.org or (760) 587-6031.

3.0 PROPOSAL FORMAT

Respondent shall format its response as set forth below to facilitate timely review and selection. Please be specific to the RFP, and do not include materials not explicitly requested, such as generic marketing materials.

Your response should include the following:

- Letter of interest
- Name of your company and the individual responsible for the account
- Restate all the requirements of Section 4.0 and provide responses to each.

See Section 1.0 for additional proposal format clarifications.

4.0 PROPOSAL REQUIREMENTS

4.1 Vendor Qualifications and Experience

4.1.1 Vendor Description.

Provide a description of your company and why it is qualified to undertake the Project(s). In particular, describe your experience with similar projects (that is, tenant improvement projects of similar scope and scale). Please reference any charter school projects you have completed.

Provide the following:

Three (3) references, including

- (a) name and scope of the project
- (b) client name and contact information
- (c) contract amount

4.1.2 Qualifications and Experience of Key Personnel.

Identify the person(s) that will be principally responsible for working with the MPS and leading this engagement and their qualifications and experience.

4.1.3 Insurance.

Provide a description of respondent's insurance coverage.

4.2 Cost

Respondent's proposal should include an overall cost and should be broken down in detail. The proposal should also provide a break-down of any and all other costs and fees including, but not limited to, labor, delivery fees, installation fees, applicable taxes, etc.

4.3 Schedule

MPS and MSA1 desire to complete the Project as soon as possible. Accordingly, please provide an expected commencement date, duration and expected completion date for the Project.

4.4 Contract

The successful respondent will be required to sign an agreement with Owner in the form of (AIA Document A102®-2017 Standard Form of Agreement Between Owner and Contractor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price). Please provide an affirmative statement of respondent's concurrence or else any changes that respondent desires to make to the form.

5.0 CONTACT

Questions to Owner will be accepted via email by the Project Manager identified above. Answers to questions will be provided to all participants as available.

6.0 RFP/Q EXHIBITS

Exhibit A – Property & Project Location

7.0 BID ACCEPTANCE/REJECTION & MODIFICATION

The Owner reserves the right to modify this RFP/Q, reject any or all proposals, cancel the solicitation process at its sole discretion. Owner will endeavor to inform all parties who have expressed interest in submitting a response to this RFP/Q of any such changes.

8.0 PROPOSAL VALIDITY

RFP responses shall be valid until execution of a contract, which is expected to occur on or about the week of October 9, 2023. No changes to information received within the Respondent's proposal shall be changed or altered without approval by the Owner.

Exhibit A

Property & Project Location

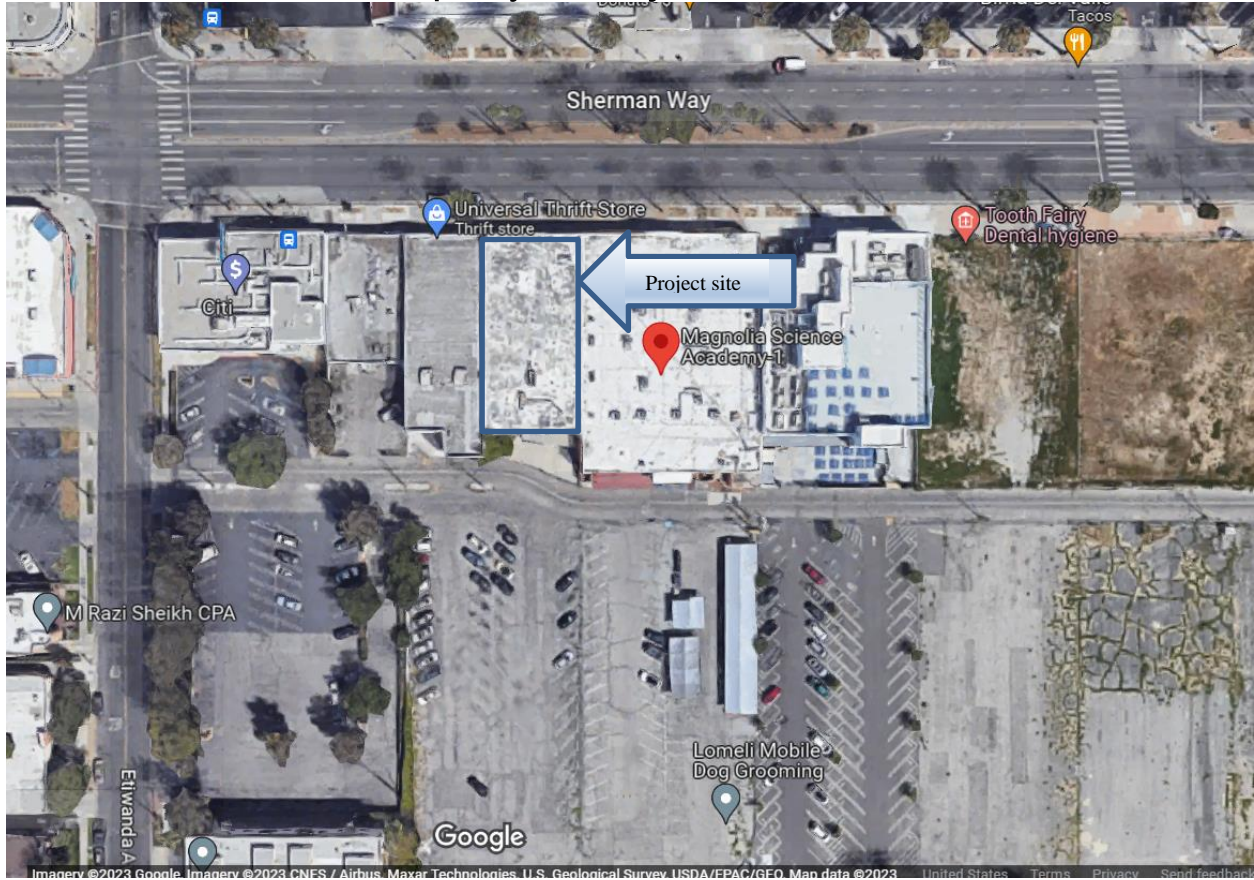




EXHIBIT C

EPI RFP Response



SECTION I

COVER LETTER

Mustafa Sahin
Magnolia Public Schools
E: msahin@magnoliapublicschools.org

RE: EPI Statement of Qualifications

Dear Mustafa,

EPI Construction, Inc. is pleased to present its Statement of Qualifications for the upcoming MSA 1 Jam Building with a potential start date of November 1, 2023. EPI is a commercial general contractor that specializes in private school, charter school, health & fitness, commercial office and tenant improvement projects. EPI Construction is a full-service contractor that collaborates with the project team from inception through completion. EPI has over 40 years of construction experience as well as a highly successful work history in completing projects on time. Both EPI and Blackwell have built over seventy charter school projects.

EPI strives to continually exceed client expectations on every project with teamwork and dedication fostering a positive working relationship with the owner, architect and subcontractors. Lastly, all of EPI's staff members and its close-knit family of dedicated subcontractors fully understand that our presence in your community during construction is a reflection of your charter group, its interests, and mission to serve the families and community.

Sincerely,
EPI Construction, Inc.

Colin W. Beal
Vice President

EPI CONSTRUCTION, INC., 12345 VENTURA BLVD, STE H, STUDIO CITY, CA 91604



SECTION II

EPI CONTACT INFORMATION

CONTACT INFORMATION:

EPI Construction, Inc.
12345 Ventura Blvd., Ste. H
Studio City, CA 91604
Ph: 818-760-9100
Website: <https://epiconst.com/>

Gary Blackwell, President
Cell: 818-522-7200
Email: gblackwell@epiconst.com

Bill Maine, Vice President
Cell: 818-232-2523
Email: bmaine@epiconst.com

John Rutter, Vice President
Cell: 818-983-8066
Email: jrutter@epiconst.com

Colin Beal, Vice President
Cell: 818-917-8350
Email: cbeal@epiconst.com

EPI CONSTRUCTION, INC., 12345 VENTURA BLVD, STE H, STUDIO CITY, CA 91604



SECTION III

COMPANY BACKGROUND

EPI is a commercial construction company that has been in business for over 40 years. EPI's portfolio of commercial construction projects includes school facilities, fitness facilities, office buildings, retail buildings, site development, food processing and light industrial. In 2005, the original owner retired, and a group of valued employees assumed the legacy and leadership of the firm. The principals of EPI, an employee-owned firm, include Gary Blackwell, John Rutter, and Bill Maine. Gary Blackwell, President, started with EPI in 1979. John Rutter, Vice President/Sr. Project Manager, started working while at UC San Diego and has been with EPI since 1985. Bill Maine, Vice President/Sr. Project Manager, interned while attending Arizona State University and was subsequently hired in 1999. All three principals are licensed contractors.

EPI's strength, success, and consistency come from running its projects with its principals as the project managers. John, Bill and Aaron are on their projects from design budgeting through close out. Seasoned office staff provides support, and a highly experienced field superintendent is on site, accountable for the project for the duration.

The EPI philosophy is to provide and foster a positive working environment for the owner, architect, and subcontractors. We do not promote or condone adversarial relationships between parties. The success, longevity of the firm, and repeat clients is testimony to that philosophy.

COMPANY LICENSES

EPI is currently licensed in California, Arizona, New Mexico, and South Carolina.

SELF PERFORMED WORK

EPI has an in-house labor force that performs Metal Stud Framing, Drywall, and Concrete.

PAST LITIGATION

EPI has not been involved in any litigation or disputes within the last five (5) years. EPI takes an assertive, proactive approach to resolve disputes prior to escalation to legal action.

CONSTRUCTION APPROACH

Typically, the EPI Project Manager who estimates the project will see the project through to completion. EPI preconstruction includes in-house take off in addition to subcontractor competitive bidding. The goal on each project is to obtain a minimum of three (3) bids per trade. EPI Project Managers will perform a thorough bid analysis to confirm that a complete scope of work has been included. EPI has a long history with both Negotiated and Hard Bid projects.



SECTION III

COMPANY BACKGROUND

Preconstruction will include and not be limited to generating preliminary schedules, identifying long lead items, providing alternate cost savings, and identifying missing information on plans. EPI will meet with the City to obtain permits, as necessary.

EPI Project Managers are responsible for all administrative and paperwork associated with a project, together with maintaining effective relationships with the Client, City, Subcontractors, Lenders, Landlords, et al. EPI Project Managers are the main point of contact for all Clients.

Generally, Project Managers have full authority relating to financial commitments, and Project Superintendents have full authority relating to scheduling commitments. Both Project Managers and Site Superintendents bring a sense of urgency to the project for its on-time completion and within budget. EPI Superintendents oversee all aspects of the daily jobsite activities, including and not limited to scheduling, problem-solving, RFI's daily reports, safety, site security, site cleanup, quality control, delivery coordination, inspections, and shop drawings. Project Superintendents are onsite whenever construction activity is conducted. Project Managers will visit as often as required; at a minimum, the Project Managers are onsite once weekly for Owner/Architect/Contractor weekly meetings.

MISC RESOURCES

EPI uses Timberline Accounting, Procore (Project Management), Complete Microsoft Office including Projects and Outlook, and AIA Contract Software. All Project Managers and Superintendents have laptop computers and cell phones. Superintendents employ multifunction machines on site for copying, and scanning.



SECTION IV

PROJECT TEAM / KEY PERSONNEL

GARY BLACKWELL, President

University of California at Los Angeles – Bachelor of Arts

Gary is a third-generation general contractor who started in the trades as a finish carpenter. He began working for EPI while still in high school and continued through college. In 1979, he was hired on as project manager and over the years has constructed many large commercial, industrial, institutional, hospitality, and fitness facilities, along with all levels of educational institutions. For over 20 years he was Vice President of EPI Construction, Inc, in charge of all office and field operations. Since 2001 he has operated Blackwell Construction overseeing a wide variety of projects. In 2005, he became President of EPI Construction, Inc., bringing on the key employees as owners. He holds licenses as a building, electrical and plumbing contractor.



BILL MAINE, Vice President/Sr. Project Manager

Arizona State University – B.S. in Construction Management

Bill is a second-generation general contractor starting in the trades in 1990. Bill's career with EPI began in 1998 when he interned one summer while still in college. After graduating Summa Cum Laude with his degree in construction management, Bill came to work full time for EPI in 1999. Since then he has constructed a large array of projects including multi-family residential, medical office, hospital, commercial, light industrial, institutional, food processing and fitness facilities. In 2006, Bill became a partner in the firm and a corporate officer. Bill obtained his California state contractor's license in 2012. Bill's style of management of his projects exemplifies EPI's core philosophy of cooperation and promotion of a positive working environment for all participants and at all levels of the project. He accomplishes this while still maintaining schedule and budget. Bill takes a hands-on approach with all projects by working closely with the client, consultants, subcontractors, city officials and superintendents. Bill's core values are centered around honesty and integrity, and he believes strongly in the teamwork methodology on all projects.

EPI CONSTRUCTION, INC., 12345 VENTURA BLVD, STE H, STUDIO CITY, CA 91604



SECTION IV

PROJECT TEAM / KEY PERSONNEL

Aaron has successfully completed eight charter school projects in the greater Los Angeles area, and is actively managing two charter school projects.

SILVANA MINASIAN, CFO

California State University Northridge, B.A. in Accounting/Finance, CPA

Silvana began working for EPI in 2016. Silvana is responsible for company's financial functions related to the collection, accuracy, recording and analysis of company's financial operations, and communicate the results to the owners to assist them in making better business decisions. Silvana will be directly involved with this project ensuring all accounting functions are being conducted on a daily basis.

MARTHA GUZMAN, Project Engineer

Martha has worked with EPI since 2016. Martha is responsible for writing subcontracts, project and bid tracking, change orders, processing submittals, sending out bid packages, and organizing and distributing project information and documents. Martha will serve as the lead Project Engineer for this project.

FRED HALL, Superintendent

Fred began his construction career in 1988, working on metal stud framing, T-Bar ceilings, and running crews. Fred has extensive experience in site work, church facilities, fitness facilities, large commercial/industrial malls, and tenant improvements. He became a superintendent in 1998 and joined EPI in 2013. His first major project with EPI was Equinox Westlake Village and has also successfully completed Equinox Glendale. Fred recently completed Set and Flow Yoga Studio located in Hollywood, CA.

RICK GEISSEL, Superintendent

Rick had been with Blackwell construction since 2016. He has over 28 years of experience in the commercial construction field building a variety of different projects. Rick just successfully completed a challenging new addition to Animo South LA on schedule. He is currently the Superintendent of the KIPP South Gate project and is on track to deliver the project as scheduled.



SECTION V

LIST OF RELEVANT PROJECTS

CHARTER SCHOOL PROJECTS:

- Valor Academy Middle School – North Hills
- Valor Academy High School – North Hills
- High Tech High School – Van Nuys
- Alliance Health Services Manchester High School – Los Angeles
- Alliance College-Ready Middle Academy #4 – Los Angeles
- Alliance Heritage College-Ready Academy – Los Angeles
- Animo South Los Angeles - Green Dot Western High – Los Angeles
- Animo Green Dot Leadership MPR – Los Angeles
- Animo Pat Brown II Charter High School – Los Angeles
- Animo Locke Tech Charter – Los Angeles
- Equitas Academy #3 -Los Angeles
- Equitas Academy #4 – Los Angeles
- Animo Pat Brown High School – Los Angeles
- KIPP LA Prep - Los Angeles
- KIPP Raices Academy – Los Angeles
- KIPP Empower Academy – Los Angeles
- KIPP Gratitude – South Gate
- Kipp Philosophers Academy – Los Angeles
- Vista Charter School – Los Angeles
- Los Feliz Charter School for the Arts – Los Angeles
- High Tech High – Van Nuys
- Orange County Educations Arts Academy – Santa Ana
- Math and Science College Prep – Los Angeles
- Sherman Oaks Cooperative Nursery – Sherman Oaks
- Ednovate Legacy College Prep – Santa Ana
- Ednovate East College Prep – Los Angeles
- Watts Learning Center – Los Angeles



SECTION V

RECENT PROJECT PHOTOS

Animo Pat Brown High School – 8205 Beach St, Los Angeles, CA 90057



Equitas Academy #4 – 2507 W. 7th St., Los Angeles, CA 90015



EPI CONSTRUCTION, INC., 12345 VENTURA BLVD, STE H, STUDIO CITY, CA 91604



SECTION V

RECENT PROJECT PHOTOS

KIPP Cesar Chavez - 4800 E. Cesar Chavez Blvd. Los Angeles, CA 90022



Valor Academy Middle School – 9034 Burnet Ave, Los Angeles, CA 91343



EPI CONSTRUCTION, INC., 12345 VENTURA BLVD, STE H, STUDIO CITY, CA 91604



SECTION V

RECENT PROJECT PHOTOS

Fenton Primary Center - 11351 Dronfield Avenue, Pacoima, CA 91331



Alliance Health Services Manchester – 1111 W. Manchester Ave, Los Angeles, CA 90044



EPI CONSTRUCTION, INC., 12345 VENTURA BLVD, STE H, STUDIO CITY, CA 91604



SECTION VI

LIST OF REFERENCES

1. Maggie Ford
Chief Operating Officer
Equitas Academy
C 661-666-1049
E mford@equitasacademy.org
2. Dean Felton
Director of Facilities
Green Dot Public Schools California
C 323-312-7720
E dean.felton@greendot.org
3. Erik Hagstrom
KIPP So Cal
C 323-246-3367
E ehagstrom@kippsocal.org
4. Frank Gonzalez
President & CEO
Educational Facilities Group
C 323-422-9129
E frank@edfacgroup.org



<u>Job:</u>	<u>Mag 01</u>	<u>Magnolia Charter School 18238 Sherman Way</u>	<u>Owner:</u>	<u>Magnolia Charter Schools</u>
<u>Revision #:</u>		<u>Bid Clarification 5/12/2023</u>	<u>Architect:</u>	<u>Franco</u>
<u>Phase:</u>		<u>General Construction</u>	<u>Location:</u>	<u>Reseda, Ca.</u>
<u>Phase SF:</u>	<u>7,808</u>	<u>SF</u>	<u>Date:</u>	<u>10/4/2023</u>

BID SUMMARY - SOV

COST CODE	DESCRIPTION	BUDGET	COST/SF
01-0010	900 - GENERAL CONDITIONS	\$ 222,000.00	28.43
02-0100	020 - DEMOLITION	\$ 56,274.00	7.21
03-0300	030 - STRUCTURAL CONCRETE	\$ 58,735.00	7.52
05-0100	051- STRUCTURAL STEEL	\$ 29,540.00	3.78
06-0200	062 - ROUGH CARPENTRY	\$ 185,300.00	23.73
07-0300	073 - INSULATION	\$ 26,900.00	3.45
07-0400	074 - ROOFING	\$ 33,425.00	4.28
08-0100	081 - DOORS, FRAMES & HARDWARE	\$ 24,490.00	3.14
08-0300	083 - GLASS & GLAZING	\$ -	0.00
09-0200	092 - DRYWALL	\$ 202,280.00	25.91
09-0300	093 - CERAMIC TILE	\$ 46,773.12	5.99
09-0500	095 - ACOUSTICAL CEILINGS	\$ -	0.00
09-0604	096 - RESILIENT FLOORING	\$ 101,616.00	13.01
09-0700	098 - PAINTING	\$ 27,185.00	3.48
09-0706	097 - FRP	\$ 2,500.00	0.32
10-0100	100 - BATHROOM PARTITIONS & ACCESSORIES	\$ 23,543.00	3.02
10-1000	101 - LOCKERS	\$ 12,500.00	1.60
10-1800	104 - SIGNAGE	\$ 4,000.00	0.51
11-1600	110 - GYMNASIUM EQUIPMENT	\$ 76,097.00	9.75
15-0200	152 - PLUMBING	\$ 121,915.00	15.61
15-0300	153 - FIRE SPRINKLERS	\$ 114,175.00	14.62
15-0305	154 - FIRE EXTINGUISHERS	\$ 3,150.00	0.40
15-0700	157 - HVAC	\$ 183,478.00	23.50
16-0100	160 - ELECTRICAL	\$ 95,035.00	12.17
16-0300	163 - FIRE ALARM	\$ 36,254.00	4.64
	SUBTOTAL	\$ 1,687,165.12	187.65
	CONTINGENCY (4%)	\$ 67,486.60	8.64
	GENERAL LIABILITY	\$ 17,715.23	2.27
	GC FEE (4%)	\$ 67,486.60	8.64
	JOB TOTAL	\$ 1,839,853.56	207.20
	BOND (If Needed)	\$ 36,797.07	4.71

EPI CONSTRUCTION INC.				10/4/2023
Magnolia Charter School_18238 Sherman Way				
Description	Quantity	Unit	Unit Cost	Total
			Cost	
020 - DEMOLITION				56,274
Concrete Demolition	1	ls	10,000	10,000
Party wall Finish Demolition	20,916	Sq Ft	2	31,374
Roofing Demolition	1	ls	14,900	14,900
030 - STRUCTURAL CONCRETE				58,735
Concrete	1	ls	25,705	25,705
Embeds	1	ls	1,000	1,000
Site Concrete	1	ls	30,330	30,330
Spoil Removal	4	ls	425	1,700
051- STRUCTURAL STEEL				29,540
Structural Steel	1	ls	29,540	29,540
062 - ROUGH CARPENTRY				185,300
Labor, Lumber, Hardware, Equipment	1	ls	177,800	185,300
Shear Panel OSB			Inc.	
Added 2x plate with Epoxy			Inc.	
2x8 Ceiling and Floor Joists			Inc.	
3/4" T&G at Mezzanine			Inc.	
Added 2x8 Roof Joist			Inc.	
1/2" Plywood at roof			Inc.	
Plywood at existing Parapet walls			Inc.	
Mechanical Platform			Inc.	
063 - MILLWORK & FINISH CARPENTRY				-
Millwork/Finish Carpentry Pricing	1	ls	-	-
073 - INSULATION				26,900
Insulation pricing	1	ls	26,900	26,900
074 - ROOFING				33,425
Roofing Pricing	1	ls	25,925	25,925
Roof Hatch	1	ls	7,500	7,500
081 - DOORS, FRAMES & HARDWARE				24,490
Doors/Frames/Hardware	1	ls	24,490	24,490
083 - GLASS & GLAZING				-
Storefront, Glass & Glazing	1	ls	-	-
092 - DRYWALL				202,280
Pricing	1	ls	202,280	202,280
093 - CERAMIC TILE				46,773
Interior	1	ls	46,773	46,773
095 - ACOUSTICAL CEILINGS				-
Acoustical Ceiling Pricing	1	ls	-	-
096 - RESILIENT FLOORING				101,616
Resilient Floor Pricing (VCT)	1	ls	7,645	7,645
Tarkett Sports Flooring	1	ls	93,971	93,971
097 - FRP				2,500
FRP Pricing	1	ls	2,500	2,500
098 - PAINTING				27,185
Painting pricing	1	ls	27,185	27,185
100 - BATHROOM PARTITIONS & ACCESSORIES				23,543
Pricing	1	ls	23,543	23,543
101 - LOCKERS				12,500
	1	ls	12,500	12,500
104 - SIGNAGE				4,000
Interior signage	1	ls	4,000	4,000
110 - GYMNASIUM EQUIPMENT				76,097
Main court basketball backstops	1	ls	Included	
Wall padding	1	ls	Included	
Volley Ball Equipment	1	ls	Included	
152 - PLUMBING				121,915
Plumbing pricing (Includes Backflow Device)	1	ls	121,915	121,915
153 - FIRE SPRINKLERS				114,175
Overhead	1	ls	59,625	59,625
Sidewalk demo and repair for sprinkler main	1	ls	16,600	16,600
Underground	1	ls	37,950	37,950
154 - FIRE EXTINGUISHERS				3,150
Fire extinguishers	7	ls	450	3,150
157 - HVAC				183,478
HVAC system	1	ls	183,478	183,478
160 - ELECTRICAL				95,035
Electrical	1	ls	95,035	95,035
163 - FIRE ALARM				36,254
Fire Alarm Systems	1	ls	36,254	36,254
900 - GENERAL CONDITIONS				222,000
General Conditions	6	Each	37,000	222,000



Job:	<u>Mag 01</u>	<u>Magnolia Charter School 18238 Sherman Way</u>	<u>Owner</u>	Magnolia Charter Schools
Revision #	<u>0</u>	<u>Bid Clarification 5/12/2023</u>	<u>Architect</u>	Franco
Phase	<u>AAA</u>	<u>General Construction</u>	<u>Location</u>	Reseda, Ca.
Phase SF	<u>7,808</u>	<u>SF</u>	<u>Date</u>	10/4/2023

EXCLUSIONS & QUALIFICATIONS

- 1 Project will take approx 6 months for TCO. 1 additional month for commissioning/final CO
- 2 DWP fees are not included
- 3 Water Meter, Fire Meter, Gas Meter & Sewer fees are not included
- 4 All permit and agency fees to be reimbursed by owner to contractor
- 5 Toilet partitions are figured as floor mount, overhead braced
- 6 Overtime costs are not included
- 7 Security, audio and video systems are NOT included
- 8 Tele/Data stub ups to above ceiling are included per plan. Phone & data systems by others
- 9 3rd party asbestos testing has not been included
- 10 Commissioning of the building is not included
- 11 All work figured as non-prevailing wage
- 12 Alley, street and sidewalk closure fees and permits to be reimbursed by owner to contractor
- 13 Lumber pricing is valid for 72 hours. (NA)
- 14 A & B permits if applicable permits by others
- 15 P & P Bond has not been included in the base amount.
- 16 Structural observations are not included
- 17 Lead Based Paint, Asbestos-Containing Materials or Pesticide removal is excluded
- 18 Furniture - Excluded
- 19 This bid includes R-19 unfaced batts at all exterior walls
- 20 This bid includes RR for sidewalk at fire sprinkler main
- 21 This budget includes no demolition with the exception of the existing roofing material, concrete for new footings partywall finish, and demolition for new door at the south wall
- 22 No storefront glazing (front or back) is included. Existing to remain.
- 24 Tarkett sports flooring is included
- 25 Basketball backstops, wall padding and volley ball equipment is included
- 26 No new switch gear is included. If new switchgear is required, add \$42,715.00
- 27 No Millwork is included
- 28 No Acoustical ceiling is included



EXHIBIT D

EPI Estimate of Payment Schedule



EPI Invoice No.: **XXXXX**

INVOICE

Customer

Name: **Magnolia Public Schools**
 Address: 250 E. 1st. Street, Suite 1500
 City: Los Angeles, Ca. ZIP: 90012
 Phone:

Date: 11/25/2023
 P.O. No.: XXXXX
 Project Manager: Colin Beal
 EPI Job #: XXXXX

Item	Material/Description		TOTAL
1	<p>Progress billing through 11/30/2023</p> <p>Progress Billing xxx% of contract</p> <p>See Attached Documents</p> <p>Job location: MSA1 Jam Building 18242 Sherman Way Reseda, Ca. 91335</p>		\$0.00

Payment

ACH Deposit OR Check

Thank you for your business!

Subtotal: \$0.00

Less Retainage: \$0.00

TOTAL NOW DUE: \$0.00

Office Use Only

12345 Ventura Blvd., Suite H * Studio City, Ca 91604 * Tel: 818.760.9100 * Fax: 818.760.9162

APPLICATION AND CERTIFICATION FOR PAYMENT

AIA Document G702

TO: (OWNER)

Magnolia Public Schools
250 E. 1st Street, Suite 1500
Los Angeles, CA 90012

FROM:

EPI Construction Inc
12345 Ventura Blvd., Suite H
Studio City, CA 91604

PROJECT:

MSA 1 Jam Building
12238 Sherman Way
Reseda, Ca. 91335

VIA (ARCHITECT):

Franco and Associates, Inc
12345 Ventura Blvd., Suite H
Studio City, CA 91604

Application #: #001
Period To: 30-Nov-23
EPI Project #: XXXXX
EPI Invoice #: XXXXX

DISTRIBUTION TO:
____ Owner
____ Architect

Contract Date: Pending

CONTRACTOR'S APPLICATION FOR PAYMENT

CHANGE ORDER SUMMARY		
Change Orders approved in previous months by Owner	ADDITIONS	DEDUCTIONS
TOTAL		\$0
APPROVED THIS MONTH		
Number	Date Approved	
TOTALS	\$0	\$0
Net Change by Change Orders		\$0

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief, the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR: EPI Construction Inc.

BY: _____ Date: 25-Nov-23

Application is made for Payment, as shown below, in connection w/ the Contract. Continuation Sheet, Special Form - 3, is attached.

1. ORIGINAL CONTRACT SUM..... \$1,839,853.56
2. Net Change by Change Orders..... \$0.00
3. CONTRACT SUM TO DATE (Line 1+/- 2)..... \$1,839,853.56
4. TOTAL COMPLETED & STORED TO DATE..... \$0.00
(Column J on Special Form - 3)
5. RETAINAGE:
 - a. 10 % of Completed Work _____ \$0
(Column G+H on Special Form - 3)
 - b. _____ % of Stored Material _____
(Column I on Special Form - 3)

Total Retainage (Line 5a + 5b or Total in Column M on Special Form - 3) _____ \$0
6. TOTAL EARNED LESS RETAINAGE..... \$0.00
(Line 4 less Line 5 Total)
7. LESS PREVIOUS CERTIFICATES FOR.....
PAYMENT (Line 6 from prior Certificate)
8. CURRENT PAYMENT DUE..... **\$0.00**
9. BALANCE TO FINISH..... **\$1,839,853.56**
(Line 3 less Line 6)

ARCHITECT'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED _____ AMOUNT \$ _____

(Attach explanations if amount certified differs from the amount applied. Initial all figures on this Application and on the Continuation Sheet that are changed to conform with the amount certified.)

ARCHITECT

BY: _____ Date _____

CONSTRUCTION MANAGER:

BY: _____ Date _____

OWNER'S REP:

BY: _____ Date _____

This certificate is not negotiable. THE AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the Owner or Contractor under this Contract.

CONTINUATION SHEET

AIA Document G703

Special Form - 2, APPLICATION AND CERTIFICATE FOR PAYMENT, containing:

Contractor's signed Certification is attached.

In tabulations below, amounts are stated to nearest dollar.

Use Column K on Contracts where variable retainage for line items may apply.

Application Number: #001
 Application Date: 25-Nov-23
 Period To: 30-Nov-23
 EPI Invoice Number: XXXXX

A ITEM NO.	B DESCRIPTION OF WORK (EPI Project #: 20-001)	C SCHEDULED VALUE	D CHANGE ORDERS	E REALLOCATION	F CURRENT BUDGET	G WORK COMPLETED		I MATERIALS PRESENTLY STORED (NOT IN G OR H)	J TOTAL COMPLETED AND STORED TO DATE (G+H+I)	K % (J/F)	L BALANCE TO FINISH (F-J)	M RETAINAGE
						FROM PREVIOUS APPLICATION (G+H)	THIS PERIOD					
						02-0100	Demolition					
03-0000	Structural Concrete	58,735.00			58,735.00			0.00	-	0.00%	58,735.00	0.00
05-0100	Structural Steel	29,540.00			29,540.00			0.00	-	0.00%	29,540.00	0.00
06-0200	Rough Carpentry	185,300.00			185,300.00			0.00	-	0.00%	185,300.00	0.00
07-0300	Insulation	26,900.00			26,900.00			0.00	-	0.00%	26,900.00	0.00
04-0400	Roofing	33,425.00			33,425.00			0.00	-	0.00%	33,425.00	0.00
08-0100	Doors, Frames and Hardware	24,490.00			24,490.00			0.00	-	0.00%	24,490.00	0.00
09-0200	Drywall	202,280.00			202,280.00			0.00	-	0.00%	202,280.00	0.00
09-0300	Ceramic Tile	46,773.12			46,773.12			0.00	-	0.00%	46,773.12	0.00
09-0604	Resilient Flooring	101,616.00			101,616.00			0.00	-	0.00%	101,616.00	0.00
09-0700	Painting	27,185.00			27,185.00			0.00	-	0.00%	27,185.00	0.00
09-0706	FRP	2,500.00			2,500.00			0.00	-	0.00%	2,500.00	0.00
10-0100	Bathroom Partitions and Accessories	23,543.00			23,543.00			0.00	-	0.00%	23,543.00	0.00
10-1000	Lockers	12,500.00			12,500.00			0.00	-	0.00%	12,500.00	0.00
10-1800	Signage	4,000.00			4,000.00			0.00	-	0.00%	4,000.00	0.00
11-1100	Equipment	76,097.00			76,097.00			0.00	-	0.00%	76,097.00	0.00
15-0200	Building Plumbing	121,915.00			121,915.00			0.00	-	0.00%	121,915.00	0.00
15-0300	Fire Sprinkler	114,175.00			114,175.00			0.00	-	0.00%	114,175.00	0.00
15-0305	Fire Extinguishers	3,150.00			3,150.00			0.00	-	0.00%	3,150.00	0.00
15-0700	HVAC	183,478.00			183,478.00			0.00	-	0.00%	183,478.00	0.00
16-0000	Electrical	95,035.00			95,035.00			0.00	-	0.00%	95,035.00	0.00
16-0300	Fire Alarm	36,254.00			36,254.00			0.00	-	0.00%	36,254.00	0.00
01-0000	General Conditions	222,000.00			222,000.00			0.00	-	0.00%	222,000.00	0.00

CONTINUATION SHEET

AIA Document G703

Special Form - 2, APPLICATION AND CERTIFICATE FOR PAYMENT, containing:

Contractor's signed Certification is attached.

In tabulations below, amounts are stated to nearest dollar.

Use Column K on Contracts where variable retainage for line items may apply.

Application Number: #001
 Application Date: 25-Nov-23
 Period To: 30-Nov-23
 EPI Invoice Number: XXXXX

A ITEM NO.	B DESCRIPTION OF WORK (EPI Project #: 20-001)	C SCHEDULED VALUE	D CHANGE ORDERS	E REALLOCATION	F CURRENT BUDGET	G		H	I MATERIALS PRESENTLY STORED (NOT IN G OR H)	J TOTAL COMPLETED AND STORED TO DATE (G+H+I)	K % (J/F)	L BALANCE TO FINISH (F-J)	M RETAINAGE
						WORK COMPLETED							
						FROM PREVIOUS APPLICATION (G+H)	THIS PERIOD						
20-0990	Contractor's Liability Insurance	17,715.24			17,715.24				0.00	-	0.00%	17,715.24	0.00
20-0992	Contingency	67,486.60			67,486.60				0.00	-	0.00%	67,486.60	0.00
20-0994	Contractor's Fee	67,486.60			67,486.60				0.00	-	0.00%	67,486.60	0.00
TOTAL		1,839,853.56	0.00	0.00	1,839,853.56	0.00	0.00	0	0.00	0.00%	1,839,853.56	0.00	

CONDITIONAL WAIVER AND RELEASE ON PROGRESS PAYMENT (Civil Code, § 8132)

PAYMENT NOTICE: THIS DOCUMENT WAIVES THE CLAIMANT'S LIEN, STOP PAYMENT NOTICE, AND PAYMENT BOND RIGHTS EFFECTIVE ON RECEIPT OF PAYMENT. A PERSON SHOULD NOT RELY ON THIS DOCUMENT UNLESS SATISFIED THAT THE CLAIMANT HAS RECEIVED PAYMENT.

Identifying Information:

Name of Claimant: EPI Construction, Inc.
 Name of Customer: Magnolia Public Schools
 Job Location: 18242 Sherman Way
Reseda Ca., 91335
 Owner: Magnolia Public Schools
 Through Date: 11/30/2023
 Job# XXXXX

Conditional Waiver and Release

This document waives and releases lien, stop payment notice, and payment bond rights the Claimant has for labor and service provided, and equipment and material delivered, to the Customer on this job through the Through Date of this document. Rights based upon labor or service provided, or equipment or material delivered, pursuant to a written change order that has been fully executed by the parties prior to the date that this document is signed by the Claimant, are waived and released by this document, unless listed as an Exception below. This document is effective only on the Claimant's receipt of payment from the financial institution on which the following check is drawn:

Maker of Check: Magnolia Public Schools
 Amount of Check: \$0.00
 Check Payable to: EPI Construction Inc.

Exceptions

This document does not affect any of the following:

- (1) Retentions
- (2) Extras for which the Claimant has not received payment.
- (3) The following progress payments for which the Claimant has previously given a conditional waiver and release but has not received payment:

Date(s) of waiver and release: _____
 Amount(s) of unpaid progress payment(s): \$ _____

- (4) Contract rights, including (A) a right based on rescission, abandonment, or breach of contract, and (B) the right to recover compensation for work not compensated by the payment.

Signature

Claimant's Signature: _____
 Claimant's Name & Title: Colin Beal, Vice President
 Date of Signature: 11/25/2023

**UNCONDITIONAL WAIVER AND RELEASE ON PROGRESS PAYMENT
(Civil Code, § 8134)**

PAYMENT NOTICE TO CLAIMANT: THIS DOCUMENT WAIVES AND RELEASES LIEN, STOP PAYMENT NOTICE, AND PAYMENT BOND RIGHTS UNCONDITIONALLY AND STATES THAT YOU HAVE BEEN PAID FOR GIVING UP THOSE RIGHTS. THIS DOCUMENT IS ENFORCEABLE AGAINST YOU IF YOU SIGN IT, EVEN IF YOU HAVE NOT BEEN PAID. IF YOU HAVE NOT BEEN PAID, USE A CONDITIONAL WAIVER AND RELEASE FORM.

Identifying Information:

Name of Claimant:	EPI Construction, Inc.	_____
Name of Customer:	Magnolia Public Schools	_____
Job Location:	18242 Sherman Way	_____
	Reseda Ca., 91335	_____
Owner:	Magnolia Public Schools	_____
Through Date:	11/30/2023	_____
Job#	XXXXX	

Unconditional Waiver and Release

This document waives and releases lien, stop payment notice, and payment bond rights the Claimant has for labor and service provided, and equipment and material delivered, to the Customer on this job through the Through Date of this document. Rights based upon labor or service provided, or equipment or material delivered, pursuant to a written change order that has been fully executed by the parties prior to the date that this document is signed by the Claimant, are waived and released by this document, unless listed as an Exception below.

The Claimant has received the following progress payment:
\$0.00

Exceptions

This document does not affect any of the following:

- (1) Retentions
- (2) Extras for which the Claimant has not received payment.
- (3) Contract rights, including (A) a right based on rescission, abandonment, or breach of contract, and (B) the right to recover compensation for work not compensated by the payment.

Signature

Claimant's Signature:	
Claimant's Name & Title:	Colin Beal, Vice President
Date of Signature:	4/28/2022

EPI Construction, Inc
Magnolia Public Schools
MASA 1 JAM Building
Cash Flow Projection

			11/30/2023	12/31/2023	1/30/2024	2/28/2024	3/31/2024	4/30/2024	5/31/2024 (Retention)
02-0100	Demolition	\$ 56,274.00	\$ 56,274.00						\$ 5,627.40
03-0000	Structural Concrete	\$ 58,735.00	\$ 35,000.00	\$ 23,735.00					\$ 5,873.50
05-0100	Structural Steel	\$ 29,540.00	\$ 5,000.00		\$ 24,540.00				\$ 2,954.00
06-0200	Rough Carpentry	\$ 185,300.00	\$ 25,000.00	\$ 80,150.00	\$ 80,150.00				\$ 18,530.00
07-0300	Insulation	\$ 26,900.00			\$ 26,900.00				\$ 2,690.00
04-0400	Roofing	\$ 33,425.00			\$ 33,425.00				\$ 3,342.50
08-0100	Doors, Frames and Hardware	\$ 24,490.00					\$ 24,490.00		\$ 2,449.00
09-0200	Drywall	\$ 202,280.00			\$ 150,000.00	\$ 52,280.00			\$ 20,228.00
09-0300	Ceramic Tile	\$ 46,773.12					\$ 46,773.12		\$ 4,677.31
09-0604	Resilient Flooring	\$ 101,616.00					\$ 50,808.00	\$ 50,808.00	\$ 10,161.60
09-0700	Painting	\$ 27,185.00				\$ 27,185.00			\$ 2,718.50
09-0706	FRP	\$ 2,500.00						\$ 2,500.00	\$ 250.00
10-0100	Bathroom Partitions and Accessories	\$ 23,543.00					\$ 23,543.00		\$ 2,354.30
10-1000	Lockers	\$ 12,500.00					\$ 12,500.00		\$ 1,250.00
10-1800	Signage	\$ 4,000.00						\$ 4,000.00	\$ 400.00
11-1100	Equipment	\$ 76,097.00					\$ 25,000.00	\$ 51,097.00	\$ 7,609.70
15-0200	Building Plumbing	\$ 121,915.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 21,915.00		\$ 12,191.50
15-0300	Fire Sprinkler	\$ 114,175.00		\$ 50,000.00	\$ 50,000.00		\$ 14,175.00		\$ 11,417.50
15-0305	Fire Extinguishers	\$ 3,150.00					\$ 3,150.00		\$ 315.00
15-0700	HVAC	\$ 183,478.00		\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 33,478.00		\$ 18,347.80
16-0000	Electrical	\$ 95,035.00	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00	\$ 19,035.00		\$ 9,503.50
16-0300	Fire Alarm	\$ 36,254.00		\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,254.00		\$ 3,625.40
01-0000	General Conditions	\$ 222,000.00	\$ 37,000.00	\$ 37,000.00	\$ 37,000.00	\$ 37,000.00	\$ 37,000.00	\$ 37,000.00	\$ 22,200.00
20-0990	Contractor's Liability Insurance	\$ 17,715.24	\$ 17,715.24						\$ 1,771.52
20-0992	Contingency	\$ 67,486.60						\$ 67,486.60	\$ 6,748.66
20-0994	Contractor's Fee	\$ 67,486.60	\$ 11,250.00	\$ 11,250.00	\$ 11,250.00	\$ 11,250.00	\$ 11,250.00	\$ 11,236.60	\$ 6,748.66
		\$ 1,839,853.56	\$ 231,239.24	\$ 305,135.00	\$ 516,265.00	\$ 230,715.00	\$ 332,371.12	\$ 224,128.20	\$ 183,985.36
	Retention		\$ (23,123.92)	\$ (30,513.50)	\$ (51,626.50)	\$ (23,071.50)	\$ (33,237.11)	\$ (22,412.82)	\$ -
	Due By the Following 25th		\$ 208,115.32	\$ 274,621.50	\$ 464,638.50	\$ 207,643.50	\$ 299,134.01	\$ 201,715.38	\$ 183,985.36



EXHIBIT E

MSA-1 Cash Flow

	2023-24	2024-25	2025-26
Enrollment	Projected Budget 708	Projected Budget 710	Projected Budget 767
Revenue			
Total LCFF Entitlement	\$ 10,257,566	\$ 10,705,342	\$ 12,063,629
Total Federal Revenue	\$ 1,176,140	\$ 480,824	\$ 519,425
Total Other State Revenue	\$ 3,848,664	\$ 4,037,547	\$ 3,105,116
Fundraising & Grants	\$ 148,556	\$ 157,469	\$ 166,918
Total Revenue	\$ 15,430,926	\$ 15,381,182	\$ 15,855,087
Expense			
1000 Certificated Salaries	\$ 4,405,535	\$ 4,537,701	\$ 4,673,832
2000 Classified Salaries	\$ 1,580,283	\$ 1,627,692	\$ 1,676,523
3000 Employee Benefits	\$ 2,087,296	\$ 2,149,915	\$ 2,214,412
4000 Total Books & Supplies	\$ 936,115	\$ 964,198	\$ 993,124
5000 Total Services & Other Operating Expenses	\$ 4,761,909	\$ 4,904,766	\$ 5,051,909
6000 Total Capital Outlay & Depreciation	\$ 145,600	\$ 145,600	\$ 145,600
7000 Interest	\$ 27,834	\$ 28,669	\$ 29,529
Total Expense	\$ 13,944,572	\$ 14,358,541	\$ 14,784,930
Net Income	\$ 1,486,354	\$ 1,022,640	\$ 1,070,158

Magnolia Science Academy 1 - Revise Budget and Multiyear projections

Enrollment	\$ 708	\$ 710	\$ 767
Fund Balance			
Beginning Fund Balance	\$ 11,005,785	\$ 12,492,139	\$ 13,514,779
Net Income	\$ 1,486,354	\$ 1,022,640	\$ 1,070,158
Ending Fund Balance	12,492,139	13,514,779	14,584,937
Reserve for Economic Uncertainties (REU)	90%	94%	99%
ENDING CASH BEFORE THE PROJECT PAYMENTS	\$ 7,559,149	\$ 5,085,170	\$ 4,772,833
EPI Construction Costs	\$ 1,839,854	\$ -	\$ -
ENDING CASH AFTER PAYMENTS	\$ 5,719,295	\$ 5,085,170	\$ 4,772,833

Magnolia Science Academy-1

Income Statement			
	2023-24	2024-25	2025-26
Revenues			
LCFF State Revenue	10,257,566	10,705,342	12,063,629
Federal Revenues	1,176,140	480,824	519,425
Other State Revenues	3,848,664	4,037,547	3,105,116
Local Revenue	148,556	157,469	166,918
TTL Revenues	15,430,926	15,381,182	15,855,087
Expenditures			
Certificated Salaries	4,405,535	4,537,701	4,673,832
Classified Salaries	1,580,283	1,627,692	1,676,523
Benefits	2,087,296	2,149,915	2,214,412
Books & Supplies	936,115	964,198	993,124
Services & Operations	4,761,909	4,904,766	5,051,909
Capital Outlay	145,600	145,600	145,600
Debt Service- Interest	27,834	28,669	29,529
Total Expenditures	13,944,572	14,329,872	14,755,401
Operating Income/(Loss)	1,486,354	1,051,309	1,099,687

Monthly Update - Monthly Cash Flow (Actuals)

MSA-1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH- Res	1,884,684.90	1,888,247	1,737,716	1,685,738	1,677,306	1,668,873	1,660,441	1,652,009	1,643,577	1,492,986	1,492,986	1,492,986	1,492,986	
BEGINNING CASH- Unres	4,876,642.78	6,011,667	5,457,574	6,121,575	5,924,187	5,546,199	5,935,579	5,301,067	4,882,257	4,945,466	4,597,042	4,286,348	4,226,309	
BEGINNING CASH	6,761,328	7,899,914	7,195,291	7,807,313	7,601,493	7,215,073	7,596,020	6,953,076	6,505,833	6,438,452	6,090,028	5,759,334	5,719,295	
Revenue														
LCFF Entitlement	420,989	558,338	1,250,160	693,685	693,685	1,250,160	693,685	831,034	1,227,268	670,793	670,793	670,793	670,793	626,182
Federal Revenue			147,018	78,409	78,409	147,018	78,409	78,409	147,018	78,409	78,409	147,018	117,614	1,176,140
Other State Revenues	157,956	209,490	469,063	260,272	260,272	469,063	260,272	311,806	460,474	251,683	251,683	251,683	234,945	3,848,664
Other Local Revenues													148,556	148,556
Total Revenue	578,946	767,828	1,866,240	1,032,366	1,032,366	1,866,240	1,032,366	1,221,249	1,834,760	1,000,886	1,000,886	1,069,494	1,127,297	15,430,926
Restricted Revenue	157,956	209,490	616,081	338,682	338,682	616,081	338,682	390,215	607,492	330,093	330,093	398,701	352,559	5,024,804
Unrestricted Revenue	420,989	558,338	1,250,160	693,685	693,685	1,250,160	693,685	831,034	1,227,268	670,793	670,793	670,793	774,738	10,406,122
Expenses														
Certificated Salaries	314,681	367,128	367,128	367,128	367,128	367,128	367,128	367,128	367,128	367,128	367,128	346,149	73,426	4,405,535
Classified Salaries	112,877	131,690	131,690	131,690	131,690	131,690	131,690	131,690	131,690	131,690	131,690	124,165	26,338	1,580,283
Benefits	149,093	173,941	173,941	173,941	173,941	173,941	173,941	173,941	173,941	173,941	173,941	164,002	34,788	2,087,296
Books and Supplies	66,865	78,010	78,010	78,010	78,010	78,010	78,010	78,010	78,010	78,010	78,010	73,552	15,602	936,115
Services and Operations	340,136	396,826	396,826	396,826	396,826	396,826	396,826	396,826	396,826	396,826	396,826	374,150	79,365	4,761,909
Depreciation / Cap Outlay	12,133	12,133	12,133	12,133	12,133	12,133	12,133	12,133	12,133	12,133	12,133	12,133	-	145,600
Debt Service- Interest	2,109	2,109	2,109	2,109	2,109	2,109	2,109	2,109	2,109	2,109	2,109	2,109	2,530	27,834
Total Expenses	995,786	1,159,728	1,159,728	1,159,728	1,159,728	1,159,728	1,159,728	1,159,728	1,159,728	1,159,728	1,159,728	1,094,151	229,519	13,944,572
Restricted Expenses	157,956	209,490	616,081	338,682	338,682	616,081	338,682	390,215	607,492	330,093	330,093	398,701	352,559	5,024,804
Unrestricted Expenses	837,830	950,238	543,648	821,047	821,047	543,648	821,047	769,513	552,237	829,636	829,636	695,451	774,738	9,789,712
Other Transactions Affecting Cash														
Accounts Receivable- Res	154,152.14	60	98,612	142,158	142,158	142,158	142,158	142,158	142,158					963,615
Accounts Receivable-- Unres	1,844,553	130,495	250,176.97	250,177	250,177	250,177	250,177	250,177						3,225,933
Accounts Payable- Res	(150,590)	(150,590)	(150,590)	(150,590)	(150,590)	(150,590)	(150,590)	(150,590)	(150,590)	(150,590)	(150,590)			(1,355,314)
Accounts Payable- Unres	(304,821)	(304,821)	(304,821)	(304,821)	(304,821)	(304,821)	(304,821)	(304,821)	(304,821)	(304,821)	(304,821)			(2,743,393)
Depreciation - Res														-
Depreciation- Unres	12,133	12,133	12,133	12,133	12,133	12,133	12,133	12,133	12,133	12,133	12,133	12,133		145,600
Other Inflows/Outflows- Unres				(27,515)	(208,115)	(274,622)	(464,639)	(207,644)	(299,134)	(201,715)	(183,985)		(27,515)	(1,894,884)
Total Other Transactions- Res	3,562	(150,530)	(51,978)	(8,432)	(8,432)	(8,432)	(8,432)	(8,432)	(150,590)	-	-	-	-	
Total Other Transactions- Unres	1,551,865	(162,193)	(42,511)	(70,026)	(250,626)	(317,133)	(507,150)	(500,332)	(591,822)	(189,582)	(171,852)	(15,382)		
Total Other Transactions	1,555,427	(312,724)	(94,490)	(78,458)	(259,059)	(325,565)	(515,582)	(508,764)	(742,413)	(189,582)	(171,852)	(15,382)		(1,658,443)
ENDING CASH	7,899,914	7,195,291	7,807,313	7,601,493	7,215,073	7,596,020	6,953,076	6,505,833	6,438,452	6,090,028	5,759,334	5,719,295		
Days Cash on Hand	208.96	190.32	206.51	201.07	190.85	200.92	183.92	172.09	170.31	161.09	152.34	151.28		