



## Magnolia Public Schools

### Regular Board Meeting

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#### Date and Time

Thursday September 12, 2024 at 6:35 PM PDT

#### Location

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

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#### Access to the Board Meeting

Teleconferencing locations are provided at each Magnolia Science Academy school site:

- Magnolia Science Academy-1 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-2 (17125 Victory Blvd, Van Nuys, CA 91406)
- Magnolia Science Academy-3 (1254 E Helmick St, Carson, CA 90746)
- Magnolia Science Academy-4 (11330 W Graham Place, Los Angeles, CA 90064)
- Magnolia Science Academy-5 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-6 (745 S. Wilton Ave, Los Angeles, CA 90005)
- Magnolia Science Academy-7 (18355 Roscoe Boulevard, Northridge, CA 91325)
- Magnolia Science Academy-8 (6411 Orchard Ave, Bell, CA 90201)
- Magnolia Science Academy-Santa Ana (2840 W 1st Street, Santa Ana, CA 92703)
- Magnolia Science Academy-San Diego (6525 Estrella Ave, San Diego, CA 92120)

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.

- 2100 Geng Road, STE 210, Palo Alto, CA 94303 (**Dr. Umit Yapanel**)

#### Dialing information for this meeting is included below:

**Dial in:** 1-669-444-9171

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

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

### **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](mailto: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](http://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](mailto: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

### **Student Board Member:**

Naim Bayraktar

### **CEO & Superintendent:**

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Mr. Alfredo Rubalcava

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:35 PM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order			1 m
<b>B.</b> Pledge of Allegiance			1 m
<b>C.</b> Record Attendance and Guests			1 m
<b>D.</b> Approval of Agenda	Vote		1 m
<b>E.</b> Public Comments			6 m
<b>F.</b> Approval of Minutes from MPS Regular Board Meeting - August 8, 2024	Approve Minutes		1 m
<b>II. Closed Session</b>			<b>6:46 PM</b>
<b>A.</b> Public Announcement of Closed Session	FYI		1 m
<b>B.</b> Conference with Legal Counsel – Anticipated Litigation § 54956.9(b): 1 case			60 m
<b>C.</b> Report Out of Closed Session	FYI		1 m
<b>III. Information/Discussion Items</b>			<b>7:48 PM</b>
<b>A.</b> Strategic Vision for Community Schools	Discuss	Brenda Olivares & Maite Montalvo	30 m
<b>B.</b> Enrollment Update	Discuss	Brenda Olivares	15 m
<b>C.</b> MPS Annual Authorizer Oversight Reports From Los Angeles Unified School District (LAUSD)	Discuss	David Yilmaz	10 m
<b>D.</b> 2022-23 Teaching Assignment Monitoring Outcomes (TAMO) Data Report Presentation	Discuss	David Yilmaz & Fiorella Del Carpio	10 m

	Purpose	Presenter	Time
<b>E.</b> Update on Facilities Projects	Discuss	Patrick Ontiveros	60 m
<b>IV. Action Items</b>			<b>9:53 PM</b>
<b>A.</b> Approval of MPS 403b Plan (Nationwide)	Vote	Steve Budhraj	15 m
<b>B.</b> Approval of 2023-24 Unaudited Actuals Reports	Vote	Steve Budhraj	20 m
<b>C.</b> Approval of Franco Architects Change Orders for Magnolia Science Academy-1 Tenant Improvement Project at 18242 Sherman Way (Gym)	Vote	Patrick Ontiveros	10 m
<b>D.</b> Approval of Berliner Architect Change Order for Magnolia Science Academy-2 Conditional Use Permit Project at 16600 Vanowen Street (Ground Up Construction)	Vote	Patrick Ontiveros	5 m
<b>E.</b> Approval of Long Term Lease for Bank of America Building at 18120 Sherman Way between HH Sherman, LLC, as Owner and Lessor, and Magnolia Educational & Research Foundation for the Benefit of Magnolia Science Academy-1, as Lessee	Vote	Patrick Ontiveros	15 m
<b>F.</b> Approval of Resolution Implementing Prequalification of Construction Contracts Under Public Contract Code Section 20111.6. Resolution No. 20240912-01	Vote	Patrick Ontiveros	10 m
<b>G.</b> Approval of Board Resolution for Creation of Positions for Magnolia Science Academy (MSA) San Diego and MSA- 4 for the Improvement of Educational Programs for Students	Vote	Fiorella Del Carpio	10 m
<b>H.</b> Approval of Board Resolution for Magnolia Science Academy- Santa Ana (MSA-SA) for Creation and Elimination of Positions for the Improvement of Educational Programs for Students	Vote	Fiorella Del Carpio	5 m
<b>I.</b> Approval of Magnolia Science Academy-3 Action Plan for Success	Vote	Gokhan Serce	10 m

	Purpose	Presenter	Time
<b>J.</b> Approval of Proposition 28: Arts and Music in Schools Funding Annual Reports for All MPS Schools for Fiscal Year 2023-2024	Vote	Gokhan Serce	10 m
<b>K.</b> Approval of Current Magnolia Educational & Research Foundation Conflict of Interest Code & Conflict of Interest Policy & Authorization to Submit 2024 Multi-County Agency Biennial Notice	Vote	Alfredo Rubalcava	5 m
<b>V. Closing Items</b>			<b>11:48 PM</b>
<b>A.</b> Adjourn Meeting			1 m

# Coversheet

## Approval of Minutes from MPS Regular Board Meeting - August 8, 2024

**Section:** I. Opening Items  
**Item:** F. Approval of Minutes from MPS Regular Board Meeting - August 8, 2024  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on August 8, 2024

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday August 8, 2024 at 6:00 PM

**Location**

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

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**Board Members:**

Mr. Mekan Muhammedov, Chair

Ms. Sandra Covarrubias, Vice-Chair

Dr. Umit Yapanel

Dr. Salih Dikbas

Ms. Diane Gonzalez

**Student Board Member:**

Naim Bayraktar

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Directors Present**

D. Gonzalez, M. Muhammedov, S. Dikbas, U. Yapanel

**Directors Absent**

S. Covarrubias

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**Guests Present**

J. Lara

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## I. Opening Items

### A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Aug 8, 2024 at 6:23 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. Naim Bayraktar, Student Board Member, was present.

### D. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented.

U. Yapanel seconded the motion.

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

#### Roll Call

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

### E. Public Comments

No public comments were made at this time.

### F. Announcements

A. Rubalcava, CEO & Superintendent, reported that Esra Eldem was given the opportunity to do additional work at the University of Southern California (USC) and would therefore step down from the Board role due to these commitments. He thanked her for her service on the Board. He also thanked the school sites for working diligently for the preparation of the first day of school. Magnolia Science Academy (MSA)-Santa Ana and MSA-San Diego would be starting on August 12th and all other MSA schools would start on August 13th. He reported that parent orientations would take place in the next couple of days and that Home Office staff will be at the school sites to support and invited all Board Members to attend as well.

G. Serce, Chief Academic Officer, highlighted the various in-service trainings and orientations that took place at MSA-Santa Ana. School leaders across all schools attended these trainings and separately, teachers both tenure and new participated. He reported that it was successful with the focus of getting ready for the school year.

**G. Approval of Minutes from MPS Regular Board Meeting - July 11, 2024**

U. Yapanel made a motion to approve the minutes from Regular Board Meeting on 07-11-24.

M. Muhammedov seconded the motion.

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

**Roll Call**

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

**II. Information/Discussion Items**

**A. Brown Act & Conflict of Interest Training**

Kaela Haydu, Senior Council at Young, Minnie & Corr LLP (YM&C) provided an extensive Brown Act and Conflict of Interest Training to the Board. Board Members and staff questions were addressed by legal counsel. She reported that the Board will also undergo an Ethics Training under AB 2158 which would be sometime in 2025.

S. Covarrubias was not in attendance for this meeting. She completed her Brown Act & Conflict of Interest Training on July 25, 2024 prior to this meeting. All other Board Members were present and in-person.

**B. Update on Facilities Projects**

P. Ontiveros, General Counsel & Director of Facilities, reported that in regards to the Magnolia Science Academy (MSA)-5 project at 7111 Winnetka Ave., he stated that money was received from the state. In addition, staff followed legal guidance on further proceedings. Representatives from Gateway provided detailed updates to the Board on actions taken to move the project along. They reported that the timeline of completion was adjusted and the Board will receive more details at the next Board Meeting. P. Ontiveros in addition to M. Sahin, Facilities Project Manager, and K. Jimenez, Assistant Facilities Project Manager, also provided updates on the facilities projects at MSA-1, MSA-2, MSA-7, and MSA-Santa Ana. Board questions were addressed by staff.

**III. Action Items**

**A.**

### Approval of Updated EL Master Plan

K. Mann, Director of EL & ELA Programs, presented the updated EL Master Plan for the 2024-25 school year. She reported that it is reviewed annually and brought to the Board to ensure that MPS continues to provide services to the English Learner population that meet all compliance with state and federal regulations. The proposed revisions for this years plan was made based on updated guidance from the California Department of Education and feedback from EL Coordinators and school leaders. She reported on the revisions made including: updated language regarding the administration of the Initial and Summative ELPAC assessment to students in grades Kindergarten through 12 only, clarification on the required score of 3 on the Summative Alternate ELPAC assessment to meet reclassification requirements, and the addition of the Write Brain ELD program as an approved supplementary resource for Designated ELD at the Elementary level. Board Members questions were addressed by staff.

U. Yapanel made a motion to approve the changes to the MPS English Learner Master Plan.

S. Dikbas seconded the motion.

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

#### Roll Call

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

### B. Approval of Board Resolution for Creation of Position for MSA-4 for the Improvement of Academic Support

D. Hajmeirza, Director of People & Performance, reported that the resolution is to move forward with approving the creation of position of multiple subject teacher for Magnolia Science Academy(MSA)-4 for the improvement of academic support effective for the 2024-25 school year. She reported that staff determined the need for the addition of a middle school teacher to the overall number of teachers at MSA-4. She reported that the school currently has 155 completed enrollments with additional 31 students in the pipeline. MSA-4 adopted budget for 2024-25 was based on 144 students, so due to the positive growth the school will receive additional funds. E. Rizzuto, Principal at MSA-4, highlighted the need for the multi subject teacher to support the growth at the middle school. Board Members questions were addressed by staff.

U. Yapanel made a motion to approve the board resolution #20240808-01 for creation of position(s) for Magnolia Science Academy-4 due to improvement of academic support effective 2024-25 school year.

M. Muhammedov seconded the motion.

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

#### Roll Call

U. Yapanel	Aye
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**Roll Call**

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

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:09 PM.

Respectfully Submitted,  
M. Muhammedov

# Coversheet

## Strategic Vision for Community Schools

**Section:** III. Information/Discussion Items  
**Item:** A. Strategic Vision for Community Schools  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** III\_A\_Strategic Vision for Community Schools.pdf



<b>Agenda Item:</b>	III A: Information/Discussion Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Dr. Brenda D. Olivares, Chief External Officer Maite Montalvo, Director of Community Schools Catrina Weston, Assistant Director of Community Schools Site-Based Community School Coordinators
<b>RE:</b>	Strategic Vision for Community Schools

**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 as well as the public about our annual updates of the Community Schools (CS) and key partnerships developed across the Magnolia network of schools, and rather than have you hear it from home office staff, we are providing space and place for you to hear directly from our Community School Coordinators leading the work daily in their individual learning communities with educational partners.

**Background:**

In the Spring of 2023, Dr. Olivares (CXO) on behalf of eight Magnolia Science Academy Schools, applied for the California Community School Partnership Program (CCSPP) Implementation Grant; all eight schools received the five year grant. In Spring 2024 Magnolia Science 4 became the ninth school community to be awarded the five year grant. This would sustain the continued planning work previously started under the planning grant. All schools have anchored their work in the four pillars of the community schools framework.

- Integrated Student Supports
- Expanded and Enriched Learning Time and Opportunities
- Active Family and Community Engagement
- Collaborative Leadership and Practices

In 2023, Magnolia Science Academy San Diego became the 10th school site in our network to be



awarded the CCSPP Planning Grant.

At the end of April 2024, Magnolia Science Academy 4 (MSA 4) was awarded the CCSPP Implementation Grant.

**Analysis:**

Community school work is an ongoing process that entails many moving parts. It especially encompasses the commitment once heard at a Multi-Systems of Support (MTSS) Conference *Nothing about us without us*. The meaning of this phrase represents that before decisions are finalized regarding resources, allocating funds, and investing in partnerships we need to authentically engage our Educational Partners (students, staff, families, and community members) throughout the school year.

**Impact:**

Continued growth over the next five years and beyond!

**Exhibits:**

- Slide Deck: Strategic Vision for Community Schools
- CCSPP Implementation Plan MSA 1
- CCSPP Implementation Plan MSA 2
- CCSPP Implementation Plan MSA 3
- CCSPP Implementation Plan MSA 4
- CCSPP Implementation Plan MSA 5
- CCSPP Implementation Plan MSA 6
- CCSPP Implementation Plan MSA 7
- CCSPP Implementation Plan MSA Bell
- CCSPP Implementation Plan MSA Santa Ana

# Strategic Vision for Community Schools

Maite Montalvo, Director of Community Schools  
Catrina Weston, Assistant Director of Community Schools  
Site-Based Community School Coordinators

CCSPP - Implementation Grant 2024-2025

Powered by BoardOnTrack

# Our Story

In 2021, the State of California made a significant \$3 billion dollar investment to convert several thousand schools in historically under-invested neighborhoods into centers of community life and providers of vital services for families as well as students.

In Spring 2022, nine school sites in our network were awarded the CCSPP Planning Grant.

In Spring 2023, Magnolia Public Schools applied for the CCSPP Implementation Grant for eight Magnolia's, all eight schools were awarded the 5 year grant, totaling over almost 10 million dollars across eight schools for the next five years. The opportunity will create more incentives to build support systems anchored in the four pillars of the community schools framework.



In Spring 2023, Magnolia Science Academy San Diego became the tenth school site in our network to be awarded the CCSPP Planning Grant for the 2023-2024 school year.

In Spring 2024 Magnolia Science Academy 4 was awarded the CCSPP Implementation grant beginning 2024-2025 school year.



# MPS-CCSPP

## Implementation Timeline





# Network Wide Impact



What community school pillars have our educational partners engaged in?

What does our continued community school strategy look like?





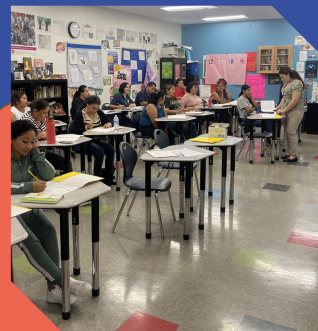
### Collaborative Leadership and Practices

- Parent Advisory Council (PAC)
- Parent Task Force (PTF)
- Assets & Needs Assessments
- Data Walks
- Focus Groups
- Councilmember CD3, Sen. Caroline Menjivar, Congr. Tony Cardenas, Reseda Neighborhood Council collabs



### Expanded and Enriched Learning Time and Opportunities

- Saturday School
- Before/After school tutoring
- Summer School
- College Field Trips
- Community garden



### Integrated Student Supports

- Mobile Clinics (SCMC)
- LADPH TDAP Campaign
- School supply donations
- Student/baby essential donations (LACOE)



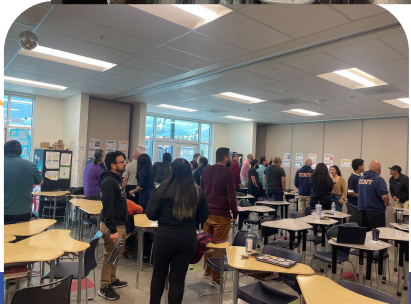
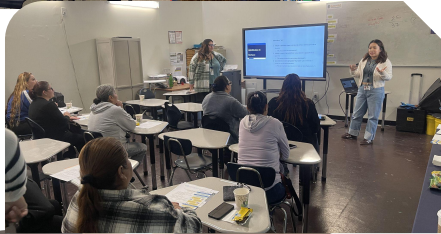
### Active Family and Community Engagement

- Parent Task Force (PTF)
- Parent Advisory Council (PAC)
- Coffee with Admin
- Community Resource Fairs
- 10 week Parent English Language Course and Google Technology Class for Adults
- PEBSAF/Tarzana Treatment, LADPH

# Impact In Action

## ELEVATE

For the 24-25 school year, we will elevate the work that was done during our first year of implementation. We will focus on elevating the Warriors' academic success by partnering with more Literacy and STEAM programs, enhancing community impact via parent advisory opportunities, and increase engagement by providing more targeted mental health sessions to continue *elevating* our community school. With this focus we will create a whole child environment where all students can reach their full potential.





# Community School Journey



## Expanded & Enriched Learning Time & Opportunities

- Sages and Seekers Program for Community Hours with OneGeneration
- Before and After School Tutoring
- Saturday School
- University and College Tours



## Active Family and Community Engagement

- Strengthening Family Engagement
- Community Advisory Committee (CAC)
- Community Resource Fair
- Parent Task Force (PTF)
- Coffee with Administration
- Community Volunteer Opportunities



## Collaborative Leadership and Practices

- Conducted Surveys (Assets and Needs Assessment & Annual Ed-Partner)
- Facilitated Focus Groups
- Data Walks
- MET Team Collaboration
- Community Advisory Committee



## Integrated Student Support

- Community Food Drive
- Essential needs donated by Baby2Baby
- Mobile Clinic
- School Supply Donations
- Community Closet





## Impact In Action

# Collective Impact

### Collaborative Leadership and Practices



At MSA-2 our collaborative model fosters a holistic environment that not only addresses academic achievement but also strengthens community ties, ultimately leading to sustainable improvements in student well-being and success.

### Active Family and Community Engagement



### Expanded and Enriched Learning Time and Opportunities



### Integrated Student Supports



$$-(2a + (n-1)b)$$

$$\frac{x_1}{2} = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

# Community School Journey

## Expanded and Enriched Learning Time and Opportunities

- Dual Enrollment with LA Harbor Community College (15 courses)
- Partnership with Nexlore for Capoeira Martial Arts Class for all grade levels
- Saturday School
- After school tutoring
- Summer School
- College Field Trips
- STEAM Field Trip



## Collaborative Leadership and Practices

- Dean of Students participated in The Los Angeles Institute for Restorative Practice
- Parent Advisory Council (PAC)
- Assets & Needs Assessments
- Data Walks
- Focus Groups
- Mayor Lula Davis-Holmes



## Integrated Student Support s

- Leadership and Positive Self-esteem Workshop for girls
- Boys Mentorship with Concerned Black Men of Los Angeles
- Mobile Clinics
- School/Hygiene Donations (LACOE & Baby2Baby)
- School Wide Assemblies (College and Career, Safety, Healthy Relationships)



## Active Family and Community Engagement

- FAFSA Workshops
- Community Hub
- English as Second Language - 10 week course
- Coffee with Admin
- Community Resource Fairs
- Parent Workshops (DMH, PEBSAF)
- Volunteer Opportunities - Feeding the unhoused community
- Cultural Celebrations



# Impact In Action

# EVOLUTION

1

Our recent Asset and Needs Assessment revealed some bright spots!

- **Strong Family Engagement:** 93% of families feel heard!
- **Supportive Learning:** 95% of students feel welcome!

Areas for Growth:

- **Teacher-Parent Communication**
- **Improved Food Quality**



2

CCSPP Year 2: Thriving Together

- **Strong Partnerships:** Building meaningful connections with community organizations.
- **Enriched Programs:** Expanding Music & Arts, Exploring a Boxing Program.
- **Empowered Staff:** Professional Development for Social-Emotional Learning.



3

MSA 3: Building a Brighter Future Together

- **Empowering Families:** Free essentials & classroom supplies through Community Giveaways & Rainbow Carts, reducing barriers and fostering a comfortable learning environment.
- **Well-rounded Student Support:** Addressing academic, social, and emotional needs to ensure well-being and success.



## Partners







# Community School Journey

**August '23 - September '23** - Introduced the Community School Model to our students, families and community as well hold our 1st Parent Advisory Meeting in September

**November '23- January '24** - Conducted our Assets and Needs Survey school wide with students, staff & families participating. We also conducted Focus Groups with our students, families and staff to get a better idea on how to service our community.

**January '24- February '24** - Discussing our findings from our Assets and Needs Survey with our team, students and parents. Then outlining a plan of action to address the survey.

**August '23- June '24** - Researching and securing beneficial partnerships for our students, staff and families



**School Beautification/  
Adding more green to  
our campus**



**Baby2Baby  
Dropping off  
School Supplies**



**1st Parent Advisory  
Committee on  
September 2, 2024.**



**Partnering with our local  
community resource center in  
West Los Angeles.**



**Community  
Resource Fair/Fall  
Festival**



**Reviewing Assets and  
Needs Assessment with  
families.**

# Nourishing Partnerships

1

We are excited to share that MSA 4 was awarded the California Community School Partnership Program (CCSPP) Implementation Grant on April 26th, 2024.

2

MSA 4 is using the momentum of moving from planning to implementation involving our 3 educational partners. We are working on increasing staff, student and family engagement in order to build our community school here at Magnolia Science Academy 4.

3

MSA 4 continues to foster our school culture and community school model by securing meaningful and beneficial partnerships and resources for our students, families and community. An upcoming partnership with Plus ME Project will encompass speaking with students about the importance of storytelling to increase confidence in youth as they pursue college, career, and life goals.





## Community School Journey

### Expanded & Enriched Learning Time & Opportunities:

- Coding Courses in partnership with CodeNinjas
- Emerald Bay Outdoor Academy
- College Field Trips
- Saturday School

### Integrated Student Support:

- 71 (41%) home visits completed
- Essential Needs donated by Baby2Baby
- School Wide Assembly with motivational speakers
- Community Food Drive



## LOS LOBOS' Display of Community

### Collaborative Leadership & Practices:

- Parent Advisory Committee (PAC)
- Restorative Practice Workshops in partnership with Loyola Marymount University
- Meetings with Elected Officials (Senator Menjivar)
- Assets And Needs Assessments Conducted

### Active Family & Community Engagement:

- Coffee with the Senator
- Community resource fair
- Community volunteering
- Neighborhood council meetings
- Parent meetings
- Student focused workshops
- Parent focused workshops

# Impact In Action

## LOS LOBOS' Display of Community

# Empowerment

In the 2023-24 school year, 94% of parents felt heard and supported by school staff—up from 88% last year.

Students and parents connected with elected officials like Senator Menjivar during events like "Coffee with the Senator," Town Halls, and Neighborhood Council meetings. Students also toured universities, exploring higher education options and expanding their horizons.

For 2024-25, empowerment of parents continues by workshops scheduled to address their needs based on survey results during the summer and offering hybrid meetings, which has already increased participation with 10 more parents attending virtually.





# Community School Journey

## Integrated Student Supports

**GLOW:** 15 of our 8th grade students were supported through small group tutoring to meet academic requirements for graduation.

**GROW:** Identify students at risk sooner. Include all grade levels.



## Expanded & Enriched Learning Time & Opportunities

**GLOW:** Introduced a martial arts class established with local community partner, California Grappling Foundation, per ANA assessment.

**GROW:** Only 20 student were serviced.



## Active Family and Community Engagement

**GLOW:** Increase Family involvement through Parent Advisory Committee (PAC)

Three parents lead a portion of 1 PTF meeting for MCFF.

**GROW:** Provide leadership trainings/workshops.

## Collaborative Leadership & Practices

**GLOW:** PE teacher spearheading the social emotional learning of all students with the Leader in Me program.

**GROW:** More teachers engaging with the program.







# Impact In Action

## Excellence



At the end of last year, small group tutoring was a key focus, leading to significant academic success. This school year, small group tutoring will continue to support students throughout both semesters.

We aim to strengthen leadership within our Parent Advisory Committee (PAC). Parents have already shown initiative by nominating themselves for PAC officer positions and expressing interest in additional training.

Our partnerships are deliberately focused on transitioning from quantity to quality, ensuring they effectively support the transformation of MSA6.



# NORTHRIDGE

# Community School Journey

## Collaborative Leadership & Practices

### Highlights:

ANA Completion Rates-  
Staff 100%  
Students 94%  
Families 91%

### Areas for Growth:

Only 75% of Families:

- Feel like their ideas and voices are heard
- See their culture be represented at school events/activities.



## Expanded & Enriched Learning Time &

### Highlights:

Introduction of 5 New Afterschool Clubs with community partners.

Family Trip to SB for 20 Families.

### Areas for Growth:

Only 60 Students were serviced with these clubs



## Active Family and Community Engagement

### Highlights:

41 Active Family Volunteers

8 Community Events

Adult ESL Classes

### Areas for Growth:

Provide more parent workshops focusing on areas like financial literacy, the educational system, and computer skills.

Would like to see more participation at these events



## Integrated Student Support

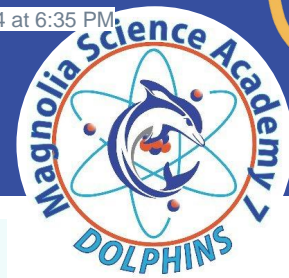
### Highlights:

Established a school wide community closet (hosted semi monthly hygiene item giveaway)

29% of students received a home visit

### Areas for Growth:

Provide more on campus support for students such as mobile clinics.



# Impact In Action

## Survey Findings:

### \*Asset and Needs Assessment

98%

of Families feel comfortable talking to staff when they need support to help their child succeed in school.

86%

of Students agree that the school staff want the best for them, and support them to excel



The strength of Magnolia School could be its dedicated teaching staff and a supportive, engaged parent-teacher community.

-Parent of MSA 7 Student

MAGNOLIA SCIENCE ACADEMY 7 -NORTHRIDGE-

# Cultivate

1  
2  
3

MSA-7 continues to make a conscious effort of creating and fostering partnerships with community members that is meaningful to those we serve, and is sustainable as the years go by.

MSA-7 continues to **cultivate** the work of becoming a community hub of resources, ensuring services and supports to health, social services, academics, social development, etc. are accessible to all families/students/community members.

98% of families feel comfortable talking to staff when in need of support. MSA-7 is proud of this and continues to foster a school culture where families, students, staff, and communities feel welcomed, supported, and cared for.



# Community School Journey

## Collaborative Leadership & Practices

- Conducted Data Walks
- Performed the Asset & Needs Assessment
- Facilitated Focus Groups
- MET Team
- Parent Advisory Council (PAC) & Coffee with Admin

## Expanded & Enriched Learning Time & Opportunities

- Parent Bilingual Library
- USC MESA Program
- Families In Schools
- Wesley Medical Mobile Clinic

## Active Family and Community Engagement

- Parent Advisory Council (PAC)
- Community Resource Fair
- Parent College
- Parent Meetings
- Financial Literacy workshops
- Enhancing Family Engagement
- Math Festival

## Integrated Student Support

- Restorative Justice Practices and Assemblies
- Mobile Vaccination Clinic
- Project Rise
- Community Center/Hub
- Student Leadership Day: Field Trip Opportunities



MAGNOLIA SCIENCE ACADEMY BELL PRESENTS OUR

# FALL festival

ACTIVITIES | RESOURCES | FOOD | GAMES | AND MUCH MORE

**SATURDAY, OCT. 28TH**  
FROM 9 AM TO 1 PM

OUR EVENT IS OPEN TO ALL. FREE OF CHARGE, AND DESIGNED WITH FAMILIES AND THE COMMUNITY IN MIND. WE EXTEND A WARM INVITATION TO EVERYONE TO JOIN US AND BECOME A VALUED MEMBER OF THE WOLFPACK.

WHERE: 4411 ORCHARD AVENUE, BELL, CA 90201  
FOR MORE INFORMATION CONTACT  
COMMUNITY SCHOOL COORDINATOR

Logos: CALMA, UCLA, SCHE, WOMEN'S CENTER, SCHOOLS FIRST, CHIRLA, BoardOnTrack, City of Bell, Health Centers.



# Impact In Action

## ENGAGEMENT



1  
2  
3

With 93% of our families finding it beneficial to connect with our community partners at our resource fair, we aim to **enhance accessibility** and opportunities for our families to access the resources they need. *(Findings from our Assets and Needs Survey)*

We aim to increase the capacity of our Parent Advisory Council (PAC) and parental **engagement**. With ongoing support from the SELA community and collaborators, our goal is to establish a safe space where the voices of our families and communities can be heard.

MSA 8 will persist in its efforts to evolve into a community hub, providing a wide range of **resources that encompass student well-being**, including health, social services, academics, development, and beyond.



# Community School Journey



## Integrated Student Supports

### GLOW

Established new partnerships with Serve the People, Cal-Optima and Families Together. Offering medical services to our families and local community.

## Expanded & Enriched Learning Time & Opportunities

### GLOW

25% of our student body attends Saturday school and benefit from before and after school activities. We tested a beta program offering activities into the late evening.

## Active Family and Community Engagement

### GLOW

We strengthen our parent engagement by adding special classes like robotics and leadership development. We also held our first annual health fair with over 18 service providers present.

## Collaborative Leadership & Practices

### GLOW

This year our school shared power by holding our first CAC elections and adopting the CSC bylaws. The committee oversee the community schools work, budget and CEI grant.

### GROW

We would like to increase our support services for underrepresented students such as those with IEP, EL, or 504

### GROW

We are working towards expand our internship opportunities for secondary students.



### GROW

This year we will target student engagement. An 80% of our students feel connected yet per 1 on 1 conversations students feel unheard.

### GROW

We must strengthen the voice our our students in the CAC and across the elementary and secondary.



# Impact In Action

## Connection

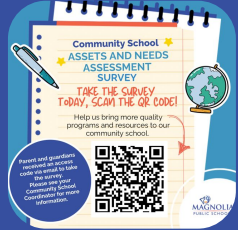
Strong teacher student connections are essential for strong academic achievement. This year we launched our Eat, Learn, Play strategy with its sole objective of strengthening such connections across our campus. In the same way we will continue to foster connections with our community and partners.





# Community School Journey

## Planning Grant -



**November - December '23:**

Collected data through ANA survey, and focus groups. Formed partnerships and hosted our first resource fair



**March - April '24**

Used ANA data to identify, and implement programs to serve parents and students including parent ed. classes.



**October - November '23:**

Began educating staff, students, and families on the CS Model. Formulated PAC and held our first meeting.



**January - February '24:**

Communicated ANA results to educational partners. Implemented and attended trainings for staff to conduct community school work.



**May - June '24:**

Completed our Community Hub for regular community engagement, and continued implementing programs for students and parents.

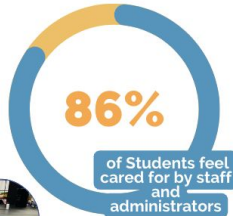
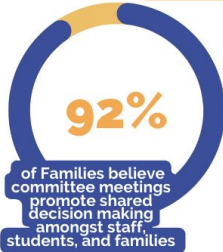
# Impact In Action

## Survey Findings:

97% of Staff believe MSA San Diego provide high quality programs outside of the regular school day.



89% of Families state that MSA San Diego staff, students, and families work together for student well-being



The robust academics and after school activities make my child love the school & welcoming atmosphere for the students (it feels like you all enjoy them, it's not just them)  
-Parent of MSA SD Student

# Thrive

Implementing the Community Schools Model is a marathon, not a sprint. We still continue to engage our students, parents, and staff as we embark in a new opportunity to foster our community school strategy through the Community Engagement Initiative (CEI) grant.

As results of the effort and development of the first year of the California Community Schools Partnership Program (CCSPP) Planning grant, we will continue to engage in fostering academic support, programs, partnerships and staff professional development opportunities to thrive as a community school.



# Thank You

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# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP) IMPLEMENTATION PLAN**



## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

Magnolia Science Academy 1 (818) 609-0507

18220 Sherman Way Reseda CA 91335

Brad Plonka, Principal

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### Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy 1 (MSA 1) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of MSA 1 enrollment of 742 students, *84.9% are unduplicated pupils (competitive priority 1)*, 86% are considered socioeconomically disadvantaged, 15% have a disability, 22% are classified as

English Learners and our school includes 97% students of color (CDE 2021-22). MSA1's overall chronic absenteeism rate is very high at 24.7% (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (64%, compared to 53% of CA students below standard) and math (86%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 98% of MSA1 English Learners are below standard in ELA, and 99% are below standard in math. MSA1 is proud of our 96% graduation rate and 73% A-G passing rate in 2021-22, but despite these, too few MSA1 students enroll in college (52% of graduates, compared to 63% of graduates across CA) (CDE 2019-20). Of MSA1 graduates in college, only 59% attend UC or CSU campuses, which we will target to increase. *MSA1 has a demonstrated need for expanded access to integrated services to address our academic, social emotional, and health needs* (competitive priority 2).

To address the needs of our community school, MSA1 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff, and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers, and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas that were in the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence, and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identify school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Increase mental health supports
- 2: Implement substance abuse awareness workshops
- 3: Increase English Language Development workshops for parents

MSA1 has solidified its partnership with Parent Education Bridge for Student Achievement Foundation (PEBSAF) and will be hosting a 10-week course for English classes for our parents and community. Based on our assets and needs assessment surveys, learning English for our parents was something that quickly rose to the top of workshops that parents wanted access to on campus. MSA1 plans to implement a year-long course of English classes for parents and community members.



MSA1 has a partnership with Southern California Medical Center (SCMC), which, aside from its office location, has a mobile unit that comes to our school campus and offers services such as student vaccinations, physicals, Medi-Cal/CalFresh enrollment, and dental screenings to our underserved and undocumented community (questionnaire #10). SCMC has hosted 4 mobile clinics on our site for this school year conducting preventative services such as student physicals, dental screenings, and student physicals. SCMC will return to our campus next month to administer more student vaccines, specifically TDAP for our 6th graders.

Mental health support was the most important topic that came from our assets and needs assessment surveys. The need for students and parents to have support in their mental health was prominent. MSA1 has expanded our partnership with Insight Treatment to have workshops on mental health. Insight has had presentations at our school site and we will continue to educate our community and school on the importance of mental health and substance abuse. Our school currently leverages the federal Early and Periodic Screening, Diagnosis and Treatment program and will continue this after grant expiration to sustain services (questionnaire #11).

The Community School Coordinator will continue to identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in alignment with the *four pillars of community schools: Integrated Student Supports (online questionnaire #6); Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators, and; Extended Learning Time and Opportunities* as described below (questionnaire #3).

MSA1 administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA1 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, the Assistant Principal for instruction, and the Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with the staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly, and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process, which includes; focus groups with students, parents, teachers, and staff; school site resource inventory;

school site self-assessment; and surveys where all partners will have the opportunity to participate in providing a voice to assets and need in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yielded from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually during the first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through non-verbal communication with our school-wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community-wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will link opportunities like home visits to learning and community town halls. We will report and publicly present this plan annually at MPS Board meetings (online questionnaire 5). We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community-based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.

3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services and community engagement for all students, as well as families and the community.

MSA1 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we ensure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history, culture, and language. The CSC will create systems to ensure all of this occurs regularly, and the school team participates in the efforts.

MSA1 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. *We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services* (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA1 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyzes fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized, and culturally fluent. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom, and school climates, and restorative justice/community circles.

MSA1 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for

students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student's voice, and providing student ownership opportunities (online questionnaire 7). MSA1 is a proud Kindness Certified School and with systems like PBIS, students are encouraged to try their best and earn enough points to be able to redeem prizes such as pancake breakfasts and enjoying a nice hot cup of hot chocolate.

MSA1 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. Our vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA1 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA1 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA1's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA1 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school. *During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school* (competitive priority 6 and online questionnaire #4).

### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level,



schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:                             <ul style="list-style-type: none"> <li>● Data Review</li> <li>● Introduce exploration activities</li> <li>● Implementation management guidance:                                     <ul style="list-style-type: none"> <li>● Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>● Program goals and outcomes</li> <li>● Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> </ul> </li> <li>● Develop and manage Shared Outcomes</li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>
<p>Facilitate 8 Parent Advisory Committee (PAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:                             <ul style="list-style-type: none"> <li>● Academic Achievement Plan</li> <li>● Community school programs and activities</li> <li>● School and Organizational policies</li> <li>● Annual Budget</li> </ul> </li> </ul>	<p>Number of participants attending PAC Meetings Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>
<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and the legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p>

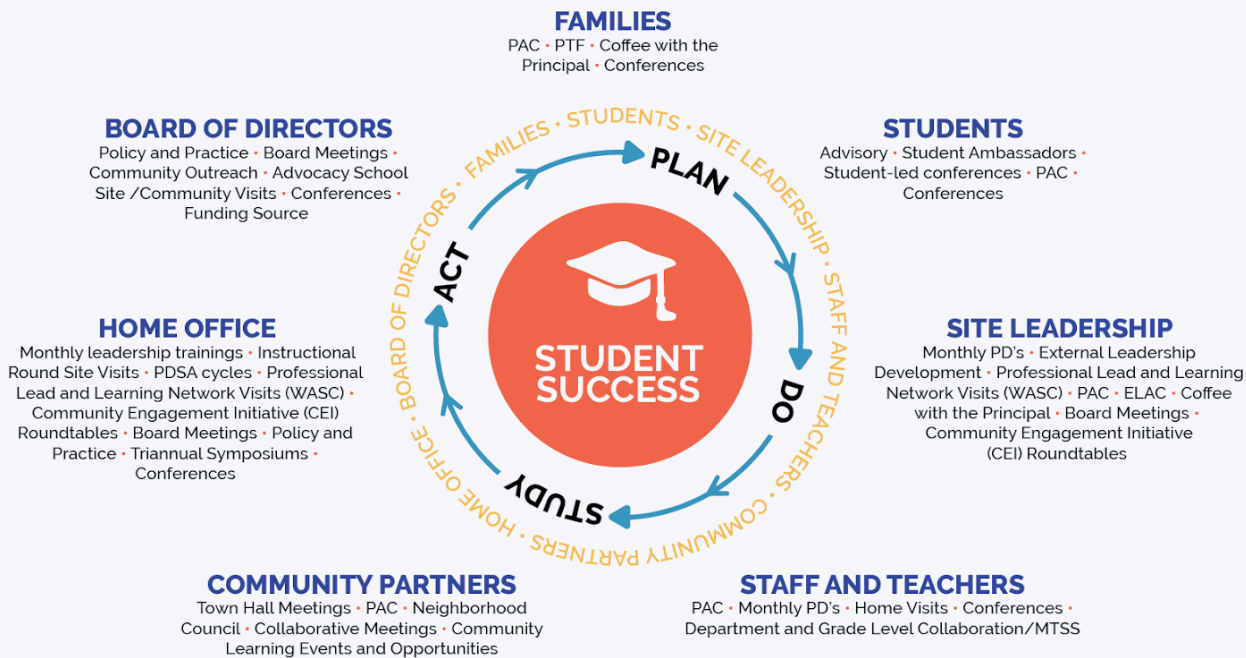
CCSPP: Implementation Plan  
Magnolia Science Academy 1

	Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.	Weekly Office Hours hours provided by all home office staff.  Unified growth and alignment of common goals and collaboration  Problem solving and solution oriented discussions through a critical lens by relevant stakeholders
Opportunities for staff leadership and professional growth	Provide Coordinator roles held by staff member as additional duties  Mentoring programs (induction programs)  Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute	Educate and Empower our staff  Newfound sense of ownership for one's work
Increase percentage of students who have been home-visited by the teachers per year	Teachers identify students. Make phone calls to parents. Schedule home visits.	reach or exceed goal of 25% of students received a home visit

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in the audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

# Magnolia's Collaborative Leadership Model



## Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Community School Coordinator reviews, studies, and builds a better understanding of <ul style="list-style-type: none"> <li>School and Organizational policies</li> <li>Current school-level initiatives</li> <li>Committee structures</li> </ul>	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.  The implementation plan and school improvement plan become one cohesive plan.

CCSPP: Implementation Plan  
Magnolia Science Academy 1

	<ul style="list-style-type: none"> <li>School-wide- strategic plans</li> </ul>	
Increase awareness and understanding of the CA Community School Framework and alignment to MSA1 Implementation Plan.	<p>The Community School Coordinator will introduce and foster the CA Community School Framework and MSA1 Implementation Plan by</p> <ul style="list-style-type: none"> <li>Hosting/facilitating overview of the CA Framework and Implementation Plan with students, staff, parents, and community members.</li> <li>Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>Develop and manage Shared Outcomes</li> </ul>	The community school implementation plan and school improvement plan become one cohesive plan.

### Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

#### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Recruit and hire diverse, multilingual, staff to support community school strategy and goals, with special emphasis on hires that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to building team capacity and skill set.	CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high-quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision-making meetings and provide a competitive salary.	Staff retention rate will remain steady during the duration of the grant



**Key Staff/Personnel**

<b>Staff Name &amp; Title</b>	<b>Main role/function</b>
Principal-Brad Plonka	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision-making at the organizational, school site, and community levels. Supports budget planning, strategic partnership alignment, program implementation, and compliance
Community School Coordinator-Nancy Lopez	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families, and community needs. Serve as an integral part of the school's leadership team.
Assistant Principals Azniv Fotolyan John Terzi	The Assistant Principals work on all logistical support with the school site's day-to-day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on student outcomes specific to the community. They support budget planning and accountability with measurable benchmarks.
Dean of Students Jason Mertell Amy Palian	The Dean of Students is focused on the variety of elements that inform keeping students, staff, and families safe on campus both physically and emotionally. They are trained in trauma-informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the site.
School Counselor-Kaylee Smith	The school counselor is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/families. They also serve as direct referral staff to connect students through warm handoffs to community partners.
Parent and Community Engagement Coordinator (PACE) Jennifer Orozco Mariajose Olandes	The PACE Coordinator will work with parents and families to increase their involvement in student learning. Provides organization and continuity to the school's parent involvement initiatives, responding to the needs and concerns of parents and families and creating ongoing mechanisms for parents to play significant roles at school and home.
Community School Director	The Community School Director is responsible for the oversight, management, and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong and accountable track record of leveraging public/private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both

public and private support, enabling MSA1 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example, we host the Magnolia Annual Big Give Campaign, which raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. We aim to continue to strengthen and grow our development efforts so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are tied to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA1 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>Facilitate asset mapping activities with students, staff, families and community members</li> <li>Align resources and strategies to address student, staff, families and community member needs</li> <li>Shared and reviewed with Steering Committee</li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>
Identify, establish, and foster school-community partnerships that share a holistic focus on students, staff, families, and the community.	<ul style="list-style-type: none"> <li>Coordinate Individual community partnership meetings</li> <li>Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>Formalize and Align resources and strategies via service agreement(s)</li> </ul>	Number of services/strategies offered for students, staff, families, and community members.
Facilitate and manage Bi-monthly community partnership meetings	<ul style="list-style-type: none"> <li>Yearly Kick-off community partnership meeting</li> <li>Share Assets &amp; Needs Assessment findings</li> <li>Conduct meetings with key agenda topics: <ul style="list-style-type: none"> <li>Data Review</li> <li>Introduce exploration activities</li> <li>Program goals and outcomes</li> <li>Partnership Alignment</li> <li>Align policies and procedures to improve</li> </ul> </li> </ul>	Partner services/strategies are in alignment with MSA1's Community School strategy and goals Yearly partner service review and development of shared outcomes

CCSPP: Implementation Plan  
Magnolia Science Academy 1

	resource/program coordination <ul style="list-style-type: none"> <li>Review goals and targets for Shared Outcomes</li> </ul>	
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Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

After administering assets and needs assessments for all of our educational partners, Magnolia Science Academy 1 found that the top three needs and priorities were English classes for our parents, mental health support for students, and substance abuse and awareness (questionnaire 8). One of our partners, **Insight Treatment**, came to our campus and presented on different types of substances, how to talk to your teen, and warning signs. Insight also brought paraphernalia to show our parents what the different items looked like. Insight Treatment is another established partner offering substance abuse awareness/treatment and Mental Health support. MSA1 has toured the Insight Treatment facility and plans to bring our students to the treatment center as a field trip to remove the stigma that treatment facilities have. They have a game area and a school area where students can get their homework done and receive tutoring. The open shared space for meetings and groups is also very modern and does not look like a traditional doctor's office.

At MSA1 we have an onsite psychologist and school counselor to help our students and guide them when they are having a rough day. Our school psychologist and school counselor are on campus every day and are available to meet with students whenever students come wanting to speak to them.

For early education and child development, MSA1 works with **Care Solace**, and our mental health team will refer our students as they see fit for more support. **Baby2Baby** is also one of our current partners that provides our families with younger children the opportunity to obtain essentials as well as help bridge education opportunities (competitive priority 5, online questionnaire 9).

MSA1 has partnered with **Northridge Hospital-Dignity Health** this year and they bring to our school site an array of different workshops for our students and for our families, from teen dating violence to COVID-19 awareness and prevention. At the top of our assets and needs assessment was a great need for mental health support. Northridge hospital is a 7-minute drive from our campus which makes them very accessible to us. They also offer workshops exclusively for parents and in Spanish. Workshops take place at their location or on our school campus. MSA1 is working with **PEBSAF (Parent Education Bridge for Student Achievement Success)** to bring forward ELD classes for our parents. PEBSAF is on our campus offering a 10-week course in English classes. MSA1 is exploring options to expand this and have it not only be for 10 weeks, but we want English classes to be operating throughout the whole school year. MSA1 plans on having PEBSAF not only teach English classes for our parents but to also bring forth other workshops on topics such as Social Emotional Learning (SEL) and bullying.

When our student-athletes were preparing to play sports, we found that a lot of our students did not

have access to health care and therefore were unable to have routine tests administered in order to play. MSA1 also found that students were missing important vaccinations. **Southern California Medical Center** has become an established partner of MSA1, bringing forward 7 mobile clinics in the month of November offering student physicals, and student vaccinations. Vaccinations were offered to our students as well as our community. SCMC also offered CalFresh enrollment, MediCal enrollment, and dental and vision screenings. MSA1 is going to continue working with SCMC, they will be coming to our campus again in April to administer more student vaccines, specifically TDAP for our 6th graders. This will be done every year. **The American Red Cross** has also come to our campus and has hosted blood drives.

MSA1 has begun working with the **Reseda Neighborhood Council**. They offer an array of opportunities for our students including a youth board member and campus clean-ups. **Bob Blumenfield** is Council District 3 Councilmember, and his office is close to our campus. Their Deputy District Director, Jenny Portillo serves on our PAC as our community member. They have made appearances at our community events and also offer internship opportunities for our students. The **Child Development Institute** also has volunteer opportunities for our high school students, and they also host community events in which our communities and students can take part. MSA1 also tables at their events and we share information from the event with our parents.

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (online questionnaire 13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	Increased implementation plan refinement
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom	Professional Development will include: <ul style="list-style-type: none"> <li>LA County Office of Education's PBIS training for building a positive school culture and climate</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students



CCSPP: Implementation Plan  
Magnolia Science Academy 1

that build staff capacity to support students'	<ul style="list-style-type: none"> <li>MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	powerful, culturally proficient, and relevant instruction.
Develop additional SEL and restorative justice curricula covering restorative practices and community circles.	SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.	Increase restorative practices and community circles to improve school climate and culture

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

	in inequitable learning opportunities and outcomes.	
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, and once results are released, hold meetings with Academic teams repeating the PDSA cycle.	Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.
The data baseline will be set and defined by July 1st, 2023 in order to kick off a successful school year.	Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.	The community school implementation plan and school improvement plan become one cohesive plan.
The leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee
The Community School evaluation Plan will be informed by LCAP and SPSA Goals.	Community School evaluation Plan will incorporate 5-7 key metrics from the school	LCAP, SPSA and Community School Implementation Plan will be aligned towards results.

CCSPP: Implementation Plan  
Magnolia Science Academy 1

	improvement plan(s) and align within the Community Schools framework	
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# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**

1

CCSPP: Implementation Plan  
Magnolia Science Academy 2

## **CCSPP: IMPLEMENTATION PLAN**

### **School Site Contact Information**

Magnolia Science Academy 2

Principal: David Garner

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

Phone: 310-923-4502

School Address: 17125 Victory Blvd CA 91406

School Phone Number: 818-758-0300

## Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### **Priority 1: Needs and Assets Assessment: Collective Priorities**

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy 2 (MSA 2) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of MSA2 enrollment of 504 students, *80.6% are unduplicated pupils* (competitive priority 1), 83% are considered socioeconomically disadvantaged, 17% have a disability, 15% are classified as English Learners, and our school includes 96% students of color (CDE 2021-22). While MSA2's overall

chronic absenteeism rate is very high at 26.1%, it more than doubles for African American students at 63.6% (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (64%, compared to 53% of CA students below standard) and math (78%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 94% of MSA2 English Learners are below standard in both ELA and math. *MSA2 has a demonstrated need for expanded access to integrated services to address our academic, social emotional, and health needs* (competitive priority 2).

MSA2 is proud of our 100% graduation rate and 97% A-G passing rate in 2021-22, but despite these, too few MSA2 students enroll in college and this percentage has been decreasing over the past 3 years (71% of graduates in 2020, 60% in 2021, and 54% in 2022) (National Student Clearinghouse). Of MSA2 graduates in college, only 39% attend UC or CSU campuses, which we will target to increase.

To address the needs of our community school, MSA2 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas they were under the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

#### **Priority topics from assets and needs assessment activities:**

- 1: Provide additional mental health supports for students, staff, and families
- 2: Improving efforts around diversity, equity, and inclusion including supports for English Learners
- 3: Provide financial literacy workshops and resources for students, staff and families

Magnolia Science Academy 2 launched a new partnership with Insight Treatment Center during the fall of 2022 semester to support the priority area 1 listed above. Specifically, Insight Treatment Center presented information to our families during our Friday Coffee with the Principal time to

educate families about the different ways to support children in overcoming adversity and trauma which oftentimes are the causes of children turning to illicit substances as a manner of coping. This partnership with Insight Treatment Center has continued during the spring 2023 semester.

Additionally we have begun establishing partnerships with numerous agencies and organizations that align with the above top priorities, amongst which includes the Justice Equity Diversity and Inclusion (JEDI) professional development training program led by Harvest 4 Success which supports priority area 2 above. In particular, MSA2 kicked off the school's JEDI training in the Fall 2022 semester and is continuing with the program during the spring 2023.

We have planned collaboration projects coming this school semester with First Gen Mentor to help our students and families better understand financial literacy. Our goal is to create a community of students and families who feel empowered to make a difference and take control of their future goals while also exploring entrepreneurship opportunities. The Community School Coordinator will continue to identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in alignment with the *four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*

MSA2 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA2 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners



pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yield from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through written communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will annually report and publicly present this plan each year at MPS Board meetings (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

- 1. Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.

2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.

5

CCSPP: Implementation Plan  
Magnolia Science Academy 2

3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

At Magnolia Science Academy 2 our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

#### **Cornerstone Commitments of Community Schools:**

MSA2 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA2 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA2 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent. MSA2 is proud of the work staff and students have put in to create a positive school culture and

climate. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

6

CCSPP: Implementation Plan  
Magnolia Science Academy 2

MSA2 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA2 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. Our vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA2 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA2 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA2's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices**, including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners (online questionnaire 4). MSA2 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. *During implementation, the PAC will oversee the collaborating agency process to bring on*

*new partners, involve them in the PAC’s shared governance structure, and help them integrate their services and resources into the community school (competitive priority 6).*

### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

CCSPP: Implementation Plan  
Magnolia Science Academy 2

made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:                             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                                     <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	Quarterly meetings with school-level implementers

Facilitate 8 Parent Advisory Committee (PAC) meetings per year  
 ● Establish a collaborative group of diverse stakeholders  
 ● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents

like the School Safety Plan, LCAP, and new partners  
 ● Conduct meetings with key agenda topics to review:  
 ○ Academic Achievement Plan

residents of the surrounding community, and partners to actively engage in these meetings and all school events.

- Community school programs and activities
- School and Organizational policies
- Annual Budget

Number of participants attending PAC Meetings

8

Intentionally welcoming other family members,

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Magnolia Science Academy 2

<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
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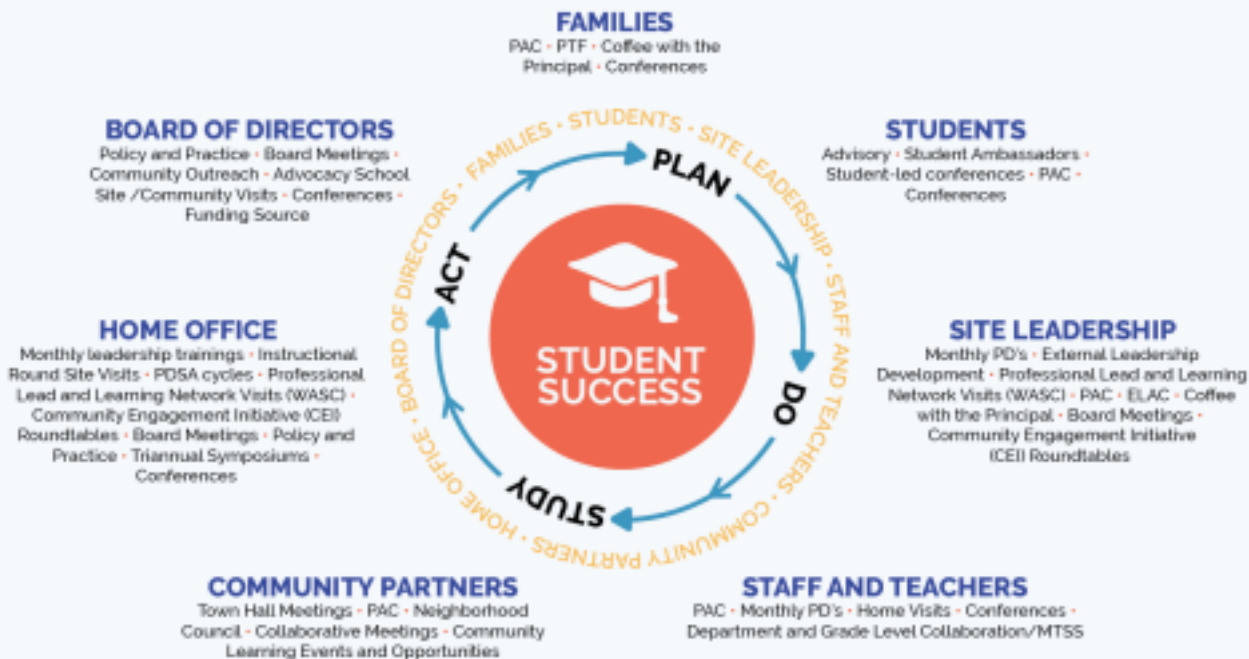
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff member as an additional duties</p> <p>Mentoring programs (induction programs)</p> <p>Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff</p> <p>Newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>Reach or exceed goal of 25% of students received a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically

engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

# Magnolia's Collaborative Leadership Model



## Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

10

CCSPP: Implementation Plan  
Magnolia Science Academy 2

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome/Indicators
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<p>The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).</p>	<p>The Community School Coordinator reviews, studies and builds a better understanding of:</p> <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	<p>The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.</p> <p>Implementation plan and school improvement plan become one cohesive plan.</p>
<p>Increase awareness and understanding of the CA Community School Framework and alignment to MSA2 Implementation Plan.</p>	<p>The Community School Coordinator will introduce and foster the CA Community School Framework and MSA2 Implementation Plan by:</p> <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>

## Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

	Goals Action Steps	Outcome/Indicators
<p>Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.</p>	<p>Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.</p>	<p>Hire culturally competent staff to drive community school strategy and goals</p>

<p>Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact &amp;</p>	<p>Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.</p>	<p>CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.</p>
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CCSPP: Implementation Plan  
Magnolia Science Academy 2

<p>Results Based Accountability Framework, and cultural competency.</p>	
<p>Retain high quality staff through the duration of the grant and create a pool of future hires.</p>	<p>Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.</p> <p>Staff retention rate will remain steady during the duration of the grant</p>

**Key Staff/Personnel**

<p><b>Staff Name &amp; Title</b></p>	<p><b>Main role/function</b></p>
<p>Mr. David Garner, Principal</p>	<p>The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance</p>
<p>Ms. Maite Montalvo, Community School Coordinator</p>	<p>The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets &amp; Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.</p>

Ms. Irene Gavrilof, Assistant Principal	The Assistant Principal works on all logistical support with the school site day to day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on students outcomes, specific to community School work they support budget planning and accountability with measurable benchmarks.
Mr. Vartan Shohmelian, Dean of Students  Ms. Christine Hekimian, School Psychologist	<p>The Dean of Students is focused on the variety of elements that inform keeping students, staff and families safe on a campus both physically and emotionally. They are trained in trauma informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the site.</p> <p>The school psychologist is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/ families. They also serve as the direct referral staff member to connect students through warm handoffs to community partners.</p>
Ms. Lourdes Villagomez, Office Manager	As the vital frontline staff the office manager is often the first to know when a child or family is in need of additional support or needs. They act as the lifeline to families and resources not just at the school site but in the community. They also support purchasing and contract implementation.

12

CCSPP: Implementation Plan  
Magnolia Science Academy 2

Ms. Brisett Romo, Parent and Community Engagement Coordinator (PACE)	The PACE Coordinator will work with parents and families to increase their involvement in student learning. Provides organization and continuity to the school's parent involvement initiatives, responding to the needs and concerns of parents and families and creating ongoing mechanisms for parents to play significant roles at school and home.
Community School Director	The Community School Director is responsible for the oversight, management and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.

The college and career counselor has the role of supporting students' level of readiness for college and career. They work closely with each student and their family to plan out the next five to seven



College and Career Counselor years of their secondary education careers (middle/high schools). They would also identify and support student groups that may not be open to following the traditional path for higher education and connect them

with resources and warm hand off to departments at the college or university level that may serve as a resource for students such as the unhoused populations.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA2 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example we host the Magnolia Annual Big Give Campaign, that raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

13

CCSPP: Implementation Plan  
Magnolia Science Academy 2

Additionally, MSA2 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning

programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
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14

CCSPP: Implementation Plan  
Magnolia Science Academy 2

Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>● Facilitate asset mapping activities with students, staff, families and community members</li> <li>● Align resources and strategies to address student, staff, families and community member needs</li> <li>● Shared and reviewed with Steering Committee</li> </ul>	Partner map & database reviewed and updated monthly.  Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually
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<p>Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.</p>	<ul style="list-style-type: none"> <li>● Coordinate Individual community partnership meetings</li> <li>● Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>● Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>
<p>Facilitate and manage Bi-monthly community partnership meetings</p>	<ul style="list-style-type: none"> <li>● Yearly Kick-off community partnership meeting</li> <li>● Share Assets &amp; Needs Assessment findings</li> <li>● Conduct meetings with key agenda topics:                         <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Program goals and outcomes</li> <li>○ Partnership Alignment</li> <li>○ Align policies and procedures to improve resource/program coordination</li> <li>○ Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA2's Community School strategy and goals Yearly partner service review and development of shared outcomes</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Using our assets and needs assessment data and our focus group feedback, we were able to identify the type of resources and programs our school needs, many of which are extended/expanded learning time opportunities (questionnaire #8) . We began the school year by partnering up with **Insight Treatment Center**. Our families received workshops on mental health, drug awareness and substance abuse. Students participated in classroom workshops to learn about dealing with anxiety, stress and depression.

Additionally, we collaborated with 10 local organizations as part of our community resource fairs. Our families, students, staff and community members were able to learn about organizations that provide free food, free clothing, support with mental health, immigration services, environmental and sustainable farming, community clinics, and LGBTQ+ centers.

Partnership with **Los Angeles Institute of Restorative Practices** (LAIRP) provided one on one support to our students by learning about implicit bias, social emotional learning, culture building and restorative practices. High school students were able to have a deeper understanding of ways to find

positive solutions to negative situations they and their peers experience in school and at home.

Currently, forty middle school students are participating in **Kaiser's Permanente Hippocrates Circle Program** as part of a mentorship program with local Kaiser Permanente doctors. This program allows students to explore the field of medicine and help bring representations among students of color. Both students and parents learn about the dynamics in applying to medical school as well as the financial assistance.

Our partnership with **Southern California Medical Clinic** has allowed us to bring mobile clinics to our school and community. They provide vision, and dental screening as well as flu shots and vaccines. Parents and families receive one on one support in applying to Medical, Calfresh and/or Calworks.

**Shifting Our Ways** conducts workshops about compost and sustainable ways of living. Our students and community are learning about farming and utilizing natural resources. We are currently working with students as they develop their own community garden. Our goal is to have a garden on our campus that has fruits and vegetables free to our students, families and community.

**Harvest 4 Success** is currently evaluating student and staff classroom engagement and behavior as we develop programs and systems to help support students and staff social emotional needs. This collaboration will allow us to find focus points to improve the school environment and build equity, diversity and inclusion.

Our partnership with **ONEgeneration** allows us to find ways to connect with our community and give back. Our students have volunteer opportunities and participate in the Farmer's Market. ONEgeneration is less than one mile from our campus and has a community pantry open to our community of students and families.

**Parent Educational Bridge for Students Achievement Foundation**, provides classes to our English Learners students and families. They provide a 10 session course to help students and our families develop basic skills to better understand the English language. As well as a college readiness course for parents and caregivers.

We saw a large need in financial literacy for our students, families and staff, which is why we are currently in the process of collaborating with **First Gen Mentor**. This partnership will allow us to build equity among our community by learning about the banking systems, investing, student loans and ways to build generational wealth.

We will work during implementation to develop partnerships to implement and expand early childhood programs to support our families (competitive priority 5, online questionnaire 9).

It takes a village to build a community school and we have every intention of activating the resources around us to help build a lasting community school that motivates all students, families, and community to form a positive impact as active citizens of our society.

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (questionnaire #13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts Increased implementation plan refinement



<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>● Dr. Anita Turner's Justice, Equity, Diversity, and Inclusion training to help teachers communicate and connect authentically with diverse student body</li> <li>● Dr. Turner's Climate within the Classroom training that supports connecting home visits with learning</li> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>● MPS' Director of Special Education facilitates training on topics like Universal Design for</li> </ul> <p>Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>
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	<p>Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</p>
<p>Develop additional SEL and restorative justice curricula covering restorative practices and community circles.</p>	<p>SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.</p> <p>Increase restorative practices and community circlers to improve school climate and culture</p>

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	<p>Coordinate site visits with local community schools, stretch goal is to visit community schools across the country</p> <p>100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee</p>
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	<p>Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights</p> <p>Taking the learning and putting it into action to inform implementation plan</p> <p>Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals</p>
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>• Dr. Anita Turner's Justice, Equity, Diversity, and Inclusion training to help teachers communicate and connect authentically with diverse student body</li> <li>• Dr. Turner's Climate within the Classroom training that supports connecting home visits with learning</li> <li>• LA County Office of Education's PBIS training for building a</li> </ul> <p>Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>

	<p>positive school culture and climate</p> <ul style="list-style-type: none"> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
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<p>Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth</p>	<p>targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.</p> <p>Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.</p>
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Magnolia Science Academy 2

<p>Data baseline will be set and defined by July 1st 2023 in order to kickoff a successful school year.</p>	<p>Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.</p> <p>The community school implementation plan and school improvement plan become one cohesive plan.</p>
<p>Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.</p>	<p>Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.</p> <p>Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee</p>
<p>Community School evaluation Plan will be informed by LCAP and SPSA Goals.</p>	<p>Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework</p> <p>LCAP, SPSA and Community School Implementation Plan will be aligned towards results.</p>

# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**



## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

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 Office: (310) 637-3806

### Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy 3 (MSA 3) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners.* (competitive priority 7, online questionnaire 1).

Of our enrollment of 417 students, 79% are socioeconomically disadvantaged, 9% have a disability, 6% are English Learners, and our school includes 98% students of color (CDE 2021-22). MSA3's overall chronic absenteeism rate is extremely high at 40.1%, which is significantly worse than LA County (28%) or California (30%) (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (67%, compared to 53% of CA students below standard) and math (82%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 100% of MSA3 English Learners are below standard in ELA and 92% are below standard in

math. *MSA3 has a demonstrated need for expanded access to integrated services to address our academic, social-emotional, and health needs* (competitive priority 2).

To address the needs of our community school, MSA-3 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas they were under the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Decrease negative behavior interactions on campus
- 2: Increase Mental health support for students (i.e. coping with challenging feelings)
- 3: Improve school site campus cleanliness

MSA-3 exhibits significant need in the *Demonstrated Need* elements and through additional data collected during planning. In conducting the asset and needs assessment, MSA-3's Community School Coordinator (CSC) found that across students, staff, and parents, the top identified areas of need relate to the classroom and school environment such as negative behavioral interactions and conflicts that include bullying, racially charged language, demonstrating gaps in social emotional learning (SEL), conflict resolution competencies, and a need for improvement around campus cleanliness.

Student surveys surfaced the following as top needs: academic assistance, programs that help them make good choices, and programs that build healthy habits. After a thorough analysis of the data with the MSA-3 administrative team, we identified a community based organization, Concerned Black Men of Los Angeles (CMBLA). They provide mentorship that assists with at-risk Black/Colored youth to provide academic support, career enrichment, and positive role models in the Los Angeles County area. They provide services through workshops on self-mastery, goal setting, and responsible decision-making through one-on-one mentoring and group mentoring. The Los Angeles

Restorative Practice provided training to our Dean of Students on violence prevention services to address existing and potential issues of student conflict which may result in violence and other negative behavior on and around the school campus. Additionally, mental health support and more specifically coping with challenging feelings, was a top area identified by our students and families.

Our partnership with the County of Public Health and Department of Mental Health is helping support the physical and socio-emotional health of our students and families. The County of Public Health is participating in our campus vaccine clinics to provide childhood vaccines. Department of Mental Health, an established partnership for MSA-3, is now facilitating mental health education workshops with our educational partners that include topics of Understanding Childhood Behaviors and Disorders, Suicide Awareness, Prevention, and Resilience, among several other important topics. They also provide behavioral health support at their clinic and these services are offered to all of our students. We have also engaged our mental health partner Care Solace that provides free 24/7/365 mental health support for all of our MSA-3 staff, students, and families. MSA-3 will continue to expand the types of services and mental health engagement activities for our school site.

The third priority area for our campus highlighted a stronger focus on campus cleanliness. This item was documented and escalated to our campus janitorial personnel as an urgent matter that required immediate action. Additionally, this month MSA-3 will be hosting Community Campus Clean-Up and we have invited our staff, students, families and community members to join us in this collaborative event that will help promote the importance of campus cleanliness and personal trash disposal habits. This engagement opportunity will help build strong teamwork and allow our MSA-3 community to be proactive in these efforts.

The Community School Coordinator will continue to Identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in alignment with *the four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*

MSA3 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA3 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA

cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yield from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through written communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will annually report and publicly present this plan each year at MPS Board meetings (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

CCSPP: Implementation Plan  
Magnolia Science Academy 3

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA3 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA3 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. *We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services* (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA3 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.

MSA3 is proud of the work staff and students have put in to create a positive school culture and climate. As part of our **commitment to racially just and restorative school climates**, we plan to



further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

MSA3 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA3 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. vision is to become a **community hub for our families and the greater community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA3 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA3 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA3's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA3 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. *During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school* (competitive priority 6).

## **Priority 3: Collaborative Leadership**

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

**Site Level Goals and Measures of Progress**

Goals	Action Steps	Outcome/Indicators
<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:               <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                   <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>
<p>Facilitate 8 Parent Advisory Committee (PAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:               <ul style="list-style-type: none"> <li>○ Academic Achievement Plan</li> <li>○ Community school programs and activities</li> <li>○ School and Organizational policies</li> <li>○ Annual Budget</li> </ul> </li> </ul>	<p>Number of participants attending PAC Meetings</p> <p>Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>

CCSPP: Implementation Plan  
Magnolia Science Academy 3

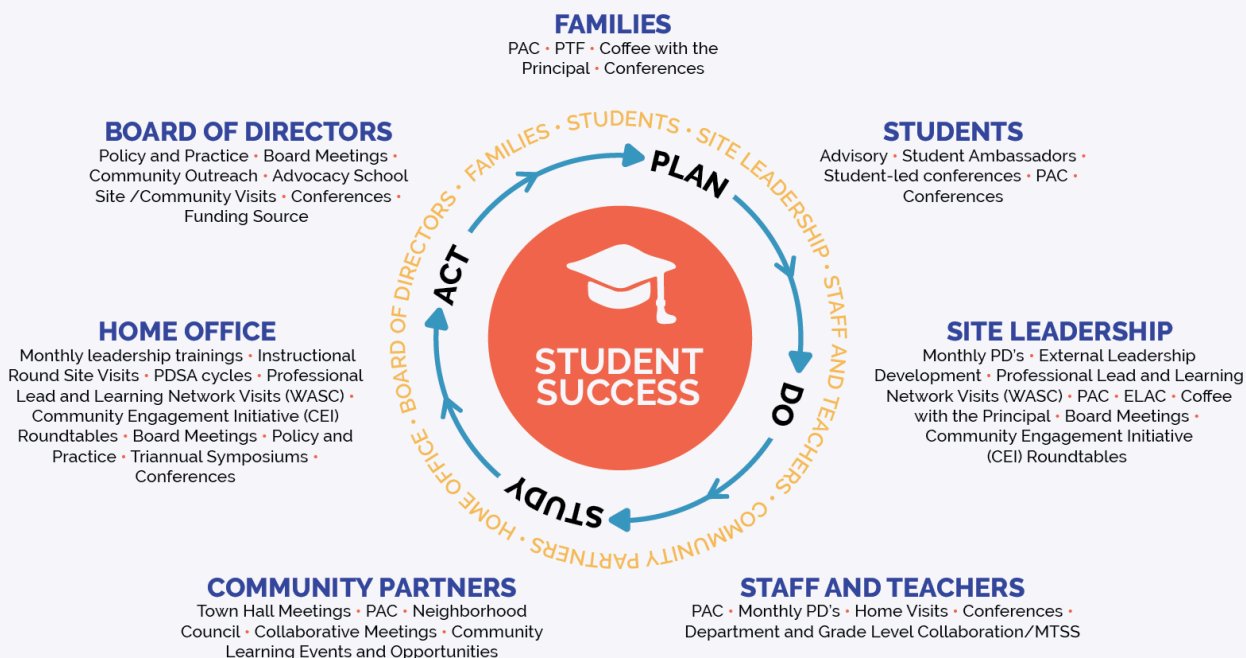
<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.) Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting Monthly leadership meetings with home office quarterly instructional rounds with home office staff (observation, feedback and coaching) support with WASC, Authorizer Visits Weekly Office Hours hours provided by all home office staff. Unified growth and alignment of common goals and collaboration Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff member as an additional duties Mentoring programs (induction programs) Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff Newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>Reach or exceed goal of 25% of students received a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in audience because the value of collaboration is ultimately deciding how

the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

## Magnolia's Collaborative Leadership Model



### Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.



**Site Level Goals and Measures of Progress**

<b>Goals</b>	<b>Action Steps</b>	<b>Outcome/Indicators</b>
The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Community School Coordinator reviews, studies and builds a better understanding of: <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.  Implementation plan and school improvement plan become one cohesive plan.
Increase awareness and understanding of the CA Community School Framework and alignment to MSA3 Implementation Plan.	The Community School Coordinator will introduce and foster the CA Community School Framework and MSA3 Implementation Plan by: <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	The community school implementation plan and school improvement plan become one cohesive plan.

**Priority 5: Staffing and Sustainability**

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

**Site Level Goals and Measures of Progress**

<b>Goals</b>	<b>Action Steps</b>	<b>Outcome/Indicators</b>
Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact &	Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.

**CCSPP: Implementation Plan  
Magnolia Science Academy 3**

Results Based Accountability Framework, and cultural competency.		
Retain high quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant

## Key Staff/Personnel

<b>Staff Name &amp; Title</b>	<b>Main role/function</b>
Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance
Assistant Principal	The Assistant Principal works on all logistical support with the school site day to day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on students outcomes, specific to community School work they support budget planning and accountability with measurable benchmarks.
Parent and Community Engagement (PACE) Coordinator	The PACE Coordinator will work with parents and families to increase their involvement in student learning. Provides organization and continuity to the school's parent involvement initiatives, responding to the needs and concerns of parents and families and creating ongoing mechanisms for parents to play significant roles at school and home.
Dean of Students	The Dean of Students is focused on the variety of elements that inform keeping students, staff and families safe on a campus both physically and emotionally. They are trained in trauma informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the site.
Dean of Academics High School	The Dean of Academics promotes the educational development of all students and the professional development of all staff.
Office Manager	As the vital frontline staff the office manager is often the first to know when a child or family is in need of additional support or needs. They act as the lifeline to families and resources not just at the school site but in the community. They also support purchasing and contract implementation.
School Psychologist	The school psychologist is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/ families. They also serve

CCSPP: Implementation Plan  
Magnolia Science Academy 3

	as the direct referral staff member to connect students through warm handoffs to community partners.
Community School Director	The Community School Director is responsible for the oversight, management and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.
Community School Coordinator	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA3 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example, we host the Magnolia Annual Big Give Campaign, which raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA3 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the

success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>Facilitate asset mapping activities with students, staff, families and community members</li> <li>Align resources and strategies to address student, staff, families and community member needs</li> <li>Shared and reviewed with Steering Committee</li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>

CCSPP: Implementation Plan  
Magnolia Science Academy 3

<p>Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.</p>	<ul style="list-style-type: none"> <li>● Coordinate Individual community partnership meetings</li> <li>● Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>● Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>
<p>Facilitate and manage Bi-monthly community partnership meetings</p>	<ul style="list-style-type: none"> <li>● Yearly Kick-off community partnership meeting</li> <li>● Share Assets &amp; Needs Assessment findings</li> <li>● Conduct meetings with key agenda topics:                             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Program goals and outcomes</li> <li>○ Partnership Alignment</li> <li>○ Align policies and procedures to improve resource/program coordination</li> <li>○ Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA3's Community School strategy and goals Yearly partner service review and development of shared outcomes</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The asset and needs assessment survey along with the 3 focus groups that were administered to our students, parents and staff allowed MSA-3 to receive the feedback required to implement changes that align to the vision of the community school model.

We solidified the partnership with **Concerned Black Men of Los Angeles** to enact proactive measures and solutions for our students that focused on teaching them healthy ways to handle conflict and promote positive behavior interactions. This partnership will help build students self confidence and teach them healthy ways to socialize among their peers.

**Think Together** is our after school service provider that supports our students' care during after school hours. The Think Together team delivers nationally-recognized after school programs that include sports, enrichment workshops, academic and homework support among several other services. This extended learning support is a valuable asset to all of our students (online questionnaire 8).

Our partnership with **The Women's Shelter of Long Beach (WSLB)**, a community group that supports families who are experiencing issues of domestic violence and homelessness. WSLB is working with MSA-3 in our parent college workshops to engage families in the conversation of



healthy relationships which is an area that will help support our conflict resolution priorities on our site.

For early education and child development, MSA3 will work with early childhood partners to expand early childhood programs to better serve families (competitive priority 5, online questionnaire 9).

Our newly established partnership with **the County of Public Health** and **Department of Mental Health** is helping support the physical and socio-emotional health of our students and families. **The Department of Mental Health** is participating in our campus vaccine clinics to provide childhood vaccines, While **the County of Public Health** is supporting with referrals and in-classroom workshops that are facilitated to our students and families. These partnerships provide a wholesome approach in addressing the health and wellness of our students and their families.

**826LA** is a non-profit organization dedicated to supporting students ages 6 to 18 with their creative and expository writing skills, and to helping teachers inspire their students to write. This new partnership will support our students academically and allow their creativity to grow through their writing abilities. MSA-3 will also participate in a field trip to their Echo Park campus to learn more about their organization and participate in creative and engaging sessions regarding storytelling and writing. **826LA** has sponsored MSA-3 with a transportation scholarship to ensure we have the appropriate resources to facilitate a school bus to their campus,

The asset and needs assessment survey results highlighted a critical need for workshops that focus on financial literacy for our parents. **Mi Gente Education & Financial Services** is a local business owned by a MSA-3 parent that provides financial literacy educational workshops, tax preparation, retirement planning, life insurance, credit repair, 401(k) Rollovers, mobile notary, funeral planning, among other important services. Mi Gente Education & Financial Services participated in our Fall Community Resource Festival as one of our vendors and more recently facilitated a workshop during our Saturday, Parent College workshops.

**Insights Treatment Center** is now working with our MSA-3 students on drug prevention and awareness. Students participated in a virtual workshop to learn about dealing with anxiety, stress and depression. Our families will be receiving workshops on mental health, drug awareness and substance abuse.

**The Asian-American Drug Abuse Program (AADAP)** is an additional community resource supporting our drug prevention and awareness with our students and families. In light of the spike of drug related deaths on school campuses MSA-3 is highly focused on educating our students on the risks of drug use, and AADAP will be holding on campus engagement activities to educate our community.

**Care Solace** provides wraparound support for every student, staff member, and family member in need. **Care Solace** uses the Warm Handoff Referral Process to easily submit referrals. They will navigate the mental health care system on your behalf and provide real-time updates on the progress of each referral.



## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (online questionnaire 13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	Increased implementation plan refinement
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>• Capturing Kids Hearts equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness. (in-kind services)</li> <li>• Rigor PD with HMH the framework is a tool developed to examine and improve curriculum, instruction, and assessment, and is based on the two dimensions of higher standards and student achievement.</li> <li>• Kaiser PD on mental health to support well-being from classrooms to communities.</li> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

CCSPP: Implementation Plan  
Magnolia Science Academy 3

	<p>communications and restorative practices for school and home.</p> <ul style="list-style-type: none"> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	
Develop additional SEL and restorative justice curriculum covering restorative practices and community circles.	SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.	Increase restorative practices and community circles to improve school climate and culture

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan  Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>• Capturing Kids Hearts equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

	<p>connectedness. (in-kind services)</p> <ul style="list-style-type: none"> <li>• Rigor PD with HMH the framework is a tool developed to examine and improve curriculum, instruction, and assessment, and is based on the two dimensions of higher standards and student achievement.</li> <li>• Kaiser PD on mental health to support well-being from classrooms to communities.</li> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Increase SBAC results of met or exceeded based on Distance from Standard (DFS)	As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school	Increase the number of students moving from standard not met, and/ or

## CCSPP: Implementation Plan Magnolia Science Academy 3

on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13).. Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.	standard nearly met to standard met or standard exceeded.
Data baseline will be set and defined by July 1st 2023 in order to kickoff a successful school year.	Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.	The community school implementation plan and school improvement plan become one cohesive plan.
Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee
Community School evaluation Plan will be informed by LCAP and SPSA Goals.	Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework	LCAP, SPSA and Community School Implementation Plan will be aligned towards results.

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

## Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

## CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.



## CCSPP: Implementation Plan Template Magnolia Science Academy 4

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

**Pillars of Community Schools:** Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

**Key Conditions for Learning in a Community School:** Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

**Cornerstone Commitments of Community Schools:** A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

**Proven Practices of Community Schools:** Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the Capacity-Building Strategies.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

## Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

The Developmental Rubric can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Magnolia Science Academy 4

Principal: Musa Avsar

Email: mavsar@magnoliapublicschools.org

Phone: (310) 473-2464

School Address: 11330 Graham Pl Los Angeles California 90064

School Phone Number: (310)473-2464

## Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

### Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

#### Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

At Magnolia Science Academy 4 our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

#### Cornerstone Commitments of Community Schools:

CCSPP: Implementation Plan Template  
Magnolia Science Academy 4

MSA4 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee(PAC) and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA4 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA4 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent. MSA4 is proud of the work staff and students have put in to create a positive school culture and climate. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

MSA4 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA4 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. Our vision is to become a **community bridge for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and

learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA4 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA4 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA4's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices**, including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners (online questionnaire 4). MSA4 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. *During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school* (competitive priority 6).

## Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

**Part A:** As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

## CCSPP: Implementation Plan Template Magnolia Science Academy 4

Magnolia Science Academy 4 (MSA 4) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of MSA4 enrollment of 125 students, *96% are unduplicated pupils* (competitive priority 1), 96.8% are considered socioeconomically disadvantaged, 21% have a disability, 24.1% are classified as English Learners. While MSA4's overall chronic absenteeism rate is very high at 26.2%. The majority of students are below grade level standard in English Language Arts (64%, compared to 53% of CA students below standard). MSA4 students are 94% English Learners are below standard in both ELA which shows that we as a community need to focus on supporting all of our students. *MSA4 has a demonstrated need for expanded access to integrated services to address our academic, social-emotional, and health needs* (competitive priority 2).

MSA4 is proud of our 95.8% graduation rate and 100% A-G passing rate in 2022-23, but despite these, too few MSA4 students enroll in college and this percentage has been decreasing over the past 3 years (47% of graduates in 2020, 52.2% in 2021, and 96.2% in 2022) (National Student Clearinghouse). Of MSA4 graduates in college, only 36% attend UC or CSU campuses, which we will target to increase.

To address the needs of our community school, MSA4 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and need data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas they were under the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

### **Priority topics from assets and needs assessment activities:**

- 1: Provide additional mental health supports for students, staff, and families
- 2: Improving efforts around diversity, equity, and inclusion including support for English Learners.



### 3: Provide Empowerment and Resource Accessibility: Workshops and resources for students, staff and families

Magnolia Science Academy 4 launched a new partnership with National Alliance on Mental Illness (NAMI) during the fall of 2023 semester to support the priority area 1 listed above. Specifically, the community school coordinator presented information on mental health to our families during our Coffee con conchas with the Principal time to educate families about the different ways to support children in overcoming adversity and trauma which oftentimes are the causes of children turning to illicit substances as a manner of coping. This partnership with the National Alliance on Mental illness has continued during the spring 2023 semester.

We have planned collaboration projects coming this school semester with First Gen Mentor to help our students and families better understand financial literacy. Our goal is to create a community of students and families who feel empowered to make a difference and take control of their future goals while also exploring entrepreneurship opportunities. The Community School Coordinator will continue to identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in alignment with the *four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*

MSA4 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA4 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners



CCSPP: Implementation Plan Template  
Magnolia Science Academy 4

pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yield from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through written communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will annually report and publicly present this plan each year at MPS Board meetings (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

**Part B:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

CCSPP: Implementation Plan Template  
Magnolia Science Academy 4

**Draft Collective Priority**

**Outcome/Indicators you aim to improve**

CCSPP: Implementation Plan Template  
Magnolia Science Academy 4

<p>1. Enhance Mental Health Support for Students, Staff, and Families</p>	<p>For Magnolia Science Academy-4 to effectively enhance mental health support for students, staff, and families, the following measurable outcomes and indicators will be established:</p> <ol style="list-style-type: none"> <li>1. Increased Workshop Attendance: Target a year-over-year increase in the number of parents and staff attending SEL and mental health workshops.</li> <li>2. Expanded use of Counseling and Social Work Services: Elevate the number of students, staff, and families utilizing available counseling and social work services by a specific percentage annually. Gather and analyze feedback from service users to ensure satisfaction and perceived improvement in mental well-being.</li> <li>3. Workshop Impact and Efficacy: Conduct a targeted number of mental health workshops and training sessions each year. Implement pre- and post-assessment tools to quantitatively measure knowledge acquisition and behavioral changes among workshop participants.</li> <li>4. School-Wide Mental Health Awareness Initiatives: Increase the number and reach of school-wide initiatives or campaigns focused on promoting mental health awareness. Utilize survey data to measure changes in the school's culture and the stigma associated with seeking mental health support.</li> </ol> <p>These measurable outcomes and indicators will serve as benchmarks for assessing the impact of Magnolia Science Academy-4's initiatives to enhance mental health support, thereby ensuring an environment where the well-being of students, staff, and families is prioritized and continuously improved.</p>
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## CCSPP: Implementation Plan Template Magnolia Science Academy 4

**CCSPP: Implementation Plan Template  
Magnolia Science Academy 4**

CCSPP: Implementation Plan Template  
Magnolia Science Academy 4

<p>2. Strengthen Diversity, Equity, and Inclusion on Support for English Learners</p>	<p>To effectively measure the progress of strengthening diversity, equity, and inclusion efforts, with a focus on support for English Learners at Magnolia Science Academy-4, the following measurable outcomes and indicators will be established:</p> <ol style="list-style-type: none"> <li>1. Increase in Culturally Relevant Events: Achieve a specific target for the number of culturally relevant campus-wide events each year, aiming for a minimum of four to celebrate and honor the diversity of the student body.</li> <li>2. Inclusion of Culturally Relevant Projects: Implement and complete at least two culturally relevant projects per year, ensuring they are integrated into the curriculum or extracurricular activities, fostering an inclusive learning environment.</li> <li>3. Cultural Assembly Participation and Feedback: Organize and conduct one cultural assembly per year, with metrics for student and staff participation rates. Collect and analyze feedback from participants to assess the impact and relevance of the cultural assembly.</li> <li>4. English Learner Progress Monitoring: Monitor the academic progress of English Learners through standardized assessments and classroom performance, aiming for continuous improvement in language proficiency and academic achievement.</li> <li>5. Staff Training and Development: Increase the number of training sessions focused on diversity, equity, and inclusion, and specifically tailored strategies to support English Learners. Evaluate the effectiveness of the training through staff feedback and the application of learned strategies in the classroom.</li> </ol>
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6. Parent and Community Engagement: Track participation rates of parents and community members in school events and activities, aiming for increased involvement from diverse backgrounds. Conduct surveys to gauge parent and community satisfaction with the school's efforts in promoting diversity, equity, and inclusion.

### Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcomes/Indicators
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CCSPP: Implementation Plan Template  
Magnolia Science Academy 4

<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                 <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>
<p>Facilitate 8 Parent Advisory Committee (PAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:             <ul style="list-style-type: none"> <li>○ Academic Achievement Plan</li> <li>○ Community school programs and activities</li> <li>○ School and Organizational policies</li> <li>○ Annual Budget</li> </ul> </li> </ul>	<p>Number of participants attending PAC Meetings</p> <p>Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>

CCSPP: Implementation Plan Template  
Magnolia Science Academy 4

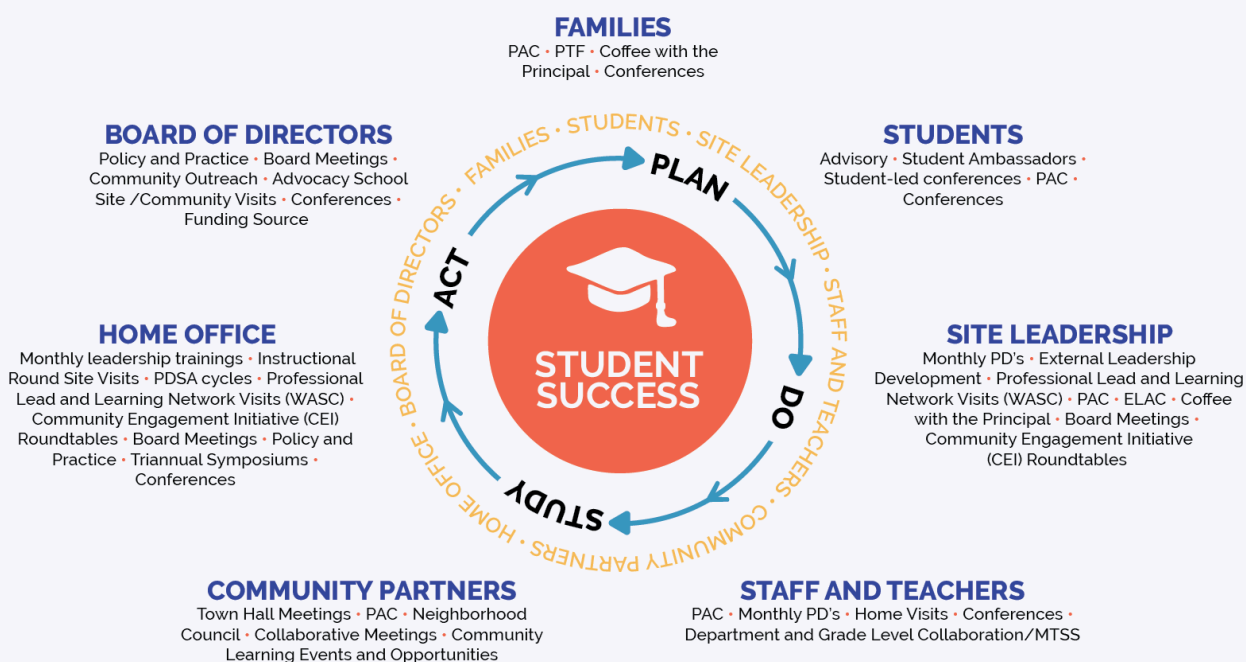
<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff member as an additional duties</p> <p>Mentoring programs (induction programs)</p> <p>Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff</p> <p>Newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>Reach or exceed goal of 25% of students received a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice

many opportunities overlap in audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

## Magnolia's Collaborative Leadership Model



### Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community

school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcomes/Indicators
The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Community School Coordinator reviews, studies and builds a better understanding of: <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.  Implementation plan and school improvement plan become one cohesive plan.
Increase awareness and understanding of the CA Community School Framework and alignment to MSA4 Implementation Plan.	The Community School Coordinator will introduce and foster the CA Community School Framework and MSA4 Implementation Plan by: <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	The community school implementation plan and school improvement plan become one cohesive plan.

### Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

CCSPP: Implementation Plan Template  
Magnolia Science Academy 4

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant

## Key Staff/Personnel

Staff Name & Title	Main role/function
Mr. Musa Avsar, Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance
Ms. Nataly Birrueta, Community School Coordinator	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.
Ms. Elizabeth Veloz, Assistant Principal and Dean of Academics	The Assistant Principal works on all logistical support with the school site day to day functions. Additionally, they work closely with the academic team to develop and refine systems and



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Magnolia Science Academy 4

	structures focused on students outcomes, specific to community School work they support budget planning and accountability with measurable benchmarks. The Dean of Students is focused on the variety of elements that inform keeping students, staff and families safe on a campus both physically and emotionally. They are trained in trauma informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the site.
Ms. Jasmine Gomez, School Psychologist	The school psychologist is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/ families. They also serve as the direct referral staff member to connect students through warm handoffs to community partners.
Mrs. Laura Esquivel, Office Manager	As the vital frontline staff the office manager is often the first to know when a child or family is in need of additional support or needs. They act as the lifeline to families and resources not just at the school site but in the community. They also support purchasing and contract implementation.
Community School Director	The Community School Director is responsible for the oversight, management and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.
Mrs. Marilyn Lopez, College and Career Counselor	The college and career counselor has the role of supporting students' level of readiness for college and career. They work closely with each student and their family to plan out the next five to seven years of their secondary education careers (middle/ high schools). They would also identify and support student groups that may not be open to following the traditional path for higher education and connect them with resources and warm hand off to departments at the college or university level that may serve as a resource for students such as the unhoused populations.
Mrs. Kimana Davis, Social Worker	The social worker is available to meet the needs of the student and families. They support working closely with community partners with management related to mental health/Social Emotional Learning implementation. They build trust and rapport with individual students and families. They also serve as the direct referral staff member to connect students through warm handoffs to community partners.
Ms. Alquijay, Special Education Coordinator	The Special Education coordinator focuses working with students who have IEPs or 504's to best help support students inside the classroom. They build trust and rapport with students

CCSPP: Implementation Plan Template  
Magnolia Science Academy 4

	inside the classroom since we “push in” the classroom for support.
Ms. Perez and Mr.Marcelo, Paraprofessional	The paraprofessionals focus on providing They play a crucial role in helping these students access the curriculum, providing support tailored to their individual needs

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA4 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example we host the Magnolia Annual Big Give Campaign, that raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA4 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations

support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## **Strategy 6: Strategic Community Partnerships**

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcomes/Indicators
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>Facilitate asset mapping activities with students, staff, families and community members</li> <li>Align resources and strategies to address student, staff, families and community member needs</li> <li>Shared and reviewed with Steering Committee</li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>
Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.	<ul style="list-style-type: none"> <li>Coordinate Individual community partnership meetings</li> <li>Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>
Facilitate and manage Bi-monthly community partnership meetings	<ul style="list-style-type: none"> <li>Yearly Kick-off community partnership meeting</li> <li>Share Assets &amp; Needs Assessment findings</li> <li>Conduct meetings with key agenda topics:                             <ul style="list-style-type: none"> <li>Data Review</li> <li>Introduce exploration activities</li> <li>Program goals and outcomes</li> <li>Partnership Alignment</li> <li>Align policies and procedures to improve resource/program coordination</li> <li>Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA4's Community School strategy and goals</p> <p>Yearly partner service review and development of shared outcomes</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Using our assets and needs assessment data and our focus group feedback, we were able to identify the type of resources and programs our school needs, many of which are extended/expanded learning time opportunities. The data on the assets and needs assessment showed that students were struggling with mental health and worked closely with our social work Mrs. Davis. We began the school year by partnering up with **National Alliance On Mental Illness (NAMI)**. Our students received workshops on mental health, drug awareness and substance abuse.

Students participated in classroom workshops to learn about dealing with anxiety, stress and depression.

One of the needs we came across on the parent responses is providing families with resources to receive help with Medical/Calfresh. Our MSA4 community asked for these resources and we recently came in contact with the **Community Resource Center West Los Angeles (CRCWLA)** which has roughly 3 months opened. The center provides the following services: Health Care Enrollment, Calfresh Services, Wi-Fi and a device for a telemedicine consultation, Tutoring for K-8 Grade, Free CPR Classes, Free Health Education and Fitness Class, Navigators for LA Care and BlueShield Members. The data in the Assets and needs assessment also showed that students missed school due to illness. 44% of students answered missing more than 3 days of school due to health/illness. We want to ensure students are being provided all resources to maintain the overall well being of the students in order to perform at their best in class. When students miss school that pushes students to miss school work: lessons, homework, assignments, projects, quizzes, and exams.

MSA4 partnered with **PLUS ME Project** to provide workshops/lessons during the advisory period. PLUS ME provides students the opportunity to express themselves through storytelling. Students have the opportunity to share stories in a notebook that has engaging questions that provide students a flexible tool of self-reflection and connection with their peers. Last year 2023, students attended 5, one hour sessions that used the art of personal storytelling to build confidence in youth and adults. Last year PLUS ME Project served grade levels 9th - 12th which made students more willing to receive counseling sessions with our social emotional counselor and school psychologist. This (2023-2024 academic year our school started serving middle school making our school 6th through 12 with which we would want PLUS ME Project to serve. During middle school many of our students face many challenges and would like to provide a safe space for students to express themselves through storytelling.

Our partnership with **UCLA Project Health** serves our high school students with health education. We want to close the information gap that hinders students' abilities to make responsible decisions about health, and we hope to shrink this gap so that students are able to make knowledgeable decisions. UCLA Project Health provides six workshops covering Mental Health, Drugs, Alcohol, Sexual Decision-Making & STIs, Abusive Relationships, and Nutrition & Fitness meet the California Department of Education's Health Education Content Standards, while still presenting the information in a unique and interactive manner. We know that high school marks the beginning of independence, when teenagers begin to make their own decisions regarding their health and relationships and we want to close that gap as much as possible.

MSA4 partnered with **UCLA College Corps** that places College Corps Fellows to be placed in community-based organizations working in K-12 education, climate action, and food insecurity. UCLA College Corps sent volunteers that are placed in the classroom to help support students academically thrive in the classroom.

Last year MSA4 worked with **UCLA SLAM** to provide students after school the opportunity to express themselves through music. Students were able to learn about the different instruments and



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Magnolia Science Academy 4

learn how to play them as well. UCLA SLAM's mission is to provide all students with accessible, contemporary and tuition-free music instruction. Every day of the week, SLAM sends a group of volunteers to a middle or high school to teach music classes. Last year, UCLA SLAM only served our high schools, but we now have middle school that would be able to participate in UCLA SLAM. In our Assets and Needs Assessment our students were asked what activities do they feel were the most important to have outside of regular school day and 41% of students chose music. Music was the 2nd top activity students find the most important activity to have outside regular school hours.

We collaborate with the afterschool team **Think Together** to provide students with expanded learning and enrichment time and opportunities before and/or afterschool. The Think Together team works closely with the community school coordinator to provide students a positive school culture and school moral. Think together helps MSA4 with our yearly fall/spring festivals and resources fairs throughout the year. We collaborate to ensure that all cultures are represented at Magnolia Science Academy 4 as representation is extremely important for our students to feel seen and heard.

Magnolia Science Academy 4 wants to partner up with **Los Angeles Institute of Restorative Practices** (LAIRP) to provide one on one support to our students by learning about implicit bias, social emotional learning, culture building and restorative practices. We want our middle school and high school students to have a deeper understanding of ways to find positive solutions to negative situations they and their peers experience in school and at home.

We saw a need for parents learning English to feel more comfortable participating in school activities and communication with English speaking teachers. We want to help support our families by eliminating language barriers by providing ESL classes. Therefore that is why MSA4 wants to collaborate with the **Parent Educational Bridge for Students Achievement Foundation**, to provide classes to our English learners students and families. They provide a 10 session course to help students and our families develop basic skills to better understand the English language. P.E.B.S.A.F also provides a college readiness course for parents and caregivers.

Our students took the Assets and Needs assessment and expressed wanting to have more representation of culture within the classroom through books/art. The Community School Coordinator reached out to **The Book Foundation** to see if it was possible to help support our MSA4 family. The Book Foundation is a new partner that we are currently working closely together to provide students with new books and shelves to all 7 classrooms at MSA4. Magnolia Science Academy 4 is currently working on creating a survey to ask students what books they would like to see inside the classroom.

Additionally, we collaborated with 10 local organizations as part of our community resource fairs. Our families, students, staff and community members were able to learn about organizations that provide free food, free clothing, support with mental health, immigration services, environmental and sustainable farming, community clinics, and LGBTQ+ centers.

We will work during implementation to develop partnerships to implement and expand early childhood programs to support our families. It takes a village to build a community school and we have every intention of activating the resources around us to help build a lasting community school



that motivates all students, families, and community to form a positive impact as active citizens of our society.

## Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

**Site Level Goals and Measures of Progress**

Goals	Action Steps	Outcome Indicator
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (questionnaire #13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	Increased implementation plan refinement
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.
Develop additional SEL and restorative justice curriculum covering restorative practices and community circles.	SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.	Increase restorative practices and community circles to improve school climate and culture

**Strategy 8: Centering Community-Based Curriculum and Pedagogy**

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

CCSPP: Implementation Plan Template  
Magnolia Science Academy 4

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicators
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan  Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

## Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success

CCSPP: Implementation Plan Template  
Magnolia Science Academy 4

and to guide their work. Identify those potential outcomes/indicators.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.	Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.
Data baseline will be set and defined by August 1st 2024 in order to kickoff a successful school year.	Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.	The community school implementation plan and school improvement plan become one cohesive plan.
Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee
The Community School evaluation Plan will be informed by LCAP and SPSA Goals.	Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework	LCAP, SPSA and Community School Implementation Plan will be aligned towards results.

**Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.**

# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**

## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

Magnolia Science Academy 5

Principal: Ali Kaplan

School Address: 18238 Sherman Way, Reseda, CA 91335

Phone Number: 818-705-5676



## Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy 5 (MSA 5) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of our enrollment of 247 students, *92% of students are unduplicated* (competitive priority 1), 93% are considered socioeconomically disadvantaged, 16% have a disability, 32% are classified as English Learners, and our school includes 95% students of color (CDE 2021-22). MSA5 has an extremely high chronic absenteeism rate at 35.2% (CDE 2021-22). Our overall suspension rate is low, but last year the two suspensions at MSA5 were both violent incidents that resulted in an injury. The majority of MSA5 students are below grade level standard in English Language Arts (55%, compared to 53% of CA students below standard) and math (78%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 91% of MSA5 English Learners are below standard in

2

CCSPP: Implementation Plan  
Magnolia Science Academy 5

ELA and 87% are below standard in math (CAASPP 2021-22). *MSA5 has a demonstrated need for expanded access to integrated services to address our academic, social emotional, and health needs* (competitive priority 2).

To address the needs of our community school, MSA5 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a*

*heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas as they were under the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Increase mental health support for students and families
- 2: Implement additional extended learning opportunities
- 3: Increase family and community engagement

We have established new and continuing collaborations with community partners, such as Tarzana Treatment Centers, Mitchell Family Counseling, Valley Presbyterian Hospital, New Economics for Women Family Source Center, Baby2Baby, First 5 LA, Southern California Medical Center, Goodwill, Insight Treatment Center, California State University, Northridge, Valley College, Pierce College, Zawadi Cultural Collective, Winnetka Neighborhood Council, Council Member Blummenfield's Office. These partnerships have and/or will continue to support our school community by addressing the priority topics listed above and beyond. We will increase academic assistance as school is below grade level standard, English Language Arts is at 53% and Math is at 67%.

The Community School Coordinator will continue to Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community. They will align resources and strategies to address the needs of students, staff, parents and community members consistent with the four pillars of community schools: Integrated Student Supports; Family and

3

CCSPP: Implementation Plan  
Magnolia Science Academy 5

Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities.

MSA5 also administers an educational partners survey to families and a mental health and wellness

survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA5 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities identified from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through written communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council and MPS board meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

4

CCSPP: Implementation Plan  
Magnolia Science Academy 5

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

## Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

At MSA5 our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA5 uses results based on asset-driven data to focus on school’s parents and students strength and partnering with community partners that will offer services to strengthen that data and also by listening to feedback provided by students and parents. Parents also are included in those decisions by agreeing to bring in those partners or also by suggesting to the school of a potential partnership that could be beneficial. MSA5 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff

around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA5 already uses multi-tiered systems of support (MTSS), and this will form the basis for a racially just and restorative school climate. MSA5 uses “HOWL Bucks” to nourish and sustain positive behavior, students are awarded with HOWL BUCKS, which is the school's currency which they can use to buy snacks, drinks and school supplies from the HOWL store every Friday during lunch, all items are donated by parents. MSA5 also incorporated Positive Behavioral Intervention and Support (PBIS) field trips, students with positive behavioral change are included on a field trip for expanded learning (also part of enhancing our expanded learning opportunities pillar - online questionnaire 8) by being taken on intentional educational trip, such as In-N-Out tour and interacted with workers and part took in the preparation for the day, or Sea World to learn about aquatic ecosystem. This is part of the Integrated Student Supports Pillar (online questionnaire 6). We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA5 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a social-emotional learning curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent. We are proud of the work staff and students have put in to create a positive school culture and climate. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

MSA5 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).



MSA5 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. Our vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA5 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA5 offers students **powerful, culturally proficient, and relevant instruction**. Throughout the year we celebrate cultural events, such as Hispanic Heritage and Black History Month. MSA5 hosted special dance guests that came to campus for a Danza Azteca dance in honor of Hispanic Heritage Month and had keynote speaker, Shania Accius, CEO of Zawadi Cultural Collective to celebrate Black History Month.

MSA5 has implemented **partnership and engagement activities** in collaboration with other network community schools (MSA 1, MSA 2 and MSA 7). Implementing the annual community fair has increased student and family engagement through relationship and community building (online questionnaire 2). We have exposed students and parents to colleges, most recently a trip to UCLA helped parents envision their children attending college to pursue a higher education. MSA5 has also ensured **meaningful involvement by partnering** with community partners and offering parents/students free resources, workshops, volunteering opportunities based on the results from the needs assessment and recommendations brought up by parents during monthly Coffee with the Principal and Parent Advisory Committee meetings.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA5's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA5 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school (competitive priority 6).



### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams. Site Level Goals and Measures of Progress

Goals	Action Steps Outcome/Indicators
<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p> <p>Facilitate 8 Parent Advisory Committee (PAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:                             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                                     <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures</li> <li>– if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul> <p>Quarterly meetings with school-level implementers</p> <ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> </ul> <p>Number of participants attending PAC Meetings</p> <p>Intentionally welcoming other</p> <ul style="list-style-type: none"> <li>● Conduct meetings with key agenda topics to</li> </ul>

	<p>review:</p> <ul style="list-style-type: none"> <li>o Academic Achievement Plan</li> <li>o Community school programs and activities</li> <li>o School and Organizational policies</li> <li>o Annual Budget</li> </ul>	<p>family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>
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CCSPP: Implementation Plan  
Magnolia Science Academy 5

<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
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Opportunities for staff leadership and professional growth	Provide Coordinator roles held by staff member as an additional duties  Mentoring programs (induction programs)  Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute	Educate and Empower our staff  Newfound sense of ownership for one's work
Increase percentage of students who have been home-visited by the teachers per year	Teachers identify students. Make phone calls to parents. Schedule home visits.	reach or exceed goal of 25% of students received a home visit

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

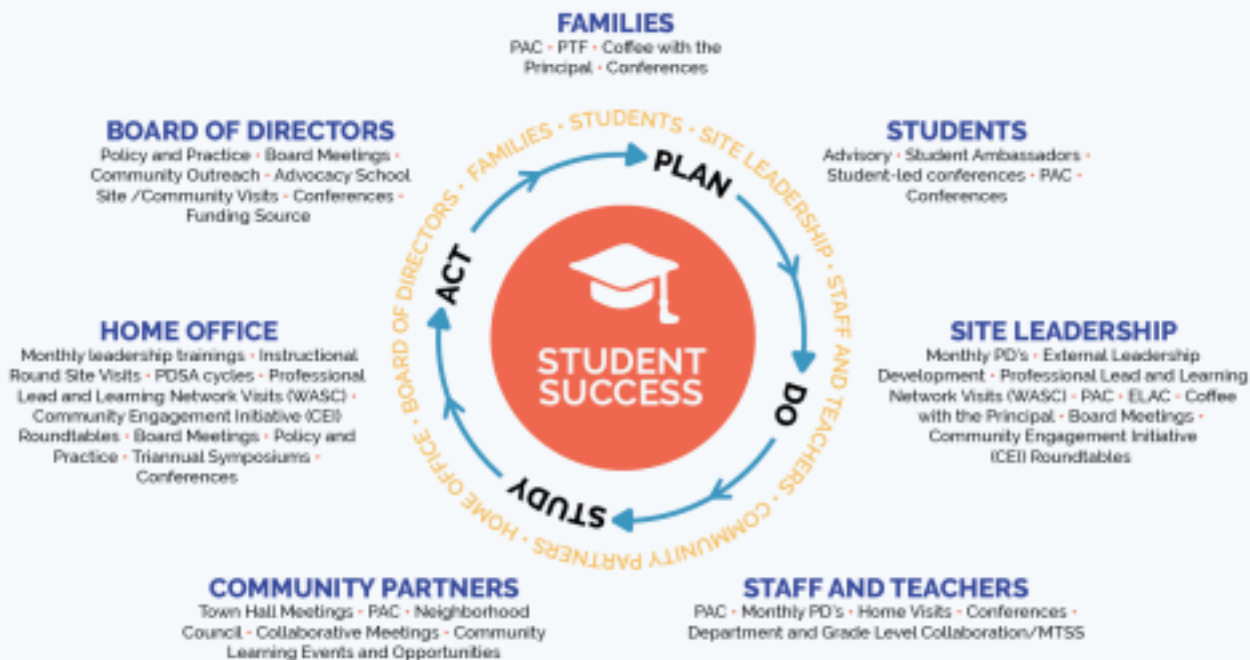
Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice

9

CCSPP: Implementation Plan  
Magnolia Science Academy 5

many opportunities overlap in audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

# Magnolia's Collaborative Leadership Model



## Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome/Indicators
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<p>The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).</p>	<p>The Community School Coordinator reviews, studies and builds a better understanding of:</p> <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	<p>The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.</p> <p>Implementation plan and school improvement plan become one cohesive plan.</p>
<p>Increase awareness and understanding of the CA Community School Framework and alignment to MSA5 Implementation Plan.</p>	<p>The Community School Coordinator will introduce and foster the CA Community School Framework and MSA5 Implementation Plan by:</p> <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>

## Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

#### Goals Action Steps Outcome/Indicators

<p>Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.</p>	<p>Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.</p>	<p>Hire culturally competent staff to drive community school strategy and goals</p>
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<p>Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact &amp; Results Based Accountability Framework, and cultural competency.</p>	<p>Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.</p>	<p>CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.</p>
<p>Retain high quality staff through the duration of the grant and create a pool of future hires.</p>	<p>Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.</p>	<p>Staff retention rate will remain steady during the duration of the grant</p>

**Key Staff/Personnel**

<p><b>Staff Name &amp; Title</b></p>	<p><b>Main role/function</b></p>
<p>Ali Kaplan, Principal</p>	<p>The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance</p>
<p>Giovanni Garcia, Community School Coordinator</p>	<p>The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets &amp; Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.</p>
<p>Adrian Uribe, Dean of Students</p>	<p>The Dean of Students is focused on the variety of elements that inform keeping students, staff and families safe on a campus both physically and emotionally. They are trained in trauma informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the</p>



	site.
<p>Edwin Chavez, Parent and Community Engagement Coordinator (PACE)</p> <p>Indira Hopovac, English Language Development Coordinator</p> <p>Melissa Burns, Teacher/Department Chair</p>	<p>The PACE Coordinator will work with parents and families to increase their involvement in student learning. Provides organization and continuity to the school’s parent involvement initiatives, responding to the needs and concerns of parents and families and creating ongoing mechanisms for parents to play <u>significant roles at school and home.</u></p> <p>Supports English Learners, immigrant students and newcomers as <u>well as their parents.</u></p> <p>Acts as a liaison in implementation of MTSS.</p>
<p>Community Schools Director (to be hired)</p>	<p>The Community School Director is responsible for the oversight, management and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.</p>

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA5 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example we host the Magnolia Annual Big Give Campaign, that raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to come together as one Magnolia

12  
CCSPP: Implementation Plan  
Magnolia Science Academy 5

community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA5 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
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<p>Develop and manage a comprehensive map and partner database</p>	<ul style="list-style-type: none"> <li>● Facilitate asset mapping activities with students, staff, families and community members</li> <li>● Align resources and strategies to address student, staff, families and community member needs</li> <li>● Shared and reviewed with Steering Committee</li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>
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Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.

strategies via service agreement(s) ● Yearly Kick-off community partnership meeting

improve resource/program coordination  
 ○ Review goals and targets for Shared Outcomes

Number of services/strategies offered for students, staff, families, and community members.

Facilitate and manage Bi-monthly community partnership meetings  
 ● Coordinate Individual community partnership meetings

- Share Assets & Needs Assessment findings
- Conduct meetings with key agenda topics:
  - Data Review
  - Introduce exploration activities
  - Program goals and outcomes
  - Partnership Alignment
  - Align policies and procedures to

- Identify partners who share a holistic focus on students, staff, families and community members.
- Formalize and Align resources and

Partner services/strategies are in alignment with MSA5's Community School strategy and goals  
 Yearly partner service review and development of shared outcomes

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

MSA5 has established partnerships with the following community partners: **Tarzana Treatment Centers** (TTC), which offers substance abuse/alcohol treatment services to both students and parents on the school campus. TTC also offers mental health services and workshops for students

and parents to attend. **Mitchell Family Counseling** provides mental health services on campus. We are working with partners **First 5 LA** and **Baby2Baby** to expand early childhood programs

(competitive priority 5, online questionnaire 9). **Baby2Baby** also distributes basic necessities such as diapers, sanitary items, clothing etc. **Valley Presbyterian Hospital**, high school students are able to volunteer to complete their volunteer hours required to graduate, in the process of volunteering students gain experience in the medical field. The **American Red Cross**, once per semester the community is welcomed to participate and donate blood on school campus. **Southern California Medical Center**, a mobile clinic that visits campus and provides vaccination at no cost. **New Economics for Women**, a Family Source Center modeled as a one-stop community center assists low-income families by offering numerous resources such as Immigration Services, Food Pantry, Public Benefits, Homeless Prevention, College Corner and other supportive services on our school site. **Zawadi Cultural Collective** provides presentations on the civil rights movement and involves community volunteership. **Los Angeles Valley College** provides dual enrollment college classes to high school students at our school site. As well as supporting financial aid applications. **Council Member Blumenfield’s office** attends our community events, keeps us informed about neighborhood projects such as the ice rink, CicLAvia. **LAPD Senior Lead Officer** Bocanegra with community events to attend/participate in. Additionally, establishing connection with **Pierce College**, **Winnetka Neighborhood Council**, as to further strengthen the connection with MSA5 and the community.

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator	
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	Increased implementation plan refinement

Continue to invest in high-quality professional development on culturally and linguistically relevant

Professional Development will include: • Loyola Marymount University Retroactive Justice,

Equity, Diversity, and Inclusion Teachers have ongoing professional development opportunities to

increase understanding of local

<p>teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<p>training to help teachers communicate and connect authentically with diverse student body</p> <ul style="list-style-type: none"> <li>• LA County Office of Department of Mental Health workshops for staff.</li> <li>• Classroom training that supports connecting home visits with learning</li> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul> <p>history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally</p>
<p>Develop additional SEL and restorative justice curricula covering restorative practices and community circles.</p>	<p>SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.</p> <p>Increase restorative practices and community circles to improve school climate and culture</p>

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
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<p>Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth</p>	<p>Coordinate site visits with local community schools, stretch goal is to visit community schools across the country</p>	<p>100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee</p>
<p>Actively participate in three conference and training opportunities including the National Community Schools &amp; Family Engagement Conference</p>	<p>Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights</p>	<p>Taking the learning and putting it into action to inform implementation plan  Have each school site leadership team including CS partners</p>

CCSPP: Implementation Plan  
Magnolia Science Academy 5

	<p>co-facilitate a session at a future conference submit 2 proposals</p>
<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>● MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul> <p>increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>



## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
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Increase SBAC results of met or exceeded based on Distance from Standard As part of the PDSA cycle, during the	summer in-service professional development time, review benchmark and School Dashboard data, as a Increase the number of students moving	from standard not met, and/ 17
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CCSPP: Implementation Plan  
Magnolia Science Academy 5

(DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.
Data baseline will be set and defined by July 1st 2023 in order to kickoff a successful school year.	Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.  The community school implementation plan and school improvement plan become one cohesive plan.

<p>Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.</p>	<p>Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.</p> <p>Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee</p>
<p>Community School evaluation Plan will be informed by LCAP and SPSA Goals.</p>	<p>Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework</p> <p>LCAP, SPSA and Community School Implementation Plan will be aligned towards results.</p>

# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Magnolia Science Academy 6  
Principal: James Choe  
Community Schools Coordinator: Claudia Gardner  
Phone: 310-842-8555  
745 S. Wilton Pl. Los Angeles, CA 90005

## Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

MSA6 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents*. Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff, and community-based partners) are informed of the community school framework, model, and asset and need data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the year and included focus groups with students,

parents, teachers, and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess where they were in the stages of development for a community school. This allowed the team to develop a baseline for each of the three capacities they self-assessed under (Collaboration, Coherence, and Commitment).

Falling under the categories of exploring and emerging, the leadership team has started working towards improving systems and partnerships to move them towards maturing and excelling.

All these assessment activities examine needs and gaps in services, but also school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities data findings were shared with students, parents, teachers, partners, and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Increase mental health support
- 2: Increase academic support
- 3: Learn how to build healthier habits
4. Having Sports teams
5. Providing workshops, such as woodwork & immigration
6. Provide Financial Literacy Classes

Mental Health support was a top priority for all the educational partners of Magnolia Science Academy 6. Due to the need, MSA6 decided to strengthen and expand its current partnerships. One of our partnerships is with Leader in Me: Social Emotional Learning program which is based on the 7 Habits of successful kids/teens/adults with an emphasis on mental health and a few others of Stephen/Franklin Covey's book. We also inform and refer all of our educational partners to Care Solace, which navigates the mental health care system to find available providers matched to specific needs.

Additionally, we solidified a partnership with Baby2Baby, and will now be listed as a diaper pick-up location as part of their new program. Baby2Baby has provided our school community with various items to support the needs of our families, such as diapers, hygienic goods, car seats, and many more. In like manner, we were able to be part of its bundle programs such as the student2student program where every single one of our students received a backpack filled with school supplies and hygiene products during our Back to School Orientation Event as well as their family2family program where 12 of our students were able to receive gifts, clothing and hygiene products during the holiday season. Baby2Baby has been very generous with their donations and our families are extremely grateful.

We also established a partnership with the Los Angeles County Department of Public Health this year, which provides primary care, behavioral health, and dental care services that meet the needs of low-income individuals and families (as well as the underserved community, undocumented) in Los Angeles county and strengthen their capacity to thrive. The LACDPH not only provides these services in their multiple offices throughout California, but they are also able to provide these services at no cost to the MSA6 community through the use of their mobile clinics. LACDPH was able to host 2 mobile clinic events this school year. At these events, they

offer student vaccinations (as well as covid and flu shots), physicals, Medi-Cal/CalFresh enrollment, and dental screenings. Additionally, they conducted some preventive health care informative workshops for all of our students by having their public health nurse come and educate our parents about all their wellness opportunities and free resources available to all.

MSA6 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our multi-tiered systems of support MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA6 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process along with the Assistant Principal for social-emotional learning activities, instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self-assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners regarding their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yielded from the yearly school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semesters); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and in non-verbal communication through school-wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families in traditional school events like Back to School Night and Parent or Student-led conferences, establishing a cadence of communication with updates. We will leverage community-wide engagement opportunities to communicate our community school strategies informed by data analysis. We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council and MPS board meetings. We will leverage existing partnerships with community-based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*



## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially

just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient, and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision-Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire at Magnolia Science Academy 6 is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA6 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA6 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services. MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA6

staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.

MSA6 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities.

MSA6 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA6 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA6's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices**, including voting to approve documents like the

School Safety Plan, WASC accreditation report, budget spending (Title I), and new partners. MSA6 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events. The PAC roster includes parents, community members, students, teacher(s), the CSC, and the school Principal. During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC’s shared governance structure, and help them integrate their services and resources into the community school.

### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

#### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:                             <ul style="list-style-type: none"> <li>o Data Review</li> <li>o Introduce exploration activities</li> <li>o Implementation management guidance:                                     <ul style="list-style-type: none"> <li>▪ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>▪ Program goals and outcomes</li> <li>▪ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>▪ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	Quarterly meetings with school-level implementers
Facilitate 8 Parent	<ul style="list-style-type: none"> <li>● Establish Core Participants,</li> </ul>	Number of participants

Advisory Committee (PAC) meetings per year	roles & responsibilities <ul style="list-style-type: none"> <li>● Facilitate democratic participation and decision-making at all meetings</li> <li>● Conduct meetings with key agenda topics:                         <ul style="list-style-type: none"> <li>o Academic Achievement Plan</li> <li>o Community school programs and activities</li> <li>o School and Organizational policies</li> <li>o Annual Budget</li> </ul> </li> </ul>	attending PAC Meetings
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Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in the audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

**Magnolia's Collaborative Leadership Model**

**FAMILIES**  
 PAC • PTF • Coffee with the Principal • Conferences

**STUDENTS**  
 Advisory • Student Ambassadors • Student-led conferences • PAC • Conferences

**SITE LEADERSHIP**  
 Monthly PD's • External Leadership Development • Professional Lead and Learning Network Visits (WASCI) • PAC • ELAC • Coffee with the Principal • Board Meetings • Community Engagement Initiative • ICED Roundtables

**STAFF AND TEACHERS**  
 PAC • Monthly PD's • Home Visits • Conferences • Department and Grade Level Collaboration/MTSS

**COMMUNITY PARTNERS**  
 Town Hall Meetings • PAC • Neighborhood Council • Collaborative Meetings • Community Learning Events and Opportunities

**HOME OFFICE**  
 Monthly leadership trainings • Instructional Round Site Visits • PDSA cycles • Professional Lead and Learning Network Visits (WASCI) • Community Engagement Initiative ICED Roundtables • Board Meetings • Policy and Practice • Triannual Symposiums • Conferences

**BOARD OF DIRECTORS**  
 Policy and Practice • Board Meetings • Community Outreach • Advocacy School Site /Community Visits • Conferences • Funding Source

**STUDENT SUCCESS**

**PLAN** • **DO** • **STUDY** • **ACT**

**BOARD OF DIRECTORS** • **FAMILIES** • **STUDENTS** • **SITE LEADERSHIP** • **STAFF AND TEACHERS** • **COMMUNITY PARTNERS** • **HOME OFFICE**

## Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Community School Coordinator reviews, studies, and builds a better understanding of <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school-level initiatives</li> <li>○ Committee structures</li> <li>○ School-wide- strategic plans</li> </ul>	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. Implementation plan and school improvement plan become one cohesive plan.
Increase awareness and understanding of the CA Community School Framework and alignment to MSA6 Implementation Plan.	The Community School Coordinator will introduce and foster the CA Community School Framework and MSA6 Implementation Plan by <ul style="list-style-type: none"> <li>○ Hosting/facilitating an overview of the CA Framework and Implementation Plan with students, staff, parents, and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	The community school implementation plan and school improvement plan become one cohesive plan.

## Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Recruit and hire diverse, multilingual, staff to support community school strategy and goals, with special emphasis on hires that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals.
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	Work with existing Community School trainers and implementers to provide monthly training to CS coordinators, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	The CS Team will be trained on a monthly basis. The CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high-quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision-making meetings and provide a competitive salary.	Staff retention rate will remain steady during the duration of the grant.

### Key Staff/Personnel

Staff Name & Title	Main role/function
Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision-making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, and compliance
Assistant Principal	The Assistant Principal works on all logistical support with the school site day-to-day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on student outcomes, specific to community School work they support budget planning and accountability with measurable benchmarks.



Community School Coordinator	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families, and community needs. Serve as an integral part of the school's leadership team.
Community and Family Outreach Coordinator	The Community and Family Outreach Coordinator uses collaborative practices to increase communication, transparency, and trust between governance teams and working teams to cultivate collective ownership around professional learning and program improvement initiatives.
Office Manager	As the vital frontline staff the office manager is often the first to know when a child or family is in need of additional support or needs. They act as the lifeline to families and resources not just at the school site but in the community. They also support purchasing and contract implementation.
School Psychologist	The school psychologist is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/ families. They also serve as the direct referral staff member to connect students through warm handoffs to community partners.
English Language Coordinator	Supports ELL Programs and ELL students and families, oversees the EL-PAC, provides support for Newcomer students and their families, and connects them to CSC as needed.
Director of Community Schools	The Community School Coordinator is responsible for the oversight, management, and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding

opportunities from both public and private support. For example, we host the Magnolia Annual Big Give Campaign, which raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are tied to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools' initiatives across the full organization.

Additionally, MSA6 plans to sustain community school services after grant expiration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>● Facilitate asset mapping activities with students, staff, families, and community members</li> <li>● Align resources and strategies to address student, staff, families and community member needs</li> <li>● Shared and reviewed with Parent Advisory Committee</li> </ul>	Partner map & database reviewed and updated monthly.

<p>Identify, establish, and foster school-community partnerships that share a holistic focus on students, staff, families, and the community</p>	<ul style="list-style-type: none"> <li>● Coordinate Individual community partnership meetings</li> <li>● Identify partners who share a holistic focus on students, staff, families, and community members.</li> <li>● Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>
<p>Facilitate and manage Bi-monthly community partnership meetings</p>	<ul style="list-style-type: none"> <li>● Yearly Kick-off community partnership meeting</li> <li>● Share Assets &amp; Needs Assessment findings</li> <li>● Conduct meetings with key agenda topics:                             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Program goals and outcomes</li> <li>○ Partnership Alignment</li> <li>○ Align policies and procedures to improve resource/ program coordination</li> <li>○ Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA6's Community School strategy and goals.                      Yearly partner service review and development of shared outcomes.</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Magnolia Science Academy 6 is looking to further assist our parent's request in their interest for Financial Literacy. MSA6 understands the importance of this to our families which is why we are actively looking to secure a partnership in our area to come and assist our students, families, and staff with much-needed information about how to understand and effectively use various financial skills, including personal financial management, budgeting, and investing.

In the same way, Parent College is also a top priority for our school and offers our parents the opportunity to learn new skills. Offering a networking environment for our families to help one another in different areas of expertise, by also inviting guest speakers from our community to

present and aid our families. Not to mention the ELAC meetings are another opportunity offered to our parents to learn more about the programs offered to their children. Allowing them a better understanding of the opportunities for English learners and how parents can better prepare their students and advocate for their students.

MSA6 has partnered with the Koreatown Branch Public Library to provide more academic resources. Their mission is to provide free and easy access to information, ideas, books, and technology that enrich, educate, and empower every individual in our city's diverse communities. Giving our families and students that extra academic support resource needed to better their education helps them take that one step further to their academic success.

In like manner this year MSA6 has also partnered with the Los Angeles County Department of Public Health. Providing our families, students, and the community with numerous health workshops and wellness activities. Not only that but hosting mobile vaccine clinics, provides an opportunity to open doors to the community.

To continue, one of our biggest successes was being able to work with our partner Baby2Baby and provide our students, families, and community with so many essential goods. Our goal is to provide our students, families, and community with essential items, especially during this very hard time with economical time.

This past year our biggest school event merged with another MPS event during the Fall where we hosted a Fall Festival in November and had over 150 students, families, staff, and community members attend. This was a first for our school and such a huge success with our students, families, and community members. This has opened our doors to the opportunity to host one in the Spring of 2023 which will be our Multicultural Food Festival and STEAM Expo.

Family engagement is a top priority for the success of our students and families as a whole. We launched a new program to encourage families to be more committed to our school community. This is the Magnolia Punch Card Program which it listed tasks (ie. attend a parent meeting, or follow us on social media) that families can do in order for their students to earn small prizes such as a free dress day or grander prizes such as a Family dinner of choice.

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
<p>Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth</p>	<p>Partner with Relay</p>	<p>All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work.</p>
<p>School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond</p>	<ol style="list-style-type: none"> <li>1. Plan</li> <li>2. Study</li> <li>3. Do cycle of involving key leadership staff at the school site prior to hosting the meetings</li> </ol>	<p>Increased implementation plan refinement.</p>
<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>● Charter Opportunity Program 3 provides justice, equity, diversity, and inclusion training to help teachers communicate and connect authentically with diverse student body</li> <li>● COP3 helps create a climate within the classroom training that supports connecting home visits with learning</li> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> </ul>	<p>Teachers have ongoing professional development opportunities to increase their understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>

	<ul style="list-style-type: none"> <li>MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	
Develop additional SEL and restorative justice curriculum covering restorative practices and community circles.	SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.	Increase restorative practices and community circles to improve school climate and culture

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with a steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals



<p>Actively participate in three conference and training opportunities including the National Community Schools &amp; Family Engagement Conference</p>	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> <li>LAUSD COP3 trainings</li> </ul>	<p>Teachers have ongoing professional development opportunities to increase their understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
<p>Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets. Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff</p>	<p>Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.</p>

	<p>meetings to review progress.                  Administer formative and summative assessments and analyze data in comparison to growth targets.                  Administer annual SBAC, and once results are released, hold meetings with Academic teams repeating the PDSA cycle.</p>	
<p>Data baseline will be set and defined by July 1st, 2023 in order to kickoff a successful school year.</p>	<p>Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.</p>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>
<p>Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.</p>	<p>Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.</p>	<p>Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee</p>
<p>The Community School evaluation Plan will be informed by LCAP and SPSA Goals.</p>	<p>Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align with the Community Schools framework</p>	<p>LCAP, SPSA and Community School Implementation Plan will be aligned towards results.</p>

# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**

## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

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### Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy 7 (MSA 7) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of MSA7 enrollment of 280 students, *81.1% are unduplicated* (competitive priority 1), 77% are considered socioeconomically disadvantaged, 9% have a disability, 31% are classified as English Learners, and our school includes 86% students of color (CDE 2021-22). MSA7's overall chronic absenteeism rate is very high at 24.5% (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (62%, compared to 53% of CA students below standard) and math (74%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 85% of MSA7 English Learners are below standard in ELA and 95% are below standard in math. Student health is an additional concern, as only 11.3% of our students are in the "Healthy Fitness Zone" according to physical fitness tests. *MSA7 has a demonstrated need for expanded access to integrated services to address our academic, social emotional, and health needs* (competitive priority 2).

To address the needs of our community school, MSA7 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas they were under the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Increase mental Health Supports & Social Emotional Learning Supports for students, staff and families
- 2: Increase Academic proficiency
- 3: Increase Financial Literacy/ Economic Independence

Mental Health support was a top priority for all the educational partners of MSA7. Not only was this topic the most requested for the staff and families on our asset and needs survey, but Mental Health Support was brought up at the parent focus group and our monthly Coffee with the Admin meetings. Because of the need, MSA7 decided to strengthen and expand its current partnerships

CCSPP: Implementation Plan Template  
Magnolia Science Academy 7

with The Chicago School of Professional Psychology (TCSPP) and StrengthUnited, (formerly known as The Mitchell Family Clinic). The number of students who received support from these counseling services more than doubled from 24 students in the 2021-2022 school year to 40 students this school year.

TCSPP has truly immersed themselves into our school community, one of their staff members has joined our Parent Advisory council, and is an active participant sharing tips and strategies for our families in each meeting. TCSPP was able to grow from one therapist to now having two therapists in our school. TCSPP also introduced family therapy sessions this school year as well as adding four new student support groups. In addition to the student support, TCSPP provides a Behavior Management and SPED Consultant who is on campus once a week and offers Trauma informed PDs, PBIS Workshops, and coaching for all school staff. StrengthUnited was able to double the amount of staff coming into the school from two to four staff members who support our students with therapy and mindfulness class sessions. StrengthUnited also offered Staff PDs and family workshops based on the data that we received from our assets and needs survey.

Additionally we solidified a partnership with Baby2Baby, and will now be listed as a diaper pick up location as part of their new program. Baby2Baby provides children living in poverty, ages 0-12 years, with diapers, clothing and all the basic necessities that every child deserves. Some of our families at MSA7 have faced financial hardship due to job losses that pushed them further into poverty. 77% of our students are considered socioeconomically disadvantaged and in an effort to support all of our students, MSA7 has leaned on Baby2Baby. Baby2Baby has provided our school community with various items, such as: diapers, hygienic goods, car seats and many more. Additionally we were able to be part of its bundle programs such as the student2student program where every single one of our students received a backpack filled with school supplies and hygiene products during our Back to School Orientation Event as well as their family2family program where 27 of our students were able to receive gifts, clothing and hygiene products during the holiday season. Baby2Baby also provided over 1000 toys for our students during the holiday season, this was a very generous donation and our families were extremely grateful.

We also established a partnership with Southern California Medical Center (SC Med Center) this year, which provides primary care, behavioral health, and dental care services that meet the needs of low-income individuals and families (as well as underserved communities such as those who are undocumented) in Los Angeles County and strengthen their capacity to thrive. SC Med Center has made it so easy for the MSA7 community to receive the health support that they need. SC Med Center not only provides these services in their multiple offices throughout California, they are able to provide these services at no cost to the MSA7 community through the use of their mobile clinics. They also offer transportation services to their clinics and provide assistance to all regardless of their health insurance coverage. This year we noticed that many of our Kindergarteners and First graders had not ever had a dental consultation. So in February SC Med Center was able to bring



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Magnolia Science Academy 7

their mobile clinic to our campus and on that day they were able to conduct 16 oral assessments for our students. SC Med Center was able to host 3 mobile clinic events this school year. At these events they offer student vaccinations (as well as covid and flu shots), physicals, and dental screenings. Additionally they conducted some preventive health care informative workshops to all of our students by having a dentist as well as a nutritionist come educate our students. They also help students and their families enroll in public benefits like CalFresh and *Medi-Cal*, in order to maximize reimbursements and sustain these healthcare services for MSA7 students and families (competitive priority 8).

Another finding from our assets and needs assessment was the need for financial literacy. Students, Families and staff of MSA7 longed for more information about “how money works.” The thirst for financial literacy was apparent when hosting these focus groups of all three educational partners, as well as during data walks; the need for more financial education was brought up multiple times. As a direct result MSA7 created a teacher-led after school club for our students in 3-5th grade. This Financial literacy club meets once a week where they learn habits like planning ahead, saving up, and sticking to goals to achieve financial well-being in adulthood. MSA7 has also partnered up with Jen Madamba-Bailey, Senior Marketing Director from TransAmerica Financial Advisors to provide our families and staff Financial literacy workshops. These workshops will be based on the “How Money Works” curriculum. “How Money Works” goal is to help people break the cycle of debt, wasteful spending, and financial illiteracy so that students and their families can take control of their financial futures. MSA7 has workshops scheduled in April for our staff and families.

The Community School Coordinator will continue to identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. It will align resources and strategies to address the needs of students, staff, parents, and community members in alignment with the *four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*

MSA7 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA7 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community

## CCSPP: Implementation Plan Template Magnolia Science Academy 7

Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yield from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through written communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will annually report and publicly present this plan each year at MPS Board meetings (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

## Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire at MSA7 is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA7 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA7 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. *We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services (competitive priority 4).* MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. MSA7 MTSS system will ensure that we have individualized, integrated student supports. All MSA7 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to

individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.

MSA7 is proud of the work staff and students have put in to create a positive school culture and climate. California's PBIS statewide coalition recognized this work last year with a Bronze Implementation Award for reaching 40% fidelity with tier 1 school wide efforts. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles. This year MSA7 was also added to the list of Kindness Certified schools because of the great work that our PBIS committee has done this past school year.

MSA7 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA7 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. MSA7's vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA7 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA7 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA7's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA7 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. *During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school* (competitive priority 6 and online questionnaire #4).

### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

#### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
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Magnolia Science Academy 7

<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                 <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>
<p>Facilitate 8 Parent Advisory Committee (PAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:             <ul style="list-style-type: none"> <li>○ Academic Achievement Plan</li> <li>○ Community school programs and activities</li> <li>○ School and Organizational policies</li> <li>○ Annual Budget</li> </ul> </li> </ul>	<p>Number of participants attending PAC Meetings</p> <p>Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>



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Magnolia Science Academy 7

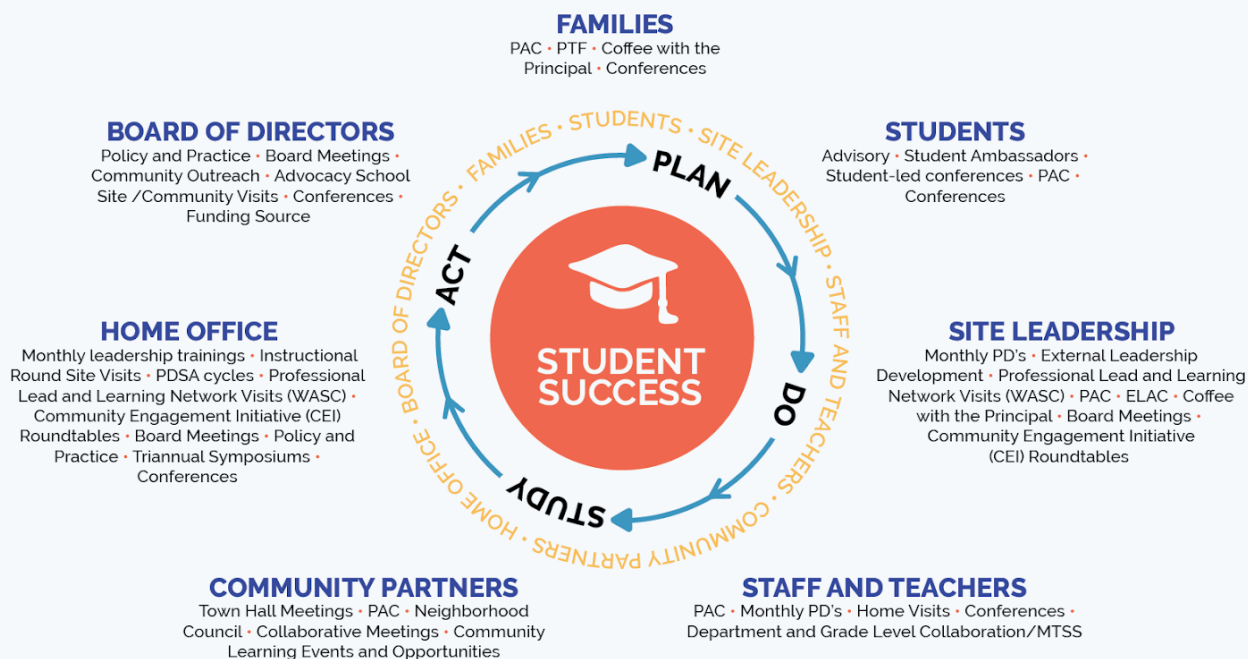
<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.) Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting Monthly leadership meetings with home office quarterly instructional rounds with home office staff (observation, feedback and coaching) support with WASC, Authorizer Visits Weekly Office Hours hours provided by all home office staff. Unified growth and alignment of common goals and collaboration Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff member as an additional duties Mentoring programs (induction programs) Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff Newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>Reach or exceed goal of 25% of students received a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in audience because the value of collaboration is ultimately deciding how

the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

## Magnolia's Collaborative Leadership Model



### Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Community School Coordinator reviews, studies and builds a better understanding of: <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.  Implementation plan and school improvement plan become one cohesive plan.
Increase awareness and understanding of the CA Community School Framework and alignment to MSA7 Implementation Plan.	The Community School Coordinator will introduce and foster the CA Community School Framework and MSA7 Implementation Plan by: <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	The community school implementation plan and school improvement plan become one cohesive plan.

### Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire’s that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals
Build a strong Community School Centered team, by providing comprehensive training that will	Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a	CS Team will be trained on a monthly basis. CS Team will have the tools and support

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Magnolia Science Academy 7

incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	necessary to fully implement the CS Model.
Retain high quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant

## Key Staff/Personnel

Staff Name & Title	Main role/function
Meagan Wittek Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance
Gil Yoon Assistant Principal	The Assistant Principal works on all logistical support with the school site day to day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on students outcomes, specific to community School work they support budget planning and accountability with measurable benchmarks.
Cecilia Macias Community School Coordinator	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.
Vannesa Montoya Parent and Community Engagement (PACE) Coordinator	The PACE Coordinator will work with parents and families to increase their involvement in student learning. Provides organization and continuity to the school's parent involvement initiatives, responding to the needs and concerns of parents and families and creating ongoing mechanisms for parents to play significant roles at school and home.
Veronica Romero Office Manger	As the vital frontline staff the office manager is often the first to know when a child or family is in need of additional support or needs. They act as the lifeline to families and resources not just at the school site but in the community. They also support purchasing and contract implementation.
Anita Padilla English Language Coordinator	Supports ELL Programs and ELL students and families, oversees the EL-PAC, provides supports for Newcomer students and their families, connects them to CSC as needed
A. Scott School Psychologist	The school psychologist is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/ families. They also serve as the direct referral

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Magnolia Science Academy 7

	staff member to connect students through warm handoffs to community partners.
Director of Community Schools	The Community School Director is responsible for the oversight, management and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA7 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). We host the Magnolia Annual Big Give Campaign, that raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA7 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.



As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>● Facilitate asset mapping activities with students, staff, families and community members</li> <li>● Align resources and strategies to address student, staff, families and community member needs</li> <li>● Shared and reviewed with Steering Committee</li> </ul>	Partner map & database reviewed and updated monthly.  Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually
Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.	<ul style="list-style-type: none"> <li>● Coordinate Individual community partnership meetings</li> <li>● Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>● Formalize and Align resources and strategies via service agreement(s)</li> </ul>	Number of services/strategies offered for students, staff, families, and community members.



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Magnolia Science Academy 7

<p>Facilitate and manage Bi-monthly community partnership meetings</p>	<ul style="list-style-type: none"> <li>● Yearly Kick-off community partnership meeting</li> <li>● Share Assets &amp; Needs Assessment findings</li> <li>● Conduct meetings with key agenda topics:                         <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Program goals and outcomes</li> <li>○ Partnership Alignment</li> <li>○ Align policies and procedures to improve resource/program coordination</li> <li>○ Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA7’s Community School strategy and goals Yearly partner service review and development of shared outcomes</p>
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Describe the partnerships you have established or plan to establish, and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members:

In addition to our previously-mentioned partnerships, MSA7 has also secured various other partnerships with various organizations such as **Nurturing Families, Parent Engagement Academy, and Code Ninja** to name a few. These organizations were a direct result of what our school community indicated it needs. Due to the high need and desire for mental health and social emotional learning support that the MSA7 families are asking for, we have scheduled two different parent workshop series. The first one is Nurturing Families where the instructor will go over the book “How to raise Emotionally Healthy Children” over the span of 5 weeks, these classes will be in person and we will offer childcare services to fit the needs of our families. The second parent workshop series will be led by Parent Engagement Academy this is also another 5 week series. This series is their Factor 2 curriculum which places an emphasis on The Social Emotional Learning Process. MSA7 also plans to offer more than just these workshop series in the coming years, We plan to partner up with **Parent Education Bridge for Student Achievement Foundation (PEBSAF)** to offer technology courses and ESL classes.

The students at MSA7 have expressed that they would like to get more learning opportunities focused on robotics and coding. In efforts to further excite the students around STEAM education we have also partnered with Code Ninja which will be hosting a field day towards the end of the year to celebrate our students' hard work. This field day will consist of several activity stations where students will have the opportunity to code as well partake in hands-on projects. We also have plans for Code Ninja to come in and run their programming as part of our afterschool clubs to enhance extended learning time (online questionnaire 8). Jennifer Baez of Nurturing Families also hosts cooking and nutrition classes for kids which we also aim to include into our after school programming.

MSA7 is also in the midst of expansion with the opportunity for us to create a Parent Center. Our Vision for this Center is that this would serve as a resource hub for our families but the entire Northridge community as well. This year we created a small community closet for our students. This was made possible through donations from past and current students. Because of the amount of rain

California has seen this year some of the staff members donated new rain coats to add to our community closet. The goal for this community closet is to expand this to include clothing items for all who are in need not only our students but their families and community members as well. In addition to the community closet we have plans to create a food pantry every year our school has donated thousands of pounds of canned food and dry goods to local shelters and the **LA Food Bank**, we hope that through the connection MSA7 has made we can continue to donate but also house these donations we receive to give back to our local community.

For early education and child development, MSA7 already offers Transitional Kindergarten, and we are working with partners First 5 LA and Baby2Baby to expand early childhood programs (competitive priority 5, online questionnaire 9). This year through the help of our partner Baby2Baby, we were able to provide our students with so many essential goods. One of the biggest help was through Baby2Baby’s donation of diapers and wipes. We had several expecting mothers who were blessed this year with Baby2Baby diapers and we even had 3 families receive brand new car seats for their newborns. This coming year we plan to broaden our reach and become an official diaper pick up location for Baby2Baby, through this new program Baby2Baby will deliver diapers, wipes, clothing items and other goods on a monthly basis.

We also plan to strengthen our school community and increase parent engagement by hosting more family nights. This past year our biggest school event was the Fall Festival in October we had about 300 students, families, staff and community members attend. This success was highlighted by Families due to this we have planned a similar event in the spring. Because we know that Family involvement is vital to the success of students this year we launched a new program to incentivize families to be more engaged with our school community. This Punch Card Program listed tasks (ie. attend a parent meeting, or follow us on social media) that families can do in order for their students to earn small prizes such as a free dress day or grander prizes such as Principal for a day. We have even reached out to local restaurants and businesses to see if they can support us by providing small gifts for this program. This Punch card program will educate and inform us on what practices really engage our school community. With this data we will shift our focus to the activities that our family truly enjoyed.

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
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Magnolia Science Academy 7

<p>Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (online questionnaire 13)</p>	<p>Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts.</p>	<p>All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work</p>
<p>School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond</p>	<p>1. Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts</p>	<p>Increased implementation plan refinement</p>
<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>● TCSPP provides training to help teachers communicate and connect authentically with diverse student body as well as trauma informed education</li> <li>● Dr. Wilson works as a coach and consultant for teachers and staff in the areas of ABA Therapy, Classroom and Behavior Management, PBIS and SEL and Special Education. She is on campus once a week conducting observations in classrooms and providing feedback, coaching, and resources.</li> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	<p>Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>
<p>Develop additional SEL and restorative justice curricula covering restorative practices and community circles.</p>	<p>SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.</p>	<p>Increase restorative practices and community circlers to improve school climate and culture</p>

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan  Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>• TCSP provides training to help teachers communicate and connect authentically with diverse student body as well as trauma informed education</li> <li>• Dr. Wilson works as a coach and consultant for teachers and staff in the areas of ABA Therapy, Classroom and Behavior Management, PBIS and SEL and Special Education. She is on campus once a week conducting observations in classrooms and providing feedback, coaching, and resources.</li> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

	address systemic barriers that result in inequitable learning opportunities and outcomes.	
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.	Increase the number of students moving from standard not met, and/or standard nearly met to standard met or standard exceeded.
Data baseline will be set and defined by July 1st 2023 in order to kickoff a successful school year.	Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.	The community school implementation plan and school improvement plan become one cohesive plan.
Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee

CCSPP: Implementation Plan Template  
Magnolia Science Academy 7

Community School evaluation Plan will be informed by LCAP and SPSA Goals.	Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework	LCAP, SPSA and Community School Implementation Plan will be aligned towards results.
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# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Magnolia Science Academy Bell  
Principal: Suat Acar  
Director of Community Schools: Maite Montalvo  
Phone: (323) 826-3925  
6411 Orchard Ave, Bell, CA 90201

### Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy Bell (MSA 8) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of MSA 8 enrollment of 392 students, *80.6% are unduplicated* (competitive priority 1), 86% are considered socioeconomically disadvantaged, 8% have a disability, 13% are classified as English Learners, and our school includes 92% students of color (CDE 2021-22). MSA 8's overall chronic absenteeism rate is very high at 28.4% (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (57%, compared to 53% of CA students below standard) and math (77%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 100% of MSA 8 English Learners are below standard in both ELA and math. And only 17%

of our students meet the five standards to be in the “Healthy Fitness Zone,” indicating a gap in programs that support physical fitness and healthy habits (CDE 2018-19). *MSA 8 has a demonstrated need for expanded access to integrated services to address our academic, social, emotional, and health needs* (competitive priority 2).

To address the needs of our community school, MSA 8 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff, and community-based partners) are informed of the community school framework, model, and assets and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers, and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas they were in the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence, and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services but also identify school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners, and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

**1: Food Pantry:** We have previously given food bags to homeless and foster youth, but with the new partner All Nations Christian Fellowship Church we will be able to give free food to all students.

**2: Mental Health Services:** We plan to increase Mental Health Services with our new partner Project Rise and Insight Treatment for our students. Project Rise will offer many group sessions to students about how to build healthy relationships after school. Insight Treatment will offer workshops about drug prevention.

**3: Financial Literacy:** With our new partner Schools First Federal Credit Union we will start a new resource to educate parents and students about financial literacy such as how to open a bank, how to save for college, and how to invest.

MSA 8 has started addressing the priority topic areas by:

Formalizing diverse partnerships to address these three priority needs such as

- 1. All Nations Christian Fellowship Church:** This partner is a church located in our neighboring city Bell Gardens. They offer free food bags to the community and will partner with MSA 8 to bring essential food to all families and students.
- 2. Project Rise and Insight Treatment:** Project Rise is a nonprofit organization that teaches students how to build healthy relationships which we will start this school year with our 7th

and 8th graders. Insight Treatment offers various workshops on mental health, drug prevention, and outpatient therapy for teens which will be provided to both students and parents.

**3. Schools First Federal Credit Union:** This partner is a national bank specifically for all school staff. They offer free resources to parents and students and will provide financial literacy classes on Saturdays to be accessible to working families.

The Community School Coordinator will continue to Identify, establish, and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in alignment with the *four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*.

MSA 8 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA 8 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts during implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Assistant Principal for students' social-emotional learning activities, the Assistant Principal for instruction, and the Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and that the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes: focus groups with students, parents, teachers, and staff; school site resource inventory; school site self-assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of growth and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yielded from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semesters); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through non-verbal communication with our school-wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community-wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council and MPS board meetings. We will leverage existing partnerships with community-based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters who can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “Why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped, and reinforced at school-wide events, over announcements, on websites, in school branding, and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “Why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

- 1. Assets-Driven and Strength-Based Practice:** Community schools view students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history, culture, and language.
- 2. Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
- 3. Powerful, Culturally Proficient, and Relevant Instruction:** Community schools commit to being driven by teaching and learning that is relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of students, families, and communities.
- 4. Shared Decision-Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA 8 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history, culture, and language. The CSC will create systems to ensure all of this occurs regularly and that the school team participates in the efforts.

MSA 8 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA 8 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized, and culturally fluent. MSA 8 is proud of the work staff and students have put in to create a positive school culture and climate. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

MSA 8 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social-emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA 8 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students.



Our vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build

authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA 8 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA 8 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA 8's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA 8 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's **shared governance structure**, and help them integrate their services and resources into the community school (competitive priority 6).

### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee, or group of teams.

**Site Level Goals and Measures of Progress**

Goals	Action Steps	Outcome/Indicators
Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:                             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                                     <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	Quarterly meetings with school-level implementers
Facilitate 8 Parent Advisory Committee (PAC) meetings per year	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:                             <ul style="list-style-type: none"> <li>○ Academic Achievement Plan</li> <li>○ Community school programs and activities</li> <li>○ School and Organizational policies</li> <li>○ Annual Budget</li> </ul> </li> </ul>	Number of participants attending PAC Meetings  Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.

<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office-related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided respectively by Home Office staff, our authorizer, and legal counsel. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This</p> <p>Representatives will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site-level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with the home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback, and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem-solving and solution-oriented discussions through a critical lens by relevant stakeholders</p>
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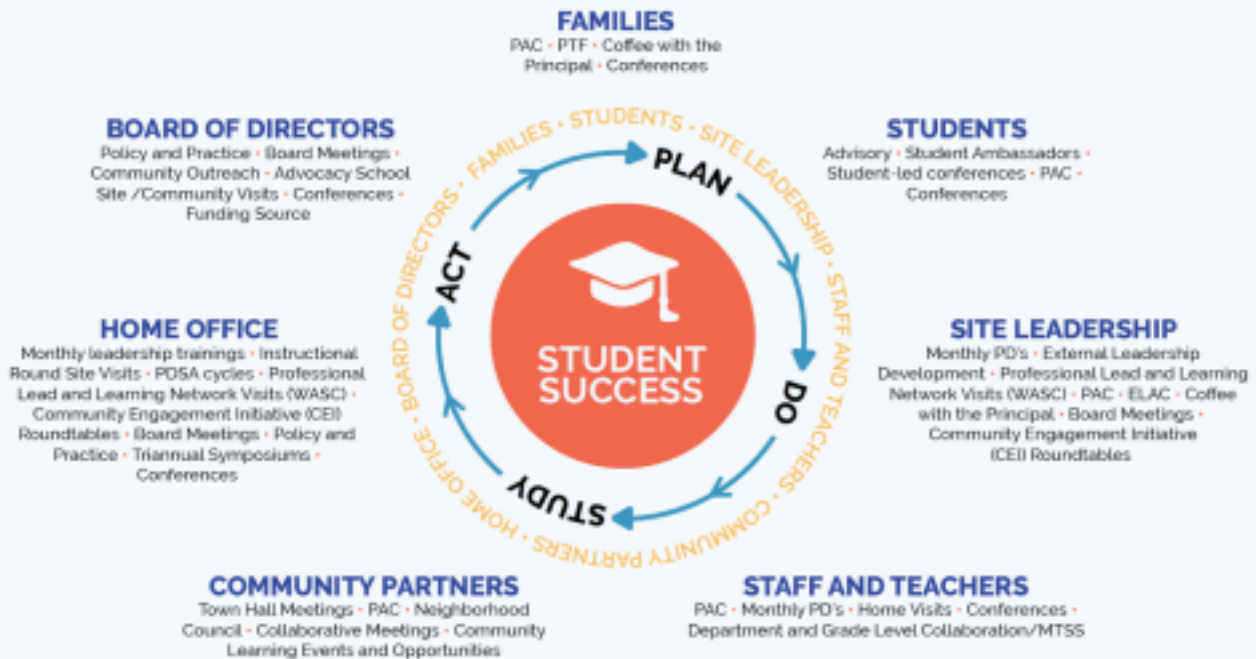
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff members as additional duties</p> <p>Mentoring programs (induction programs)</p> <p>Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff</p> <p>A newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>reach or exceed the goal of 25% of students receiving a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphics):

Each of our Educational Partners (Students, Staff, Families, and Community Partners) is part of the

collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in the audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

## Magnolia's Collaborative Leadership Model



### Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with the existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP. The community school implementation plan and school improvement plan become one cohesive plan.

#### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
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<p>The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).</p>	<p>The Community School Coordinator reviews, studies, and builds a better understanding of:</p> <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School-wide- strategic plans</li> </ul>	<p>The school fully integrates the community school strategy with the existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP.</p> <p>The implementation plan and school improvement plan become one cohesive plan.</p>
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<p>Increase awareness and understanding of the CA Community School Framework and alignment to MSA 8 Implementation Plan. of CA Framework and Implementation Plan with students,</p>	<p>The Community School Coordinator will introduce and foster the CA Community School Framework and MSA 8 Implementation Plan by:</p> <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview staff, parents, and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop and manage Shared Outcomes</li> </ul> <p>The community school implementation plan and school improvement plan become one cohesive plan.</p>
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## Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

	Goals Action Steps	Outcome/Indicators
Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.  Build a strong Community School Centered team, by providing comprehensive training that will	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.  Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a	Hire culturally competent staff to drive community school strategy and goals  The CS Team will be trained on a monthly basis. CS Team will have the tools and support
incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results-Based Accountability Framework, and cultural competency.	co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	necessary to fully implement the CS Model.
Retain high-quality staff through the duration of the grant and create a pool of	Provide staff with quality training and support. Incorporate CS Coordinator in	Staff retention rate will remain steady during the duration of the grant



future hires.	decision-making meetings and provide competitive salary.	
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**Key Staff/Personnel**

<b>Staff Name &amp; Title</b>	<b>Main role/function</b>
Suat Acar, Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision-making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance
Cristine Perez Community School Coordinator	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.
Maria Mendoza, Assistant Principal	The Assistant Principal works on all logistical support with the school site's day-to-day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on student outcomes, specific to community School work they support budget planning and accountability with measurable benchmarks.
Arturo Prado, Assistant Principal	The Assistant Principal is focused on the variety of elements that inform keeping students, staff, and families safe on a campus both physically and emotionally. They are trained in trauma-informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the site.
Restorative Justice Coordinator	The Restorative Justice Coordinator will provide comprehensive and culturally competent restorative justice support to ensure the academic success of students, reduce disproportionate discipline, and promote a positive climate and culture. This position includes research, professional development, and support to administrators, teachers, and support staff. They perform a full range of leadership support duties and responsibilities by supporting schools as they work to uphold the tenets of Restorative Justice.
Maite Montalvo, Community School Director	The Community School Director is responsible for the oversight, management, and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA 8 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example, we host the Magnolia Annual Big Give Campaign, which raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. We aim to continue to strengthen and grow our development efforts so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are tied to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA 8 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families, and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships that share a holistic focus on students, families, and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>● Facilitate asset mapping activities with students, staff, families, and community members</li> <li>● Align resources and strategies to address student, staff, families and community member needs                             <ul style="list-style-type: none"> <li>● Shared and reviewed with the Steering Committee</li> </ul> </li> </ul>	Partner map & database reviewed and updated monthly.  Review and revise bi-annually with school PAC (site-level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually
Identify, establish, and foster school-community partnerships who share a holistic focus on students, staff, families, and community.	<ul style="list-style-type: none"> <li>● Coordinate Individual community partnership meetings</li> <li>● Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>● Formalize and Align resources and strategies via service agreement(s)</li> </ul>	Number of services/strategies offered for students, staff, families, and community members.

During the 2022-2023 school year, we have established and reformed a diverse set of partners in the community and state that will provide implementation services in 2023-24 as described below. The three priorities for our educational partners are Mental Health, Food Insecurities, and Financial Literacy. As part of this work, it was identified that there was a need to build parent leadership at the school site as well as Medical, Staff, and Parent leadership, and Expanded and Enriched Learning Time.

To address these three priorities and other essential resources, we have formalized the following partnerships:

1. Mental Health (Needs & Assessment Survey)

To tackle the mental health needs stated by students and parents we have partnered with many organizations such as **Project Rise** which meets with groups of students to teach them how to form healthy relationships, what to look out for in friend groups, and see what kinds of qualities friends should have. We also partnered with **Insight Treatment** which provides workshops on teen mental health, drug prevention workshops for both students and parents, and outpatient mental health services. **CSUN Mitchell Family/ Strength United** and **Care Solace** have been ongoing partners for MSA 8 which provides counseling services to our students.

2. Food Insecurities (Needs and Assessment Survey)

To tackle Food Insecurities we have partnered with a local church, **All Nations Christian Fellowship Church**. We have organized a food drive event for our students, families, and community to drive or walk to the church after Saturday school. Student Ambassadors will help load food in trunks or carts. As a school site, we have given **food baskets** to families monthly as well as for holidays such as Thanksgiving and Christmas.

3. Financial Literacy (Needs and Assessment Survey)

To tackle the financial literacy needs of our families and students we have partnered with **Schools First Federal Credit Union** to provide financial education to improve the financial health and well-being of our parents and students of all ages. This includes in-classroom presentations, workshops, and Bite of Reality simulations. We will be hosting these workshops simultaneously during Saturday School to make these resources accessible to all families.

4. Parent and Staff Leadership (Added by School Site)

To empower our parents and increase their leadership skills we have partnered with **Parent Education Bridge for Student Achievement Foundation (PBSAF)**. They offer parent classes and workshops for parents to train them how to be an advocate for not only their students but for themselves and the community. There are different levels to each class, level 1, 2, and 3. All three program levels are designed to provide parents with a strong awareness of California's public school district accountability system, academic content, and performance standards, standards-based report cards, assessment, public school choice options, and supplemental service providers, in addition to topics identified by parents (e.g., home learning activities, early childhood education, beyond high school opportunities, goal setting and financial planning for college)

We have also partnered with **Families in Schools** to train all school staff. This institute is focused on building and strengthening knowledge about family engagement, skills, and strategies to effectively engage families, and on developing participants' confidence in implementing ongoing, targeted family engagement strategies that are tied to student outcomes.

5. Medical (Added by School Site)

We have partnered with **Southern California Medical Clinic** to provide mobile clinics at our school site where nurses provide TDAP, COVID, and Flu shots for all students, parents, and the community. They also offer parents and students dental, vision, and medical services in their clinics all throughout Southern California. They also help students and their families enroll in *Medi-Cal benefits, in order to maximize reimbursements and sustain these healthcare services for MSA 8 students and families* (competitive priority 8).

6. After School Activities and Tutoring Assistance

We have partnered with the **Bell Technology Center** which is located in our beautiful city of Bell. They offer various classes for our students after school such as creating a radio, how to code, legos, and many more. Students are able to go every day after school to attend these classes with a staff member.

We partnered with a local fitness group in the Bell community called **CNC- Connie and Chris Fitness** They offer free classes for everyone mainly focusing on older adults and overweight kids. They are professional trainers who have taught in the YMCA for over 20 years. We will have fitness events for students and their families.

**Study Smart Tutors** is another organization we have partnered with to help support our students. They offer after-school support to our students in all subjects both in-person and hybrid. Study Smart Tutors holds an extensive track record of success in increasing student proficiency and graduation, academic preparedness, college and career readiness, and parent and community engagement.

7. Family supportive services

For early education and child development, MSA 8 is working with partners **First 5 LA** and **Baby2Baby** to expand early childhood programs (competitive priority 5, online questionnaire 9).

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
Build school leadership capacity involving collective decision-making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (online questionnaire 13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously Increased implementation plan refinement

	improve our efforts
<p>leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond</p>	
<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<ul style="list-style-type: none"> <li>● All staff participate in the MTSS Pathway Training</li> <li>● <b>Dr. Gale</b> is a professional development trainer for all school staff whose focus is on instruction, inclusion, and equity</li> <li>● <b>Brian Medler</b> is a professional development training focusing on how to develop a relationship with students, as well as instruction, inclusion, and equity.</li> <li>● We have professional development training on cultural and socioeconomic backgrounds</li> <li>● All teachers will complete the Kagan Trainings that focus on instruction</li> <li>● MPS Wide symposium</li> <li>● Regular weekly professional development staff training</li> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul> <p>Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>
<p>Develop additional SEL and restorative justice curriculum covering restorative practices and community circles.</p>	<p>SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS</p> <p>Increase restorative practices and community circlers to improve</p>



	efforts, including SEL.	school climate and culture
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## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent findings at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meetings as a team to discuss agenda and divide and conquer sessions to attend and meet as a group during and the post-conference to share insights	Taking the learning and putting it into action to inform implementation plan Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals

<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<ul style="list-style-type: none"> <li>● All staff participate in the MTSS Pathway Training</li> <li>● Dr. Gale is a professional development trainer for all school staff whose focus is on instruction, inclusion, and equity</li> <li>● Brian Medler is a professional development training focusing on how to develop a relationship with students. as well as instruction, inclusion, and equity.</li> <li>● We have professional development training on cultural and socioeconomic</li> <li>● All teachers will complete the Kagean Trainings that focus on instruction</li> <li>● MPS Wide symposium</li> <li>● Regular weekly professional development staff training</li> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>● MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that</li> </ul> <p>Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>
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	<p>result in inequitable learning opportunities and outcomes.</p>
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.	Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.

<p>Data baseline will be set and defined by July 1st, 2023 in order to kick off a successful school year.</p>	<p>Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.</p>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>
<p>Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.</p>	<p>Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.</p>	<p>Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee</p>
<p>The Community School evaluation Plan will be informed by LCAP Goals.</p>	<p>Community School evaluation plan will incorporate 5-7 key metrics from the school improvement plan(s) and aligns within the Community Schools framework</p>	<p>LCAP and Community School Implementation Plan will be aligned towards results.</p>

# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Magnolia Science Academy Santa Ana

Principal: Steven Keskindurk

School Address: 2840 W 1st St, Santa Ana, CA 92703

Phone Number: 714-479-0115

## Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy Santa Ana (MSA Santa Ana) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of our 513 students, *84.6% are unduplicated* (competitive priority 1), 83% are socioeconomically disadvantaged, 19% have a disability, 33% are English Learners, and our school includes 94% students of color (CDE 2021-22). MSASA's overall chronic absenteeism rate is high at 12% (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (63%, compared to 53% of CA students below standard) and math (71%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 92% of MSASA English Learners are below standard in ELA and 95% are below standard in math. *MSASA has a demonstrated need for*



CCSPP: Implementation Plan  
Magnolia Science Academy - Santa Ana

*expanded access to integrated services to address our academic, social emotional, and health needs (competitive priority 2).*

To address the needs of our community school, MSA Santa Ana undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the year and included focus groups with students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess where they were under the stages of development for a community school. This allowed the team to develop a baseline for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team has started working towards improving systems and partnerships to move them towards maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Increase student engagement and enhance student voice
- 2: Strengthening our Multi-Tiered System of support through new partnerships
- 3: Increase Parent, Student & Community Engagement

In response to our assets and needs assessment survey, we will focus on increasing student engagement and voice. We are seeking new partnerships and continue fostering existing ones to leverage our work. It is our goal to launch a student union together with the CSC and dean of students who will lead this effort.

In addition to our partnership with Start Well we have also partnered with Olive Crest and Templo Calvario Community Development Corporation, which have offered a variety of parent workshops such as the 40 developmental assets needed to raise highly capable children and active parenting for teen and school-age children. Many elements in this series of workshops cover topics around social-emotional support and strategies that parents learned to support themselves and their students.

The Community School Coordinator will continue to Identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in

CCSPP: Implementation Plan  
Magnolia Science Academy - Santa Ana

alignment with the *four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*.

MSA Santa Ana also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA Santa Ana is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yield from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through non-verbal communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will annually report and publicly present this plan each year at MPS Board meetings (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers*

*serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA Santa Ana is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Community Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

CCSPP: Implementation Plan  
Magnolia Science Academy - Santa Ana

MSA Santa Ana already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA Santa Ana staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent. MSA Santa Ana is proud of the work staff and students have put in to create a positive school culture and climate. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

MSA Santa Ana believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA Santa Ana also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. Our vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA Santa Ana is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

CCSPP: Implementation Plan  
Magnolia Science Academy - Santa Ana

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA Santa Ana offers students **powerful, culturally proficient, and relevant instruction**.

The Community Advisory Committee (CAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The CAC is responsible for oversight of MSA Santa Ana's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The CAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA Santa Ana is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The CAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. During implementation, the CAC will oversee the collaborating agency process to bring on new partners, involve them in the CAC's shared governance structure, and help them integrate their services and resources into the community school (competitive priority 6).

### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.



### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:                             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                                     <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>
<p>Facilitate 8 Community Advisory Committee (CAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:                             <ul style="list-style-type: none"> <li>○ Academic Achievement Plan</li> <li>○ Community school programs and activities</li> <li>○ School and Organizational policies</li> <li>○ Annual Budget</li> </ul> </li> </ul>	<p>Number of participants attending CAC Meetings</p> <p>Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>



CCSPP: Implementation Plan  
Magnolia Science Academy - Santa Ana

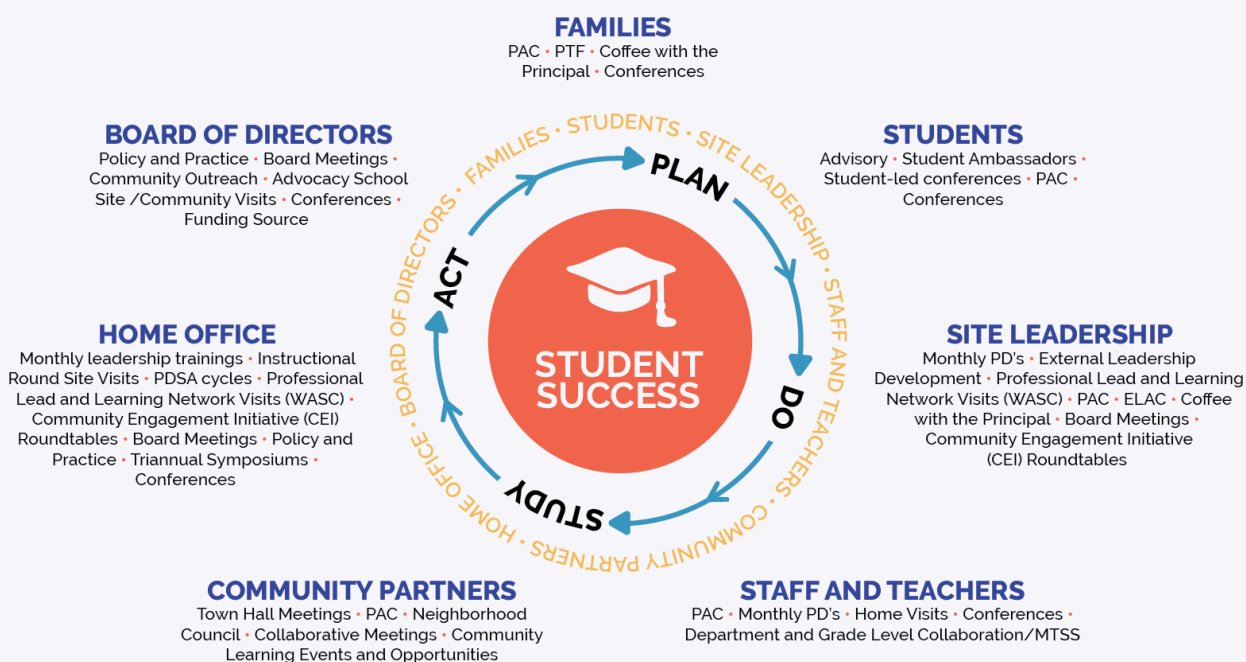
<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff member as an additional duties</p> <p>Mentoring programs (induction programs)</p> <p>Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff</p> <p>Newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>reach or exceed goal of 25% of students received a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice

many opportunities overlap in audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

## Magnolia's Collaborative Leadership Model



### Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

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**Site Level Goals and Measures of Progress**

Goals	Action Steps	Outcome/Indicators
<p>The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).</p>	<p>The Community School Coordinator reviews, studies and builds a better understanding of:</p> <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	<p>The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.</p> <p>Implementation plan and school improvement plan become one cohesive plan.</p>
<p>Increase awareness and understanding of the CA Community School Framework and alignment to MSA Santa Ana Implementation Plan.</p>	<p>The Community School Coordinator will introduce and foster the CA Community School Framework and MSA Santa Ana Implementation Plan by:</p> <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>

**Priority 5: Staffing and Sustainability**

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

**Site Level Goals and Measures of Progress**

Goals	Action Steps	Outcome/Indicators
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Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high-quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant

### Key Staff/Personnel

<b>Staff Name &amp; Title</b>	<b>Main role/function</b>
Principal (secondary), Steven Keskindurk	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance
Community School Coordinator, Benjamin Juarez	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.
Dean of Students, Curtiss Philipsen	The Dean of Students is focused on the variety of elements that inform keeping students, staff and families safe on a campus both physically and emotionally. They are trained in trauma informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the site.
School Psychologist, Brandon Rodriguez Luna	The school psychologist is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/ families. They also serve as the direct referral staff member to connect students through warm handoffs to community partners.
Community School Director Maite Montalvo	The Community School Director is responsible for the oversight, management and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community

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Magnolia Science Academy - Santa Ana

	schools. Serves as an integral part of the organization's leadership team.
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA SA to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example we host the Magnolia Annual Big Give Campaign, that raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA SA plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate

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sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>Facilitate asset mapping activities with students, staff, families and community members</li> <li>Align resources and strategies to address student, staff, families and community member needs</li> <li>Shared and reviewed with Steering Committee</li> </ul>	Partner map & database reviewed and updated monthly.  Review and revise bi-annually with school CAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually
Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.	<ul style="list-style-type: none"> <li>Coordinate Individual community partnership meetings</li> <li>Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>Formalize and Align resources and strategies via service agreement(s)</li> </ul>	Number of services/strategies offered for students, staff, families, and community members.



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Magnolia Science Academy - Santa Ana

<p>Facilitate and manage quarterly community partnership meetings</p>	<ul style="list-style-type: none"> <li>● Yearly Kick-off community partnership meeting</li> <li>● Share Assets &amp; Needs Assessment findings</li> <li>● Conduct meetings with key agenda topics:                         <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Program goals and outcomes</li> <li>○ Partnership Alignment</li> <li>○ Align policies and procedures to improve resource/program coordination</li> <li>○ Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA Santa Ana's Community School strategy and goals Yearly partner service review and development of shared outcomes</p>
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Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

In addition to our above-mentioned partnerships we have also established partnerships with city and county agencies. These are the **Orange County Department of Education (OCDE)**, **Santa Ana Public Library**, and **Santa Ana College**. Each of these not only supports different elements of the community schools' pillars but also directly supports our top three priorities. We are cohort members with OCDE's Social-Emotional (SEL) cohort. We have a team consisting of our elementary principal, on-site social worker, on-site school psychologist, and three lead teachers. It is with this SEL cohort that we are being trained in strengthening our SEL practices and identifying curriculum that will support and complement our curriculum TK through twelfth grades.

The OCDE is hosting training for our student government to develop a peer-led mental health awareness campaign across our campus. This is directly in response to the data findings and supports our first priority. Through our partnership with the Santa Ana Library students will have access to enhanced extended learning opportunities (online questionnaire 8) that include virtual after-school tutoring, on campus learning activities offered by the Knowledge Mobile, and our students with special needs can even check out Moxie, a robotic friend that helps build social-emotional skills. Lastly, Santa Ana College students are taking college courses as our parents take ESL and computer classes. As we continue to take great strides in becoming a community hub, it is important to note that all these opportunities are not only offered to our students but our community as a whole.

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Magnolia Science Academy - Santa Ana

For early education and child development, MSA SA already offers Transitional Kindergarten, and we are working with partners First 5 LA and Baby2Baby to expand early childhood programs (competitive priority 5, online questionnaire 9).

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (online questionnaire 13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	1. Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	Increased implementation plan refinement
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>• Dr. Anita Turner's Justice, Equity, Diversity, and Inclusion training to help teachers communicate and connect authentically with diverse student body</li> <li>• Dr. Turner's Climate within the Classroom training that supports connecting home visits with learning</li> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

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Magnolia Science Academy - Santa Ana

	<p>communications and restorative practices for school and home.</p> <ul style="list-style-type: none"> <li>● MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	
Develop additional SEL and restorative justice curricula covering restorative practices and community circles.	SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.	Increase restorative practices and community circles to improve school climate and culture

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan  Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>● Dr. Anita Turner's Justice, Equity, Diversity, and Inclusion training to help teachers communicate and connect authentically with diverse student body</li> <li>● Dr. Turner's Climate within the Classroom training that supports</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

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Magnolia Science Academy - Santa Ana

	connecting home visits with learning <ul style="list-style-type: none"> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to	Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.

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Magnolia Science Academy - Santa Ana

	growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.	
Data baseline will be set and defined by July 1st 2023 in order to kickoff a successful school year.	Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.	The community school implementation plan and school improvement plan become one cohesive plan.
Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee
Community School evaluation Plan will be informed by LCAP and SPSA Goals.	Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework	LCAP, SPSA and Community School Implementation Plan will be aligned towards results.

# Coversheet

## Enrollment Update

**Section:** III. Information/Discussion Items  
**Item:** B. Enrollment Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** III\_B\_Enrollment Update.pdf





<b>Agenda Item:</b>	III B: Information/ Discussion Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Dr. Brenda D. Olivares, Chief Impact Officer Fatima Cristerna Adame, Sr. Project Director of Growth and Expansion
<b>RE:</b>	Enrollment 2024-25 Update

**Action Proposed:**

No action is needed. This item is informational and may spark interest and further follow-up

**Purpose:**

The purpose of today’s presentation is to inform and update Board members about the progress of the marketing and engagement strategies related to recruitment and retention for student enrollment across all Magnolia school sites. The importance of the presentation is to understand the elements that contribute to the current enrollment numbers across Magnolia Public Schools. Also, it is an opportunity to highlight areas of growth and need related to enrollment strategies this school year.

**Background:**

This is an item that is brought annually to the board as an update before Census Day totals are collected. As part of our continued dedication to growth, analyzing enrollment trends across our network of schools helps inform targeted strategy for enrollment efforts.

**Analysis: Pending Friday update**

The impact of improved systems for enrollment is evident in the increase in student enrollment from the previous school year's census day. The system's impact is seven of ten schools improved from the previous year with a census date of October 4th enrollment compared to the current enrollment standing as of September 5, 2024.



School Site	Census Enrollment October 4, 2023	2024-25 Projected Enrollment Board Adopted	Infinite Campus Enrollment September 5, 2024
MSA 1	714	715	740
MSA 2	532	564	513
MSA 3	389	405	404
MSA 4	124	144	134
MSA 5	218	239	221
MSA 6	111	121	126
MSA 7	280	287	269
MSA Bell	404	405	381
MSA SA	504	520	535
MSA SD	439	440	465
<b>Total</b>	<b>3,715</b>	<b>3,840</b>	<b>3,788</b>

**Impact:**

The process of improving recruitment and retention efforts is a science and periodically must be evaluated to measure success.

**Budget implications:**

In attaining the enrollment goal for the upcoming school year, there will be additional funding that can support both human capital and excellent learning programs and resources that support the whole child's success.

Below is the financial impact of the current standing enrollment, schools with current negative budget impact are addressing the gap in enrollment through collective efforts led by the new Family Success Coordinator (FSC) position.



School Site	2024-25 Projected Enrollment Board Adopted	Infinite Campus Enrollment September 5, 2023	Distance from Target	Approx. Fiscal Impact (+/-) Projected Goal
MSA 1	715	740	25	\$537,950
MSA 2	564	513	-51	-\$978,945
MSA 3	405	404	-1	-\$18,379
MSA 4	144	134	-10	-\$223,700
MSA 5	239	221	-18	-\$369,360
MSA 6	121	126	5	\$100,825
MSA 7	287	269	-18	-\$387,972
MSA Bell	405	381	-24	-\$457,560
MSA SA	520	535	15	\$305,895
MSA SD	440	465	25	\$386,625
<b>Totals</b>	<b>3,840</b>	<b>3,788</b>	<b>-52</b>	<b>-\$1,104,621</b>

As noted above, the projected fiscal impact due to the loss of 52 students MPS wide is expected to be approximately \$1.1 million for the 2024-25 fiscal year. We will update the 2024-25 First Interim Report to reflect the reduction of revenue as a result of this change.

# Coversheet

## MPS Annual Authorizer Oversight Reports

**Section:** III. Information/Discussion Items  
**Item:** C. MPS Annual Authorizer Oversight Reports  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** III\_C\_MPS Annual Authorizer Oversight Reports.pdf



<b>Agenda Item:</b>	III C: Information/Discussion Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	David Yilmaz, Chief Accountability Officer
<b>RE:</b>	MPS Annual Authorizer Oversight Reports

**Action Proposed:**

N/A

**Purpose:**

It is imperative that we share authorizer oversight reports with our Board, highlight any findings, and discuss possible next steps for actions that should be taken based on the feedback provided by the authorizers.

**Background:**

*Oversight Visits Overview*

Per the Education Code, charter authorizers need to conduct at least one annual oversight visit to their authorized schools. During an oversight visit authorizers meet with the school leadership, visit classrooms, conduct interviews with staff, parents, and students, check student and staff records, interview some staff (for segregation of duties, etc.), and review a list of documents that our schools provide in physical and electronic binders. The Home Office supports the schools in preparation for the oversight visits through mock visits, document review, and attendance to the visits.

*2023-24 Oversight Visits*

All ten of our schools have been visited by their respective authorizers. Following are the visit dates for 2023-24:



School	Authorizer	Visited?	Dates/Notes
MSA-1	LACOE	Yes	11/14/23 and 4/23/24
MSA-2	LACOE	Yes	11/28/23 and 5/30/24
MSA-3	LACOE	Yes	11/29/23 and 4/24/24
MSA-4	LAUSD	Yes	3/13/24
MSA-5	LACOE	Yes	11/14/23 and 5/21/24
MSA-6	LAUSD	Yes	3/14/24
MSA-7	LAUSD	Yes	3/6/24
MSA-Bell	LAUSD	Yes	2/6/24
MSA-San Diego	SDUSD	Yes	4/25/24
MSA-Santa Ana	SBE	Yes	12/12/23 and 12/13/23

### Analysis:

This agenda is about LAUSD's oversight visit reports. The full reports are attached. In their report LAUSD provides a rating to the schools (out of 4) for the following areas: Governance, Student Achievement and Educational Performance, Organizational Management, Programs, and Operations, and Fiscal Operations. The following are ratings our LAUSD authorized schools received in the last three years.

Authorizer Oversight Visit Reports	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2023-24				
MSA-4	3	-	3	3
MSA-6	4	3	4	3
MSA-7	3	2	4	4
MSA-BELL	3	2	3	3
2022-23				
MSA-4	4	-	3	4
MSA-6	4	3	4	4
MSA-7	4	3	4	4
MSA-BELL	4	2	4	4
2021-22				
MSA-4	4	-	3	3
MSA-6	4	-	4	3
MSA-7	4	-	4	3
MSA-BELL	4	-	4	3





The following are excerpts from the summary and recommendations parts of the reports.

*Summary / Recommendations from Oversight Visit Reports*

**GOVERNANCE**

MSA-4:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><b>Areas of Demonstrated Strength and/or Progress</b></p> <p><b>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING</b></p> <p>The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).</p> <p>As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:</p> <ul style="list-style-type: none"> <li>• The current Board of Directors of Magnolia Public Schools (MPS) is comprised of 7 directors, which is aligned with the organization’s most recent Bylaws requiring no less than 3 and no more than 11 directors.</li> <li>• Calendar of Governing Board meetings for the 2023-2024 school year, showing monthly meetings scheduled from July 13, 2023 to June 20, 2024</li> <li>• Calendar of Board Committees (e.g., Academic, Educational Partners &amp; Development, Audit/Facilities, Finance, and Nominating/Governance), showing meetings scheduled from July 13, 2023 to June 13, 2024. Agendas are also posted to the school’s website</li> <li>• Brown Act and Conflict of Interest training was held during the Board meeting on August 10, 2023</li> </ul> <p><b>G2: DUE PROCESS</b></p> <p>The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.</p> <p>As evidenced by information in Folder 1, some of the evidence include the following:</p> <ul style="list-style-type: none"> <li>• Systems to provide due for students, employees, and parent including, but not limited to the following:                             <ul style="list-style-type: none"> <li>○ Uniform Complaint Procedures (UCP) and related forms in the student/parent handbook, as well as on the school’s website</li> <li>○ Procedures for resolving general stakeholder complaints within the “General Complaint Procedures Form” located at the school site, within the student/parent handbook and on the school’s website. Procedures and forms are available in English and Spanish</li> <li>○ Procedures/policies regarding Suspension/Expulsion (including appeals), grading policies, and student code of conduct located at the school site, within the student/parent handbook and the school’s website</li> <li>○ Employee handbook which includes descriptions of the school’s employee Code of Conduct, Internal Complaint Review and Policy (e.g., complaints by employees against employees, complaints by third parties against employees), Open Door Policy, and employee discipline policy</li> </ul> </li> </ul> <p><b>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS</b></p> <p>The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff.</p> <p>As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence includes the following:</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

- Review and certification of relevant aspects of the *Compliance Monitoring and Certification of Board Compliance Review* form at the Governing Board's meeting on October 12, 2023. Documentation provided by school leadership at both the first triannual submission and the time of oversight was complete and accurate.
- The schools' governing board has established procedures to evaluate MPS Executive Director via Board on Track, an online platform. The Board's evaluation of the CEO is during multiple points throughout the school year reviewing the following performance areas: academic accountability, school operations, management and Board oversight, facilities, and educational partners.
- Schools have systems for evaluating school-based staff including, but not limited to, school leaders, teachers, and other school site staff (e.g. administrative support, plant manager, campus aide, etc.)
  - The "Teacher Evaluation Protocol" includes multiple domains aligned to the California Standards for the Teacher Profession, as well as measures for teacher performance on the MPS Framework for Teaching, Teacher Professional Qualities, Dispositions, and Responsibilities; Student Parent, and Staff Voices, and Student Performance.
  - The "School Leader Evaluation Protocol" includes measures aligned with the California Professional Standards for Education Leaders (CPSELs); Student, Parent, and Staff Voices; and Student Performance. Some of the standards include development and implementation of shared vision, instructional leadership, management and learning environment, and family and community engagement.
  - The "Generic Employee Evaluation Protocol" includes multiple domains that measure employee performance on the MPS Core Value Indicators (Excellence, Innovation, and Connection); Student, Parent, and Staff Voices; and Student Performance. The evaluation protocol includes multiple means for monitoring and improving staff performance throughout the school year such as: frequent informal observations and feedback for the employee, collection of evidence to foster collaboration with the employee, and goal setting and monitoring.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

## Notes:

None

**\*NOTE:**

- *A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is "Not in Good Standing," and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



**STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

MSA-4:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category (as published in 2024)	Middle Performing
<p>The state identified the charter school as qualifying for Differentiated Assistance (DA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO                      Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA). <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO                      If yes, the school’s identification: (See additional information within “Notes” section below)  <input type="checkbox"/> Comprehensive Support and Improvement (CSI)  <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u>                      PLEASE SEE NOTES SECTION</p>	
<p><u>Areas Noted for Further Growth and/or Improvement</u>  <b>A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</b>                      The schoolwide Dashboard Suspension Rate Indicator color is Orange and above statewide percentage.</p> <ul style="list-style-type: none"> <li>• Per CDE, 4.9% of students were suspended at least once, compared to the state at 3.5%.</li> <li>• Additionally, as evidenced by the LAUSD Discipline Report, MSA 4’s suspension rate for the 2022-2023 school year was 9.80%, inclusive of 0 in-school suspensions and 10 out-of-school suspensions. The school received a Notice of Concern on February 13, 2024. MSA 4 provided a response to the Charter Schools Division detailing a root cause analysis, as well as an action plan. As evidenced in Folder 3 and school leadership discussion, some of the evidence of the action plan includes the following:                             <ul style="list-style-type: none"> <li>○ Weekly disciplinary data analysis</li> <li>○ Targeted interventions to support students with intoxicant/alcohol consumption which includes a partnership with <i>YVape</i>, and an assembly by the National Council on Alcoholism and Drug Dependence (NCADD).</li> <li>○ Counseling and social-emotional support</li> <li>○ Restorative and reflective practices</li> </ul> </li> </ul> <p><u>Corrective Action Required</u>                      None noted that require immediate action to remedy concerns indicated in this report.</p>	



**Notes:**

Per the CDE Dashboard, the school has no Performance Level Color for any Academic Performance and Engagement areas (ELA, Math, English Learner Progress, College/Career, and Graduation Rate). Therefore, the indicators A1-A9 are not rated and the school's rating for the *Student Achievement and Educational Performance* section of this report will be "No Rating."

College/Career Indicator (CCI) is scored based on 2023 Status level data as reported on the 2023 Dashboard.

**English Learner (EL) Reclassification:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-203 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

*\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state's published list.*





**MSA-6:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education’s (CDE) Charter School’s Performance Category (as published in 2024)	High Performing
<p>The state identified the charter school as qualifying for Differentiated Assistance (DA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO                      Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA). <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO                      If yes, the school’s identification: (See additional information within “Notes” section below)  <input type="checkbox"/> Comprehensive Support and Improvement (CSI)  <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u>  <b>A1: DASHBOARD SCHOOLWIDE ELA</b>                      The schoolwide Dashboard ELA Indicator color is Blue, compared to the state’s color of Orange.  <ul style="list-style-type: none"> <li>Per CDE, the school’s overall Distance From Standard (“DFS”) is 19.5 points, compared to the state at -13.6.</li> </ul> <b>A2: DASHBOARD STUDENT GROUP ELA</b>                      All numerically significant student groups have “Status/DFS” scores above the statewide DFS.  <ul style="list-style-type: none"> <li>The school has two (2) numerically significant student groups (Latino and Socioeconomically Disadvantaged). The numerically significant student groups and their respective DFS is as follows:                             <ul style="list-style-type: none"> <li>Latino students DFS is 20.7, compared to the state at -40.2</li> <li>Socioeconomically Disadvantaged students DFS is 23.5, compared to the state at -42.6</li> </ul> </li> </ul> <b>A3: DASHBOARD SCHOOLWIDE MATH</b>                      The schoolwide Dashboard Math Indicator color is Green, compared to the state’s color of Orange.  <ul style="list-style-type: none"> <li>Per CDE, the school’s overall DFS is -15.3 points, compared to the state at -49.1.</li> </ul> <b>A4: DASHBOARD STUDENT GROUP MATH</b>                      All numerically significant student groups have “Status/DFS” scores above the statewide DFS  <ul style="list-style-type: none"> <li>The numerically significant student groups and their DFS is as follows:                             <ul style="list-style-type: none"> <li>Latino students DFS is -15.8, compared to the state at -80.8</li> <li>Socioeconomically Disadvantaged students DFS is -13.2, compared to the state at -80.8</li> </ul> </li> </ul> </p>	



Areas Noted for Further Growth and/or Improvement

**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM**

The schoolwide Dashboard Chronic Absenteeism Indicator color is Orange and higher than the statewide percentage.

- Per CDE, 32.0% of students have chronic absenteeism, compared to the state at 24.3% (Yellow)
- School leadership shared supports being implemented to decrease Chronic Absenteeism. Some include the following:
  - Following the attendance and truancy policy with more fidelity.
  - Utilizing the Magnolia Public Schools (MPS) Student Attendance Review Team (SART) policies, per school leadership, “which strategizes contact with families and creating meetings after 3, 7, and 10 instances of truancy or absence.”
  - New this year: the development of teacher/student SSPT partnerships for students who are chronically absent. Per school leadership, “teachers are tasked with providing attendance oversight to 1 or 2 students who suffer the worst absenteeism rate to develop plans for growth and success.”
  - Continue targeting the students with ongoing absenteeism and truancy issues, specifically students with disabilities and English Learners, by making home visits.

**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR**

The schoolwide Dashboard Suspension Rate Indicator color is Orange and below statewide percentage.

- Per the CDE, 3.1% of students were suspended at least once, compared to the state at 3.5%.
- Per school leadership, the school is implementing systems to minimize suspensions. Some of those systems and strategies include the following:
  - Utilization of *Leader in Me* curriculum, which is “an evidenced-based, comprehensive model that builds leadership and life skills in students, creates a high-trust culture, and lays the foundation for sustained academic achievement.”
  - Continued implementation of alternatives to suspension.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

**English Learner (EL) Reclassification:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

*\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state’s published list.*





MSA-7:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education’s (CDE) Charter School’s Performance Category (as published in 2024)	Middle Performing
<p>The state identified the charter school as qualifying for Differentiated Assistance (DA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO                      Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA). <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO                      If yes, the school’s identification: (See additional information within “Notes” section below)  <input type="checkbox"/> Comprehensive Support and Improvement (CSI)  <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u>  <b>A2: DASHBOARD STUDENT GROUP ELA</b>                      The majority of numerically significant student groups have Distance From Standard (“DFS”) scores above the statewide DFS.  <ul style="list-style-type: none"> <li>Per CDE, the school has three (3) numerically significant student groups (English Learner, Latino, and Socioeconomically Disadvantaged). Two out of three have scores higher than the state:                             <ul style="list-style-type: none"> <li>English Learners (ELs): -52.8 (Yellow), compared to the state at -67.7 (Orange)</li> <li>Latino: -40 (Orange), compared to the state at -40.2 (Orange)</li> <li>Socioeconomically Disadvantaged: -44.8 (Orange), compared to the state at -42.6 (Orange)</li> </ul> </li> </ul> <b>A4: DASHBOARD STUDENT GROUP MATH</b>                      All numerically significant student groups have “Status/DFS” scores above the statewide DFS.  <ul style="list-style-type: none"> <li>The school has three (3) numerically significant student groups (English Learner, Latino, and Socioeconomically Disadvantaged):                             <ul style="list-style-type: none"> <li>English Learners (ELs): -140.6 (Orange), compared to the state at -93.4 (Orange)</li> <li>Latino: -97.6 (Red), compared to the state at -80.8 (Orange)</li> <li>Socioeconomically Disadvantaged: -94.5 (Orange), compared to the state at -80.8 (Yellow)</li> </ul> </li> </ul> <b>A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</b>                      The schoolwide Dashboard Suspension Rate Indicator color is Blue.  <ul style="list-style-type: none"> <li>Per CDE, 0.4% of students were suspended at least once, compared to the state at 3.5%</li> </ul> </p>	



#### Areas Noted for Further Growth and/or Improvement

##### **A1: DASHBOARD SCHOOLWIDE ELA**

The schoolwide Dashboard ELA Indicator color is Orange (the state is Yellow) and below statewide DFS.

- Per the CDE, the school's DFS in ELA is -32.7, compared to the state at -13.6
- The school leadership team shared supports and strategies being implemented to increase academic achievement in ELA schoolwide. Some of them include the following:
  - Increased and consistent implementation of IXL, including the IXL diagnostic to monitor student growth and inform ELA instruction.
  - Increased the school-wide goal for reading books on MyOn from 600 books to 5500 books, as measured by completed and 'passed' AR tests.
  - Reorganized teacher assignments (re-assigned teaching assignments were implemented, per school leadership "to better align teacher placements with the grade levels in which they will have the most significant positive impact").
  - Monthly Grade Level Planning Time sessions
  - Weekly informal classroom observations with feedback cycles from administrators ("Relay Playbook Look-Fors").

##### **A3: DASHBOARD SCHOOLWIDE MATH**

The schoolwide Dashboard Math Indicator color is Orange (same as the state) and below statewide DFS.

- Per the CDE, the school's DFS in Math is -58.2, compared to the state at -49.1.
- The school leadership team shared supports and strategies being implemented to increase academic achievement in Math schoolwide. Some of them include the following:
  - Increased and consistent implementation of IXL, including the IXL diagnostic to monitor student growth and inform Math instruction.
  - Implementation of new HMH Into Math curriculum.
  - Participation in specific elementary math professional development provided by HMH (2 symposium sessions, full day math workshop for elementary teachers, and an online session on standards deep dive and instructional strategies to support math materials implementation)
  - Guided Math Instructional Model
  - Peer-modeling opportunities (specifically led by lead teachers)
  - Weekly informal classroom observations with feedback cycles from administrators ("Relay Playbook Look-Fors")

##### **A5: DASHBOARD SCHOOLWIDE English Learner Progress (ELPI)**

The schoolwide Dashboard ELPI color is Red.

- Per CDE, 33.3% (Red) of English Learners were making progress towards English proficiency, compared to the state at 48.7% (Yellow)
  - School leadership shared supports being implemented to increase English Learner Progress. Some include the following:
    - Increased professional development for ELD instructional strategies, including modeling and coaching by the ELD Coordinator for all teachers and staff.
    - Targeted interventions have been and are being developed to provide tailored support to students, addressing their specific language acquisition needs.
    - Retraining of support staff (e.g., paraprofessionals) to ensure the implementation of the ELD curriculum with fidelity.



**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM**

The schoolwide Dashboard Chronic Absenteeism Indicator color is Red.

- Per CDE, 29.0% of students have chronic absenteeism, compared to the state at 24.3% (Yellow).
- School leadership shared supports being implemented to decrease Chronic Absenteeism. Some include the following:
  - The attendance team reviews weekly and monthly reports through the Infinite Campus system to identify students facing chronic absenteeism, tardiness, or truancy for early intervention.
  - Parents are sent an automated message through ParentSquare everyday if their child is absent. If there is no response within 24 hours, the office and Dean of Students reaches out to ensure the student's well-being.
  - Provision of Metro TapCards to any student that need it at no cost.
  - Partnership with CareSolace allows the school to support parents in addressing their child's attendance needs directly.
  - Per school leadership, "The Home Visit program has improved this year with a total of forty students (15%) being visited so far."

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

**English Learner (EL) Reclassification:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

*\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state's published list.*



**MSA-BELL:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education’s (CDE) Charter School’s Performance Category (as published in 2024)	Middle Performing
<p>The state identified the charter school as qualifying for Differentiated Assistance (DA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO                      Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA). <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO                      If yes, the school’s identification: (See additional information within “Notes” section below)  <input type="checkbox"/> Comprehensive Support and Improvement (CSI)  <input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p><b>A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</b>                      The schoolwide Dashboard Suspension Rate Indicator color is Yellow and at/below statewide percentage.                      • Per CDE, 2.5% of students were suspended at least once, compared to the state at 3.5%.</p>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p><b>A1: DASHBOARD SCHOOLWIDE ELA</b>                      The schoolwide Dashboard ELA Indicator color is Orange and below statewide Distance From Standard (DFS).                      • Per the CDE, the school’s DFS in ELA is -41.1, compared to the state at -13.6.</p>	
<p><b>A2: DASHBOARD STUDENT GROUP ELA</b>                      Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS.                      • The school has four (4) numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). Three out of the four student groups have scores lower than the state:                          o English Learners (ELs): -109.8 (Red), compared to the state at -67.7 (Orange)                          o Latino: -43.4 (Orange), compared to the state at -40.2 (Orange)                          o Socioeconomically Disadvantaged: -41.9 (Orange), compared to the state at -42.6 (Orange)                          o Students with Disabilities: -134.4 (Red), compared to the state at -96.3 (Red)</p>	
<p>*The school leadership team shared supports and strategies being implemented to increase academic achievement in ELA schoolwide and with student groups. Some of them include the following:                      • Implementation of Tier 2 interventions that are on an 8 week cycle of pull out intervention during study skills (4 times a week).</p>	





- Additional designated English Language Development (ELD) support for 8<sup>th</sup> grade ELs during their advisory elective, in addition to their regularly scheduled Designated ELD and the integrated support they receive during ELA core class.
- School hired a bilingual ELD paraprofessional who provides push in support in the classroom.

### A3: DASHBOARD SCHOOLWIDE MATH

The schoolwide Dashboard Math Indicator color is Orange and below statewide DFS.

- Per the CDE, the school's DFS in Math is -94.6, compared to the state at -49.1.

### A4: DASHBOARD STUDENT GROUP MATH

None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS.

- The school has four (4) numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities).
  - English Learner: -140.6 (Orange), compared to the state at -93.4 (Orange)
  - Latino: -97.6 (Red), compared to the state at -80.8 (Orange)
  - Socioeconomically Disadvantaged: -94.5 (Orange), compared to the state at -80.8 (Yellow)
  - Students with Disabilities: -156.9 (Red), compared to the state at -96.3 (Red)

\*The school leadership team shared supports and strategies being implemented to increase academic achievement in Math schoolwide and with student groups. Some of them include the following:

- Adoption of new materials, HMH Math/Into AGA, which, according to school leadership, offers students more opportunities to engage in discourse and higher order thinking than the previous math materials. Additionally, these new math materials, per school leadership, provide differentiated support and tiered interventions to support all proficiency levels of students.
- Interventions have been restructured and tiered to provide tailored support to students at varying proficiency levels, including numerically significant student groups.
- Study skills class with individual, personalized learning using IXL.
- Implementation of Kagan Structures (e.g., verbal communication with shoulder partner to share their understanding of the intended learning and vice versa, etc.)

### A5: DASHBOARD SCHOOLWIDE English Learner Progress (ELPI)

The schoolwide Dashboard ELPI color is Red.

- Per CDE, 44.4% (Red) of English Learners were making progress towards English proficiency, compared to the state at 48.7% (Yellow).
  - School leadership shared supports being implemented to increase English Learner Progress. Some include the following:
    - Assistance of the Curricular Professional Development Team of StudySync to provide additional professional development for the ELA department.
    - Increased classroom support for EL students with the addition of a bilingual paraprofessional who provides one to one student assistance. School leadership noted, "The bilingual paraprofessional pushes into History, ELA, and Science courses, providing translation for newcomer students as well as targeted support and 1:1 assistance to students as needed."



- Winter Camp was offered to 30 EL students. Per school leadership, “This intersession camp focused on ELPAC preparation, including the implementation of the new released ELPAC IABs.”
- Increased staff-wide professional development, provided by the EL Coordinator, which focuses on strategies for Integrated EL support in all classrooms.

#### A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM

The schoolwide Dashboard Chronic Absenteeism Indicator color is Red.

- Per CDE, 28.4% of students have chronic absenteeism, compared to the state at 24.3% (Yellow).
- School leadership shared supports being implemented to decrease Chronic Absenteeism. Some include the following:
  - “Through staff training, all teachers and staff are encouraged to create a welcoming environment by greeting students by name at the door, getting to know their students, having a clean and neat learning space, and creating engaging lessons.”
  - Providing Metro TapCards to any students that need them at no cost.
  - Attendance team reviews attendance reports periodically to identify the students at different attendance tiers and home visits are conducted on a regular basis. School leadership stated that, as of December 2023, almost 100 families were visited this school year.

#### Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

#### Notes:

#### **English Learner (EL) Reclassification:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

*\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state’s published list.*





**ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS**

MSA-4:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</b>                      The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served.</p> <p>Some of the evidence included in Folder 3 are the following:</p> <ul style="list-style-type: none"> <li>• Brief summary of key features (e.g., dual enrollment at West Los Angeles College, STEAM activities, etc.)</li> <li>• Curricular list (e.g., StudySync ELA, Houghton Mifflin Harcourt (HMH) Math, etc.)</li> <li>• Sample lesson plans (e.g. Algebra, Biology, and English 11<sup>th</sup> grade Week at a Glance (WAG) that includes learning objectives, content standards, and differentiation methods)</li> <li>• UC Doorways course approval documentation, WASC accreditation through June 30, 2025, and documentation that shows 100% of 12<sup>th</sup> grade students have been accepted into either a 4 or 2-year college as of February 2024.</li> </ul> <p><b>O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT</b>                      The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.</p> <p>Some of the evidence in Folder 3 include the following:</p> <ul style="list-style-type: none"> <li>• MSA-4 Educational Partners Engagement Calendar 2023-2024 includes events such as PAC and ELAC meetings, Back to School Night, Parent College Night, Spring Festival &amp; Resource Fair, and Parent-Teacher Conferences.</li> <li>• ELAC and PAC meeting agendas, minutes, and sign-in sheets (e.g., 9/12/2023, 10/21/2023, 11/7/2023, etc.)</li> <li>• Parent workshops such as Drug Awareness, Fall Festival &amp; Resource Fair, and Student &amp; Parent Orientation.</li> <li>• Homelessness and Foster Youth Resources, plus indication of the MSA-4 Homeless and Foster Youth Liaison.</li> </ul> <p><b>O6: CLEARANCES AND CREDENTIALING COMPLIANCE</b>                      The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance.</p> <ul style="list-style-type: none"> <li>• Review of the <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) and supporting documentation indicated that all new employees had all applicable clearances (e.g., criminal background check, TB risk assessment, etc.) before beginning work, all staff participated in all legally mandated trainings within applicable timelines, vendor certification forms were received from all vendors prior to the provision of services, and all teachers were appropriately credentialed for their assignments.</li> </ul>	



- Documentation provided by the school at both the first triannual submission and the time of oversight was clear, complete, and accurate.

Areas Noted for Further Growth and/or Improvement

None at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None at this time.

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school's operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*



**MSA-6:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4, Accomplished
<u>Areas of Demonstrated Strength and/or Progress</u>	
<b>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</b>	
<p>The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report.</p>	
<ul style="list-style-type: none"> <li>• Some of the evidence found in Folder 3 include the following:                             <ul style="list-style-type: none"> <li>○ Sample grade level lesson and unit plans. Classroom observations included evidence that the school’s courses are aligned to the California Standards. Additionally, classroom observations revealed CA Content standards were posted in all of the classrooms visited.</li> <li>○ Year-long professional learning calendar and some sample professional development activities during the 2023-2024 school year (e.g., Accommodating our Special Populations, Supporting English Learners, etc.).</li> <li>○ Classroom observations included the focus areas of Kagan Teaching Strategies (e.g. checking for understanding, etc.) and academic discourse with student to student and student to teacher interactions.</li> <li>○ Brief description of how professional development needs are assessed, including sample survey provided to teachers for them to indicate suggestions for future professional development, as well as encouraging staff to attend any conferences, classes, or meetings to enhance their individual professional development that’s in alignment with their professional goals and the school’s LCAP goals.</li> </ul> </li> </ul>	
<b>O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS</b>	
<p>The school has a well-developed system to implement and monitor the components of the charter’s instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report.</p>	
<ul style="list-style-type: none"> <li>• Some of the evidence found in Folder 3 include the following:                             <ul style="list-style-type: none"> <li>○ All student groups outperformed their respective student group state averages in both ELA and Math per the 2023 CA Dashboard.</li> <li>○ Implementation of integrated and designated ELD (e.g. sample instructional material, English Learner Master Plan, Supporting English Learners training in August 2023, etc.).</li> <li>○ Implementation of Universal Design for Learning practices, paraprofessional support for students in small groups, and Kagan strategies.</li> </ul> </li> </ul>	
<b>O3: SPECIAL EDUCATION</b>	
<p>The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records.</p>	
<ul style="list-style-type: none"> <li>• Some of the evidence in Folder 3 and Welligent reports include the following:                             <ul style="list-style-type: none"> <li>○ Per Welligent 300 report, all service records were in Tier 3 or below and majority of services were in Tier 1 on the day of the oversight visit.</li> <li>○ Professional development activities (504 Plans and Intervention Strategies and Accommodating our Special Populations on November 1, 2023).</li> </ul> </li> </ul>	



**O6: CLEARANCES AND CREDENTIALING COMPLIANCE**

The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance.

- Review of the *Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024* form ("ESSA Grid") and supporting documentation indicated that all new employees had all applicable clearances (e.g., criminal background check, TB risk assessment, etc.) before beginning work, all staff participated in all legally mandated trainings within applicable timelines, vendor certification forms were received from all vendors prior to the provision of services, and all teachers were appropriately credentialed for their assignments.
- Documentation provided by the school at both the first triannual submission and the time of oversight was clear, complete, and accurate.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

School leadership shared some priority areas they would like to grow in. Some included the following:

- Enrollment and outreach to facilitate continued growth
- Chronic Absenteeism: goal is to go below 20%
- Stronger parent collaboration





MSA-7:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS**

**RATING\***

**Summary of School Performance**

**4, Accomplished**

Areas of Demonstrated Strength and/or Progress

**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups.

- Some of the evidence in Folder 3 and per discussion with leadership include the following:
  - The school's suspension rate for the 2022-2023 school year was 0.38% (which equates to three events in the school year), suspension disproportionality rates for the school's African American and Students with Disabilities were -0.38% each and no expulsions.
  - Implementation of Positive School Climate and Restorative Justice systems of support through the implementation programs such as *Second Step* (a schoolwide Social-Emotional Learning (SEL) curriculum), and PBIS Rewards Points Tracker (points are tracked in the areas of safety, responsibility, and respect).
  - School received the Gold Implementation Award in 2023 for their PBIS and Anti-bullying programs from the California PBIS.

**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT**

The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.

- Some of the evidence in Folder 3 include the following:
  - Event calendar for the 2023-2024 including: Back to School Community Event on August 19, 2023, Back to School Night on September 13, 2023, and Awards Assembly on December 8, 2023.
  - Parent Task Force (PTF), ELAC, and PAC meeting agendas, minutes, and sign-in sheets (e.g., October 17, 2023 PAC meeting discussed LCFF Budget Overview and PAC meeting on February 20, 2024 provided a Needs Assessment to parents)
  - Results of the needs assessment from the 2022-2023 school year from the PAC.

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE**

The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance.

- Review of the *Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024* form ("ESSA Grid") and supporting documentation indicated that all new employees had all applicable clearances (e.g., criminal background check, TB risk assessment, etc.) before beginning work, all staff participated in all legally mandated trainings within applicable timelines, vendor certification forms were received from all vendors prior to the provision of services, and all teachers were appropriately credentialed for their assignments.
- Documentation provided by the school at both the first triannual submission and the time of oversight was clear, complete, and accurate.



Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

School leadership has noted the following priorities for the 2023-2024:

- Student Growth in ELA & Math
  - 42% of students will demonstrate proficiency on the ELA SBAC
  - 30% of students will demonstrate proficiency on the Math SBAC
  - 60% of students will meet their growth targets on the MAP (NWEA) Reading and Math
- Attendance
  - Increase ADA from 93% to 97% or above
  - Decrease Chronic Absenteeism Rate from 21.5% to 18% or lower
  - Lower Truancy Rate from 33.9% to 25% or lower
- EL Student Growth & Progress
  - Increase number of students making progress toward EL proficiency
  - Improve the quality of the ELD Program & Eld instruction to focus on growth
- High Quality Teaching
  - Prioritize professional development focused on high quality instructional strategies
  - Increase number of informal observations
  - Create a culture of coaching and growth

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school's operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*





**MSA-BELL:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS**

**RATING\***

**Summary of School Performance**

**3, Proficient**

Areas of Demonstrated Strength and/or Progress

**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS**

The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis.

- As evidenced in Folder 3 and discussion with school leadership, some of the evidence includes the following:
  - Implementation of differentiated instructional strategies (e.g., Kagan strategies, technology, small group instruction).
  - Professional development materials (e.g., *Anchor Charts and More, Accommodating our Special Populations*).
  - Continued utilization of IXL for 20 minutes per day during both ELA and Math instruction.
  - Continued utilization of MyOn, a digital library offering a collection of books, as part of the plan to improve ELA outcomes for all students.

**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT**

The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.

- As evidenced in Folder 3 and discussion with leadership, some of the evidence includes the following:
  - A year-long calendar with opportunities for stakeholder engagement and consultation (e.g., PAC and ELAC meetings, Coffee with Administrators, Back to School Night, etc.)
  - Educational Partners Survey Reflections from the 2022-2023 school year. For example, Spring 2023 asked "Overall, I am satisfied and would recommend this school to other students/parents/educators" revealed the following results: Students: 77%; Family 92%; and Staff 87%
  - ELAC meeting agendas and sign in sheets for September 7, 2023 and January 18, 2024
  - PAC meeting agendas, sign-in sheets and minutes for September 7, 2023, October 12, 2023, November 2, 2023, and December 14, 2023. During the meetings there was a discussion about the school's LCAP, NWEA MAP data, academic interventions in ELA and Math, and the Parent College (classes offered for parents such as ESL and English Language Development Adult School on Saturdays with daycare included).

Areas Noted for Further Growth and/or Improvement

**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.

- As evidence by the LAUSD Discipline Report, the school's Students with Disabilities were suspended at a rate of 21.21%, representing a 17.56 percentage point disproportionality relative to the 3.65% suspension rate for all students during the 2022-2023 school year. The school received a Notice of Concern on February 13, 2024. MSA Bell provided a response to the Charter Schools Division detailing a root cause analysis, as well as an action plan. As evidenced in Folder 3 and school leadership discussion, some of the evidence of the action plan includes the following:



- Implementation of a Classroom-Managed Behavior vs. Major Office Discipline Referral Matrix
- Enhanced Restorative Justice practices to address behavioral issues more effectively (e.g., Restorative Justice Coordinator, utilization of restorative circles for students exhibiting repeated inappropriate behaviors, staff training, anti-bullying program)
- Implementation of a Social Emotional Learning (SEL) program named *The Positivity Project*, “grounded in the principles of positive psychology, rooted in the belief that students thrive when their social and emotional well-being is nurtured alongside academic growth and growth-mindset.”

#### Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

#### Notes:

School leadership identified several “Grows.” Some include the following:

- Academic growth
- Attendance
- Teacher retention
- Mastering new curriculum
- Social emotional needs

#### **\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school’s operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the “Review of Health and Safety Compliance Items” checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the “Review of Transparency and Stakeholder Information Compliance Items” checklist below.*



**FISCAL OPERATIONS**

MSA-4:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **3, Proficient**.

According to the CSD’s Fiscal Operations Rubrics, to receive a fiscal rating of “4,” an existing school, at a minimum, meets *all* of the required and supplemental criteria. The criterion the school did not meet to receive a fiscal rating of “4” is that the school has more than five (5) items cited in Other Observations in this Annual Performance-Based Oversight Visit Report. Please refer to the Other Observations section below.

Other circumstances and information could influence the rating and are noted in this evaluation.

**Financial Highlights**

Magnolia Science Academy 4 (MSA 4) fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
Magnolia Science Academy 4	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$908,289	\$1,221,947	\$1,349,016	\$1,448,873	\$1,327,333
Net Income / (Loss)	(\$414,439)*	\$313,658	\$127,069	\$99,857	(\$121,540)**
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,317,106	\$1,137,866	\$1,105,035	\$1,599,759	\$1,198,211
Unrestricted Net Assets	\$908,289	\$1,221,947	\$1,349,016	\$1,448,873	\$1,237,122
Norm Enrollment Reported by the School	131	101	110	101	120
FINANCIAL RATIO ANALYSIS					



<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	40.26%	65.66%	56.52%	56.22%	43.80%
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	58.39%	61.14%	46.30%	62.07%	42.42%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	236.83%	358.95%	340.22%	248.10%	538.88%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	41.06%	26.57%	28.07%	39.68%	18.82%

\*According to MERF, the net loss of (\$414,439) as reflected in MSA 4's 2019-2020 Audited Financials was primarily due to the school not meeting its enrollment target of 176 students (the school's 2019-2020 Norm Enrollment was 131 students).

\*\*The FY 2023-2024 Second Interim projects a net loss of (\$121,540). According to MERF, MSA 4 has several grants and programs that are currently being evaluated and will be incorporated in the 2023-2024 Unaudited Actuals Report (UAR). The school anticipates a small surplus at the end of FY 2023-2024 in the UAR.

**Charter Operator Fiscal Information**

<b>Magnolia Educational &amp; Research Foundation's *</b>					
Source: Independent Audit Report for the Year Ending June 30, 2023					
<b># of Charter Schools</b>		<b>Including related parties and charter schools</b>		<b>Excluding related parties and charter schools</b>	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4	\$53,752,216	\$6,055,642	\$3,563,059	\$1,172,196





**Management Fees:** According to MERF, MSA 4 paid annual management fees of \$197,930 (or 3% of the home office expenses) in FY 2022-2023 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

\*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 6; (2) Magnolia Science Academy 7; and (3) Magnolia Science Academy Bell. Per the charter operator’s 2022-2023 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (SBE); and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (LACOE).

**Areas of Demonstrated Strength and/or Progress:**

The school’s fiscal condition is positive. Please refer to the Financial Highlights table above

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

**Other Observations (Items described in this section, which may not have been addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

**1. Type of Observations: Low Student Enrollment**

- **Source(s) of Document Reviewed:** Norm Enrollment Data

**Description of Observation:** Pursuant to the District’s oversight obligations, the CSD reviews the charter schools’ financial condition and Norm Enrollment trends given that they are considered key indicators of a charter school’s future revenue stream and financial viability. The CSD also compares charter schools’ Norm Enrollment year-by-year to the approved enrollment capacity. As summarized in the table below, MSA 4 reported Norm Enrollment of 120 students for Fiscal Year 2023-2024, which represents 240 students (or approximately 66.7%) below its approved enrollment capacity (i.e., 360 students) per the school’s petition enrollment roll-out plan or approved enrollment capacity in its operative charter. The school’s reported Norm Enrollment was 131, 101, 110, 101, and 120 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively. As summarized in the table below, the school’s Norm Enrollment count has been significantly under-enrolled since FY 2019-2020.

Magnolia Science Academy 4’s Norm Day Enrollment History					
Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024



	6	10				12
	7	14				9
	8	9				1
	9	28	25	35	23	20
	10	27	27	22	34	30
	11	24	26	27	20	33
	12	19	23	26	24	15
<b>Total Enrollment</b>		<b>131</b>	<b>101</b>	<b>110</b>	<b>101</b>	<b>120</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>		N/A	<b>(30)</b>	<b>9</b>	<b>(9)</b>	<b>19</b>
<b>Enrollment Growth (%)</b>		N/A	<b>(22.9%)</b>	<b>8.9%</b>	<b>(8.2%)</b>	<b>18.8%</b>

- Charter Operator's Response:** MSA 4's principal stated: "The COVID-19 pandemic has significantly impacted our enrollment, as it has for many educational institutions. The transition to distance learning during the 2020-21 school year resulted in a decrease from 131 students in 2019-20 to 100 students. This decline was influenced by the uncertainty and challenges posed by the pandemic, affecting both current and prospective families' decisions. Additionally, in the 2019-20 school year, we developed plans for merging MSA 4 with MSA 6 which led our middle school students to transfer to MSA 6 at the beginning of the 2020-21 school year. However, due to the pandemic, the merger process was halted, thereby affecting our overall enrollment as we did not have a middle school cohort progressing to our high school up until the 2023-24 school year.

To address these challenges, we have developed a comprehensive plan of action. Our strategy includes increasing our visibility in the community through local events, partnerships with community organizations, and participation in community fairs. We launched a targeted marketing campaign utilizing social media, digital marketing and direct mail to reach potential families. Additionally, we host open houses and informational sessions, both in-person and virtually, to showcase our school's strengths and programs.

Beginning with the 2023-24 school year, MSA 4 has increased middle school students, a move we believe significantly boosts our enrollment numbers. Our current enrollment initiatives have already led to 43 students completing registration. Additionally, with 27 students in the pipeline, we anticipate our enrollment to reach approximately 160 and potentially up to 180 students for the 2024-25 school year. Looking ahead, we project an enrollment of 210 students for the 2025-26 school year. These figures reflect a positive trend in our ongoing efforts, and we are actively working to convert these registrations into confirmed enrollments.

We are committed to addressing these challenges head-on and are confident that our comprehensive plan will help us achieve our enrollment targets and ensure the continued success of MSA 4."





- **CSD's Recommendations/Comments:** As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023, and projects a net loss of approximately **(\$122K)** for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials (though the school has met the financial ratios exceeding the CSD's recommended levels). The CSD will continue to monitor the school's student enrollment and its financial condition through oversight. The CSD will also monitor the school's implementation of its educational program, and its educational program effectiveness (e.g., teaching quality, student engagement, and resources and support) through oversight.

## 2. Type of Observations: 2022-2023 Independent Audit Report - State Compliance Findings

- **Source(s) of Document Reviewed:** 2022-2023 Audited Financial Statements
- **Description of Observation:** According to MERF's 2022-2023 annual independent audit report, a finding, which was identified as material weakness by the auditor related to the state compliance that are required to be reported in accordance with California Education Code Section 8482.4(c)(1), was cited. This finding was specifically for MSA 8 and Magnolia Science Academy San Diego, respectively.

*The following finding represents instances of noncompliance relating to compliance with state laws and regulations. The finding has been coded as follows:*

*Five Digit Code 40000                      AB 3627 Finding Type – State Compliance*

*2023-001 40000 – After School Education and Safety Program*

### **Criteria or Specific Requirements**

*According to the California Education Code Section 8482.4(c)(1), a charter that receives state funding for an after-school program must report attendance to the California Department of Education (CDE) semiannually. Such reporting must be supported by attendance records supporting student participation.*

### **Condition**

*The Organization compiles monthly summaries of student attendance for submission to the CDE. However, in reviewing the Organization's monthly summary totals for the second semi-annual reporting period, it was noted that the Organization's monthly totals as summarized did not agree with what was reported on the semi-annual report. The CDE report for the first semi-annual report shows 151 and 7,235 students served for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively. In contrast, the monthly summary totals for July through December 2022 shows 666 and 7,221 students served for the Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively.*

*This resulted in the Organization misstated the number of students served by 501.*



<b>Charter School</b>	<b>Summarized Attendance Documentation</b>	<b>Attendance Reported to the CDE</b>	<b>Difference</b>
Magnolia Science Academy 8	666	151	515
Magnolia Science Academy San Diego	7,221	7,235	(14)
			501

***Questioned Costs***

*Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.*

***Context***

*The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2022 to December 2022. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.*

***Effect***

*In addition, the Organization was not compliant with Education Code Section 8482.4(c)(1) for the 2022-2023 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.*

***Cause***

*The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.*

***Repeat Finding***

*No.*

***Recommendation***

*For accurate attendance reporting, the Organization should review procedures used to report the number of students served to the CDE to methods are consistent to allow for accurate reporting. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE.*

***Corrective Action Plan and View of Responsible Officials***

*The Organization is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.*

- **Charter School's or Charter Operator's Response:** See the above.



- **CSD’s Recommendations/Comments:** The CSD recommends that the charter operator implement its corrective action plan describe above. The CSD will review MERF’s 2023-2024 independent audit report next year regarding the status of this audit finding. **Repeat material or significant audit findings may trigger additional appropriate actions in accordance with LAUSD’s tiered intervention approach to oversight. The results will be factored into the school’s rating.**

**3. Type of Observation: Lack of Itemized Receipt/Backup Documents**

- **Source(s) of Document Reviewed: Check Register**
- **Description of Observation:** The CSD noted a sample check register transaction (MSA 7, Check #75031, for \$932.76 dated 2/17/2023), pertaining to the reimbursement by the School Psychologist wherein the two (2) meals from Tacos Los Compas for \$27.42 and \$36.30 on February 7 & 8, 2023, respectively, were not supported by itemized receipts. Additionally, as part of check #75031, the backup documents for transportation of \$117.56 were also missing. This check #75031 is also mentioned under Item #3, “Duplicate Payment and Overpayment,” below.
- **Charter Operator’s Fiscal Policies and Procedures:** Page 31, Expense Report Preparation and Reimbursement of MERF’s Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: All required receipts for items charged must accompany all reimbursement documentation as well as uploaded into the existing financial system for approval and reimbursement payment process. In order to expedite reimbursement, the employee should ensure that the request is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.
- **Charter School's or Charter Operator’s Response:** MERF’s Senior Controller stated: “The backup for transportation was missing for a total of \$117.56 in charges. All employees understand that they are required to submit an itemized reimbursement report. This report is used to calculate reimbursements based on per diem rates, ensuring accuracy. Additionally, we have implemented another layer of review to ensure the correct amounts are paid.
- **CSD’s Recommendations/Comments:** The CSD recommends that the MERF Home Office and it charter schools strictly adhere to its governing board-approved financial policies and procedures and ensure that complete supporting documents are submitted/appropriate approvals are obtained for transactions (e.g., itemized receipts, invoices, etc.) to ensure that expenditures are properly supported for school purposes.

**4. Type of Observation: Duplicate Payments and Overpayments**

- **Source(s) of Document Reviewed: Check Register**

Item #	School	Check #	Date	Payee	Transaction Description	Amount	Description of Observation	MERF Home Office Response
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1	MSA-04	DDP-00000530	6/28/23	American Express	Prepaid duplicate entry reversal	\$1,801.37	Double payments of credit card	Card was not fraud during June time frame the card for MSA4 was the first to stop working due to the new law whereby we had to add CFO's social security number to the account. AMEX somehow ran the transaction twice as I cannot see where it was submitted twice by the system. When we called to see why it ran twice there was no reason provided and they were unable to refund the difference it was applied as a credit on account.
2	MSA-04	43987	9/15/23	Barbara Dixon Attorney at Law	Legal Settlement C Perez	\$9,900.00	Per final settlement agreement, "the Charter (MSA4) agreed to pay \$7,500 in attorney fee & cost to Barbara Dixon, but actual payment made was \$9,900.	Vendor contacted attorney regarding overpayment from settlement. Attorney on case retired before matter could be resolved. Barbara Dixon is the client's attorney, and the overpayment was conveyed to the YMC attorney before the attorney on record for MPS retired. YMC never followed up after the cases settled to advise of the overpayment. Invoice for overpayment was sent to the Barbara Dixon. The invoice presented to accounts payable was listed at \$9900. Attorney has since been sent an invoice for overpayment and will adjust billing moving forward.
3	MSA-07	75031	02/17/23	School Psychologist	NASP Travel Reimbursement	\$932.76	1. The Feb. 9, 2023, total cost of food of \$100.87 was over the allowed per diem/day of \$69 (Breakfast \$17, Lunch \$18, & Dinner \$34) over by \$31.87. 2. The total reimbursement supported by receipt is \$799.72, however the amount paid to employee was \$932.76, over payment by \$133.04.	The backup for transportation was missing for a total of \$117.56 in charges. The meals were not overpaid.  Attached is a breakdown of meal reimbursements. There was a small overpayment to the employee due to a clerical error. All employees understand that they are required to submit an itemized reimbursement report. This report is used to calculate reimbursements based on per diem rates, ensuring accuracy. Additionally, we have implemented another layer of review to ensure the correct amounts are paid.





- **Charter Operator's Fiscal Policies and Procedures:** Pages 25-29, Travel and Entertainment of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, state: Expenses are to be within established Organization guidelines and will be reimbursed with proper documentation. Employees are expected to spend the Organization's money as carefully and judiciously as they would their own. Meals of employees on Organization business will be reimbursed for the actual cost of their meals not to exceed the guidelines of the General Services Administration for 2022 as follows. Per-Diem allowances are as follows (Breakfast up to \$17, lunch up to \$18 and dinner up to \$34). An employee who uses their own automobile for business will be reimbursed according to IRS mileage reimbursement guidelines. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip. Page 250 Accounts Payable and Cash Disbursement of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.
  - **Charter School's or Charter Operator's Response:** Please see table above
  - **CSD's Recommendations/Comments:** The CSD recommends that the MERF charter schools strictly adhere to its governing board-approved financial policies and procedures to ensure that all purchases are based on the guidelines and with proper documentations. The CSD also recommends the MERF Home Office and its back-office services provider exercise prudence in reviewing and verifying the supporting documents (e.g., invoices, itemized receipts, settlement agreements, statements, etc.) prior to processing the payments, to avoid duplicate payments or overpayments in the future.
5. **Type of Observation: Purchases of Gift Cards and Lack of Written Guidance Regarding the Magnolia Punch Card Participation Program and the Use of Community Engagement Initiative (CEI) Funds**
- **Source(s) of Document Reviewed: Credit Card Statement**
  - **Description of Observation:** The CSD noted various gift cards (Starbucks, Amazon, Darden Restaurant, Happy Food & Laughs, & Visa gift cards) purchased from Amazon by MSA 4 & MSA 7 with American Express credit cards ending X1005 & X1002, in the amount of \$609.90 and \$600 on May 6, 2023, and March 12, 2023, respectively.
  - **Charter Operator's Fiscal Policies and Procedures:** The CSD noted that MERF's Financial Policies and Procedures lack of guidance regarding the Magnolia Punch Card Participation Program and the use of Community Engagement Initiative (CEI) funds to purchase gift cards as reward for students and families for participating in the events and activities of the schools.
  - **Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "Magnolia Public Schools applied for the Community Engagement Initiative (CEI) offered through the California Coalition for Educational Excellence (CCEE) in the Spring of 2022 as part of their Cohort III group...Every school participating in the program was able to create a list of events/ activities to engage families in collaboration with schools which would ultimately be tied to students' outcomes like attendance, academics, behavior, or social-emotional development... We wanted to make the rewards enticing enough so that families who often don't participate in events or activities would be motivated to participate. Based on experience of what families or students most often mention in meetings or class what they would like to receive or have a utility value to receive. Gift Cards were one of the rewards listed on the tiered rewards. The gift cards were earned based on the tiered recognition at each site and every school site PACE coordinator in communication with their principal was responsible for tracking families who reached and received a reward." The MERF organization further stated that they received verbal and written confirmation from representatives of the program that gift cards were permissible.



- **CSD's Recommendations/Comments:** The CSD recommends that MERF strongly consider limiting or eliminating the use of gift cards due to the inherent risks of fraud and abuse, treatment as an unallowed gifting of public funds as well as the possibility of income treatment to the recipient. The CSD recommends the exploration of alternate means of achieving the purposes intended. If granting agencies condone gift card use, the CSD recommends that the charter operator obtain this guidance in writing and follow all suggested controls given by the agency or if none, develop and document strong controls by the MERF which may include, but not limited to, specific board approval with the purpose clearly stated and directly tied to public benefit, details of the distribution of gift cards to recipients, signature of recipient, requiring the collection of store receipts for the purchases utilized by the gift card and efforts taken to ensure that gift cards not be used for tobacco or alcohol purchases (such as stamping the cards with this language). The CSD also recommends that MERF's staff members, its leadership team, and its governing board review the Fiscal Crisis & Management Assistant Team's (FCMAT) 2022-23 *California Charter School Accounting and Best Practices Manual* (beginning with page 27 which addresses gifts of public funds), as reference, and consider this guidance in possible future gift card usage.

**6. Type of Observation: After-the-Fact Payment Approval**

- **Source(s) of Document Reviewed: Bank Statements**
- **Description of Observation:** The CSD noted a sample of bank debit transaction (MSA 8, ACH DEBIT UNIFORMITY & DM SALE, for \$3,849.80 dated 5/01/2023 with Citibank account ending in X5041) wherein the payment date was earlier than the payment approval date (5/01/2023 - payment date & 6/1/2023 - payment approval date).
- **Charter Operator's Fiscal Policies and Procedures:** Page 254, Payment of Accounts Payable of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: "Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. Stamp the invoices "paid" to document they've been paid."
- **Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "PO823-00178 was approved on 04/23/23, and the payment was made on 05/01/23. Attached is a copy of the purchase order again for reference."
- **CSD's Recommendations/Comments:** Payments should be approved by appropriate personnel in addition to the Purchase Order (PO) approval since payment approval is intended to accept the supplies or product have been received, whereas the approval of POs is to approve the purchases prior to deliveries of goods or services. The CSD recommends that the MERF Home Office strictly adhere to its governing board-approved financial policies and procedures and ensure that all printed checks, wire transfers, electronic online bill pay, or ACH withdrawal documentation are signed and approved before payment of the transactions.

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school's rating for next year.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A





**MSA-6:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **3, Proficient**.

According to the CSD's Fiscal Operations Rubrics, to receive a fiscal rating of "4," an existing school, at a minimum, meets *all* of the required and supplemental criteria. The criterion the school did not meet to receive a fiscal rating of "4" is that the school has more than five (5) items cited in Other Observations in this Annual Performance-Based Oversight Visit Report. Please refer to the Other Observations section below.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

**Financial Highlights**

Magnolia Science Academy 6 (MSA 6) fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
Magnolia Science Academy 6	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$1,851,544	\$2,410,544	\$2,440,121	\$2,848,933	\$2,850,258
Net Income / (Loss)	\$37,254	\$559,000	\$29,577	\$408,812	\$1,325
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$2,024,300	\$2,037,758	\$2,434,523	\$2,993,077	\$2,721,018
Unrestricted Net Assets	\$1,851,544	\$2,410,544	\$2,440,121	\$2,848,933	\$2,510,771
Norm Enrollment Reported by the School	134	163	84	89	109
FINANCIAL RATIO ANALYSIS					



<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	106.77%	129.86%	131.46%	115.64%	104.63%
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	116.73%	109.78%	131.16%	121.50%	113.39%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	534.19%	1019.43%	592.50%	488.95%	1681.90%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	18.36%	9.47%	16.51%	20.26%	5.93%

**Charter Operator Fiscal Information**

<b>Magnolia Educational &amp; Research Foundation's *</b>					
Source: Independent Audit Report for the Year Ending June 30, 2023					
<b># of Charter Schools</b>		<b>Including related parties and charter schools</b>		<b>Excluding related parties and charter schools</b>	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4	\$53,752,216	\$6,055,642	\$3,563,059	\$1,172,196



**Management Fees:** According to MERF, MSA6 paid annual management fees of \$285,177 (or 4% of the home office expenses) in FY 2022-2023 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

\*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 7; and (3) Magnolia Science Academy Bell. Per the charter operator’s 2022-2023 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (SBE); and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (LACOE).

**Areas of Demonstrated Strength and/or Progress:**

The school’s fiscal condition is positive. Please refer to the Financial Highlights table above. Despite the school’s low student enrollment situation, the latest performance categories published by the State of California lists this school as high performing.

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

**Other Observations (Items described in this section, which may not have been addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

**1. Type of Observations: Low Student Enrollment**

- **Source(s) of Document Reviewed:** Norm Enrollment Data

**Description of Observation:** Pursuant to the District’s oversight obligations, the CSD reviews the charter schools’ financial condition and Norm Enrollment trends given that they are considered key indicators of a charter school’s future revenue stream and financial viability. The CSD also compares charter schools’ Norm Enrollment year-by-year to the approved enrollment capacity. As summarized in the table below, MSA 6 reported Norm Enrollment of 109 students for Fiscal Year 2023-2024, which represents 83 students (or approximately 43.2%) below its approved enrollment capacity (i.e., 192 students) per the school’s petition enrollment roll-out plan or approved enrollment capacity in its operative charter. The school’s reported Norm Enrollment was 134, 163, 84, 89, and 109 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively. As summarized in the table below, the school’s Norm Enrollment count has been significantly under-enrolled since FY 2019-2020.

**Magnolia Science Academy 6’s Norm Day Enrollment History**



Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6	33	49	19	33	41
7	55	49	30	22	38
8	46	65	35	34	30
<b>Total Enrollment</b>	<b>134</b>	<b>163</b>	<b>84</b>	<b>89</b>	<b>109</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>N/A</b>	<b>29</b>	<b>(79)</b>	<b>5</b>	<b>20</b>
<b>Enrollment Growth (%)</b>	<b>N/A</b>	<b>21.6%</b>	<b>(48.5%)</b>	<b>6.0%</b>	<b>22.5%</b>

- Charter Operator's Response:** The MSA 6's principal stated: "Magnolia Science Academy 6 (MSA 6) has been in the West Los Angeles, Palms, area for the first 12 years. The unexpected non-renewal of our lease in 2021, meant we would apply for the Prop 39 option with LAUSD's school. In full transparency we made it a point to announce the non-renewal of our lease in April, and the move to the LAUSD school, Pio Pico, which was 6 miles away. Despite strong efforts to provide transportation support for families, recruitment, and retention efforts were an issue for the upcoming school year. We were able to meet the minimum enrollment target of students to secure a Prop 39 school, which consisted of 80 students.

For the 2021-2022 school year, MSA 6 started and ended at Pio Pico. However, through the Prop 39 process LAUSD decided the Pico middle site would no longer be an option for our school and decided to offer a new location. The new location for MSA 6 was a move a mile away from Pio Pico to Wilton Elementary school for the 2022-2023 school year. Thankfully due to the move being a mile away, we were able to retain more families and strategically work on marketing for the new location including the option of transportation subsequently our student enrollment increased to 100 students. This year, 2023-2024, at census day, we had 109 students enrolled, and currently at 115 student enrollments.

The projected MSA 6 enrollment for the upcoming 2024-25 school year is 121 students. MSA 6 is continuously building its presence at its new school site location as well as developing new relationships within the community, which appear to be making progress. As of today, Jun 11, 2024, we have 130 students who are to come to the first day of school, August 13th, 2024.

- CSD's Recommendations/Comments:** As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023, and projects a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment and its financial condition through oversight. The CSD will also monitor the school's implementation of its educational program, and its educational program effectiveness (e.g., teaching quality, student engagement, and resources and support) through oversight.

## 2. Type of Observations: 2022-2023 Independent Audit Report - State Compliance Findings

- Source(s) of Document Reviewed:** 2022-2023 Audited Financial Statements



**MSA-7:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**.

Other circumstances and information could influence the rating and are noted in this evaluation.

**Financial Highlights**

Magnolia Science Academy 7 (MSA 7) fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
Magnolia Science Academy 7	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$1,878,892	\$2,499,146	\$2,614,648	\$3,259,094	\$3,372,671
Net Income / (Loss)	\$336,252	\$620,254	\$115,502	\$644,446	\$113,576
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,632,981	\$1,421,162	\$1,783,300	\$2,865,843	\$2,585,786
Unrestricted Net Assets	\$1,878,892	\$2,499,146	\$2,614,648	\$3,259,094	\$3,365,732
Norm Enrollment Reported by the School	292	294	279	262	281
FINANCIAL RATIO ANALYSIS					



<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	52.95%	60.85%	55.89%	58.54%	53.11%
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	46.02%	34.60%	38.12%	51.48%	40.81%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	281.38%	609.20%	348.72%	203.16%	599.32%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	28.73%	13.58%	24.06%	48.76%	28.78%

**Charter Operator Fiscal Information**

<b>Magnolia Educational &amp; Research Foundation *</b>					
Source: Independent Audit Report for the Year Ending June 30, 2023					
<b># of Charter Schools</b>		<b>Including related parties and charter schools</b>		<b>Excluding related parties and charter schools</b>	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4	\$53,752,216	\$6,055,642	\$3,563,059	\$1,172,196





**Management Fees:** According to MERF, MSA 7 paid annual management fees of \$272,627 (or 4% of the home office expenses) in FY 2022-2023 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

\*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 6; and (3) Magnolia Science Academy Bell. Per the charter operator's 2022-2023 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (SBE); and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (LACOE).

**Areas of Demonstrated Strength and/or Progress:**

The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

**Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

1. **Type of Observations: 2022-2023 Independent Audit Report - State Compliance Findings**

- **Source(s) of Document Reviewed:** 2022-2023 Audited Financial Statements
- **Description of Observation:** According to MERF's 2022-2023 annual independent audit report, a finding, which was identified as material weakness by the auditor related to the state compliance that are required to be reported in accordance with California Education Code Section 8482.4(c)(1), was cited. This finding was specifically for MSA 8 and Magnolia Science Academy San Diego, respectively.

*The following finding represents instances of noncompliance relating to compliance with state laws and regulations. The finding has been coded as follows:*

*Five Digit Code 40000 AB 3627 Finding Type – State Compliance*

*2023-001 40000 – After School Education and Safety Program*



**MSA-BELL:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, **Proficient**.

According to the CSD's Fiscal Operations Rubrics, in order to earn a fiscal rating of 4, schools must have the two most current audits that show no material weaknesses, deficiencies, and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation's (MERF) independent audit report for the fiscal year ended 2022-2023 reported an audit finding (state compliance relating to the After School Education and Safety Program). This audit finding applies to Magnolia Science Academy 8 and Magnolia Science Academy San Diego (a non-LAUSD authorized MERF charter school). Please see further details below.

Other circumstances and information could influence the rating and are noted in this evaluation.

**Financial Highlights**

Magnolia Science Academy Bell's (MSA Bell or MSA 8) fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
Magnolia Science Academy Bell	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$4,787,947	\$6,112,819	\$6,432,844	\$7,604,881	\$8,012,548
Net Income / (Loss)	\$552,388	\$1,324,872	\$320,025	\$1,172,037	\$407,667
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$3,014,092	\$3,386,788	\$3,937,972	\$6,786,891	\$7,761,751
Unrestricted Net Assets	\$4,787,947	\$6,112,819	\$6,432,844	\$7,604,881	\$7,914,542
Norm Enrollment Reported by the School	481	441	393	384	402



FINANCIAL RATIO ANALYSIS					
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	87.57%	105.00%	96.75%	97.41%	104.56%
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	55.13%	58.17%	59.23%	86.93%	102.55%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	482.15%	845.67%	714.02%	387.50%	1355.62%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	20.48%	11.20%	13.27%	25.33%	7.33%

**Charter Operator Fiscal Information**

Magnolia Educational & Research Foundation *					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		Including related parties and charter schools		Excluding related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4	\$53,752,216	\$6,055,642	\$3,563,059	\$1,172,196



**Management Fees:** According to MERF, MSA Bell paid annual management fees of \$998,539 (or 14% of the home office expenses) in FY 2022-2023 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

\*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 6; and (3) Magnolia Science Academy 7. Per the charter operator's 2022-2023 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (SBE); and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (LACOE).

#### Areas of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

#### Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these MERF charter schools, to assess overall compliance with Magnolia Public Schools's Financial Policies and Procedures Manual. Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

##### 1. Type of Observations: 2022-2023 Independent Audit Report - State Compliance Findings

- **Source(s) of Document Reviewed:** 2022-2023 Audited Financial Statements
- **Description of Observation:** According to MERF's 2022-2023 annual independent audit report, a finding, which was identified as material weakness by the auditor related to the state compliance that are required to be reported in accordance with California Education Code Section 8482.4(c)(1), was cited. This finding was specifically for MSA 8 and Magnolia Science Academy San Diego, respectively.

*The following finding represents instances of noncompliance relating to compliance with state laws and regulations. The finding has been coded as follows:*



**Impact:**

Authorizers typically provide the school with a report after their visit to delineate the school's areas of strength and areas for improvement as well as areas of compliance and non-compliance, if applicable. The school leadership and the Home Office teams review those reports very carefully. It is critically important to have positive oversight reports from our authorizers and to act on their feedback for continuous improvement of our schools and systems. The Home Office will continue to provide the board with any oversight report and feedback from our authorizers' visits.

**Exhibits:**

1. Oversight Visit Reports for MSA-4, 6, 7, and Bell



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

# ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*

## 2023-2024 SCHOOL YEAR

### FOR

**MAGNOLIA SCIENCE ACADEMY 4 - 8011**

Name and Location Code of Charter School

#### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

<b>Charter School Name:</b>	<b>Magnolia Science Academy 4 (MSA4)</b>			<b>Location Code:</b>	<b>8011</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
<b>1330 W. Graham Place B-9</b>	<b>Los Angeles</b>	<b>90064</b>	<b>310-473-2464</b>	<b>310-473-2416</b>	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>		
<b>July 1, 2018 to June 30, 2026</b>	<b>4</b>		<b>West</b>		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 240</b>	
<b>120</b>	<b>360</b>				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 66.67%</b>	
<b>6-12</b>	<b>6-12</b>				
<b>Norm Enrollment Number:</b>	<b>120</b>				
<b>Total Number of Staff Members:</b>	<b>19</b>	<b>Certificated:</b>	<b>10</b>	<b>Classified:</b>	<b>9</b>
<b>Charter School's Leadership Team Members:</b>	<b>Musa Avsar, Principal; Elizabeth Veloz, Asst. Principal; Erdinc Acar, CAO; Jason Hernandez, Director of Student Services; Traci Waller-Lewin, Director of Math Programs; Kati Mann, Director of ELA/ELD Programs; Fiorella Del Carpio, Chief People Officer; Krystal Zavala, Special Programs Coordinator</b>				
<b>Charter School's Contact for Special Education:</b>	<b>Vanessa Alquijay</b>	<b>SELPA &amp; Option:</b>		<b>LAUSD Option 3</b>	
<b>CSD Assigned Administrator:</b>	<b>Yolanda Jordan</b>	<b>CSD Fiscal Oversight Manager:</b>		<b>Constancia Carandang</b>	
<b>Other School/CSD Team Members:</b>	<b>N/A</b>				
<b>Oversight Visit Date(s):</b>	<b>March 13, 2024</b>		<b>Fiscal Review Date (if different):</b>	<b>N/A</b>	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b>	<b>Yes, Prop 39</b>		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	<b>Webster Middle School</b>	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	<b>N/A</b>		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	<b>N/A</b>	

<b>SUMMARY OF RATINGS</b>			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>3, Proficient</b>	<b>No Rating</b>	<b>3, Proficient</b>	<b>3, Proficient</b>

<sup>1</sup> Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute. .

## REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. 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. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2023-2024*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and

(1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING</b>  The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).</p> <p>As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:</p> <ul style="list-style-type: none"> <li>• The current Board of Directors of Magnolia Public Schools (MPS) is comprised of 7 directors, which is aligned with the organization’s most recent Bylaws requiring no less than 3 and no more than 11 directors.</li> <li>• Calendar of Governing Board meetings for the 2023-2024 school year, showing monthly meetings scheduled from July 13, 2023 to June 20, 2024</li> <li>• Calendar of Board Committees (e.g., Academic, Educational Partners &amp; Development, Audit/Facilities, Finance, and Nominating/Governance), showing meetings scheduled from July 13, 2023 to June13, 2024. Agendas are also posted to the school’s website</li> <li>• Brown Act and Conflict of Interest training was held during the Board meeting on August 10, 2023</li> </ul> <p><b>G2: DUE PROCESS</b>  The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.</p> <p>As evidenced by information in Folder 1, some of the evidence include the following:</p> <ul style="list-style-type: none"> <li>• Systems to provide due for students, employees, and parent including, but not limited to the following: <ul style="list-style-type: none"> <li>○ Uniform Complaint Procedures (UCP) and related forms in the student/parent handbook, as well as on the school’s website</li> <li>○ Procedures for resolving general stakeholder complaints within the “General Complaint Procedures Form” located at the school site, within the student/parent handbook and on the school’s website. Procedures and forms are available in English and Spanish</li> <li>○ Procedures/policies regarding Suspension/Expulsion (including appeals), grading policies, and student code of conduct located at the school site, within the student/parent handbook and the school’s website</li> <li>○ Employee handbook which includes descriptions of the school’s employee Code of Conduct, Internal Complaint Review and Policy (e.g., complaints by employees against employees, complaints by third parties against employees) , Open Door Policy, and employee discipline policy</li> </ul> </li> </ul> <p><b>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS</b>  The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff.</p> <p>As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence includes the following:</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

- Review and certification of relevant aspects of the *Compliance Monitoring and Certification of Board Compliance Review* form at the Governing Board's meeting on October 12, 2023. Documentation provided by school leadership at both the first triannual submission and the time of oversight was complete and accurate.
- The schools' governing board has established procedures to evaluate MPS Executive Director via Board on Track, an online platform. The Board's evaluation of the CEO is during multiple points throughout the school year reviewing the following performance areas: academic accountability, school operations, management and Board oversight, facilities, and educational partners.
- Schools have systems for evaluating school-based staff including, but not limited to, school leaders, teachers, and other school site staff (e.g. administrative support, plant manager, campus aide, etc.)
  - The "Teacher Evaluation Protocol" includes multiple domains aligned to the California Standards for the Teacher Profession, as well as measures for teacher performance on the MPS Framework for Teaching, Teacher Professional Qualities, Dispositions, and Responsibilities; Student Parent, and Staff Voices, and Student Performance.
  - The "School Leader Evaluation Protocol" includes measures aligned with the California Professional Standards for Education Leaders (CPSELs); Student, Parent, and Staff Voices; and Student Performance. Some of the standards include development and implementation of shared vision, instructional leadership, management and learning environment, and family and community engagement.
  - The "Generic Employee Evaluation Protocol" includes multiple domains that measure employee performance on the MPS Core Value Indicators (Excellence, Innovation, and Connection); Student, Parent, and Staff Voices; and Student Performance. The evaluation protocol includes multiple means for monitoring and improving staff performance throughout the school year such as: frequent informal observations and feedback for the employee, collection of evidence to foster collaboration with the employee, and goal setting and monitoring.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

**\*NOTE:**

- *A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is "Not in Good Standing," and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR**

*The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:*

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**G2: DUE PROCESS – QUALITY INDICATOR**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy <input checked="" type="checkbox"/> Employee Grievance and Discipline Policy <input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR**

*The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR**

*The Governing Board has systems in place to ensure ongoing:*

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Human Resources Policies and Procedures</li> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</li> <li><input checked="" type="checkbox"/> Evaluation of Executive Leadership</li> <li><input checked="" type="checkbox"/> Evaluation of all school-based staff</li> <li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**G5: FISCAL CONDITION - QUALITY INDICATOR**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the most current two independent audit reports, <u>and</u>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR**

The Governing Board has a system in place to ensure sound fiscal management and accountability:					
<ul style="list-style-type: none"> <li>• The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> <li>• The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.</li> </ul>					
Performance	Rubric				
<b>Performance</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #d9ead3;">Rubric</th> <th style="background-color: #d9ead3;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings  <input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings  <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)  <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)                 </td> <td> <input checked="" type="checkbox"/> Board meeting agendas and minutes  <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances  <input checked="" type="checkbox"/> Observation of Governing Board meeting  <input checked="" type="checkbox"/> Discussion with leadership  <input checked="" type="checkbox"/> Independent audit report(s)  <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)                 </td> </tr> </tbody> </table>	Rubric	Sources of Evidence	<input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
Rubric	Sources of Evidence				
<input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)				
Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):					
N/A					



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category (as published in 2024)	Middle Performing
<p><b>The state identified the charter school as qualifying for Differentiated Assistance (DA)?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO            Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p><b>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA).</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO  <b>If yes, the school's identification:</b> (See additional information within "Notes" section below)  <input type="checkbox"/> Comprehensive Support and Improvement (CSI)  <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u>  <b>PLEASE SEE NOTES SECTION</b></p> <p><u>Areas Noted for Further Growth and/or Improvement</u>  <b>A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</b>            The schoolwide Dashboard Suspension Rate Indicator color is Orange and above statewide percentage.</p> <ul style="list-style-type: none"> <li>• Per CDE, 4.9% of students were suspended at least once, compared to the state at 3.5%.</li> <li>• Additionally, as evidenced by the LAUSD Discipline Report, MSA 4's suspension rate for the 2022-2023 school year was 9.80%, inclusive of 0 in-school suspensions and 10 out-of-school suspensions. The school received a Notice of Concern on February 13, 2024. MSA 4 provided a response to the Charter Schools Division detailing a root cause analysis, as well as an action plan. As evidenced in Folder 3 and school leadership discussion, some of the evidence of the action plan includes the following:               <ul style="list-style-type: none"> <li>○ Weekly disciplinary data analysis</li> <li>○ Targeted interventions to support students with intoxicant/alcohol consumption which includes a partnership with <i>YVape</i>, and an assembly by the National Council on Alcoholism and Drug Dependence (NCADD).</li> <li>○ Counseling and social-emotional support</li> <li>○ Restorative and reflective practices</li> </ul> </li> </ul> <p><u>Corrective Action Required</u>            None noted that require immediate action to remedy concerns indicated in this report.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024**Notes:**

Per the CDE Dashboard, the school has no Performance Level Color for any Academic Performance and Engagement areas (ELA, Math, English Learner Progress, College/Career, and Graduation Rate). Therefore, the indicators **A1-A9** are not rated and the school's rating for the *Student Achievement and Educational Performance* section of this report will be "No Rating."

College/Career Indicator (CCI) is scored based on 2023 Status level data as reported on the 2023 Dashboard.

**English Learner (EL) Reclassification:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

**\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state's published list.**





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard (“DFS”) <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**A3: DASHBOARD SCHOOLWIDE MATH - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024**A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low <input checked="" type="checkbox"/> Not Available – No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024**A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages <input checked="" type="checkbox"/> Not Available – No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024**A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red	
	<input checked="" type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard	
	<input type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	

**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage	
	<input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange	
	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red	
	<input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	

**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**

The charter school did provide Verified Data for consideration.

**Academic Progress Indicator(s) for the 2022-2023 School Year:**

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 9-11	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 9-11	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1.  The charter school disaggregated student performance data for the following student groups: Latino and Socioeconomically Disadvantaged  
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following verified data report(s):
  - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
  - MAP Growth by NWEA: *Student Growth Summary Report*
  - Star Assessment by Renaissance: *Star Growth Report*
  - Other: Click or tap here to enter text.
  - The charter school did not provide the correct report from the publisher to determine one year's growth.

**Postsecondary Outcomes (high school only):**

1. The charter school uses the National Student Clearinghouse Student Tracker data source and included the results of at least 95% of eligible students.
  - a. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.
2. The charter school included the number of eligible students and missing or non-participating students.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

3. The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).
4.  The charter school did not provide postsecondary outcomes

Notes: None at this time.

#### Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

On November 7, 2017, the LAUSD Board of Education adopted by consent vote to renew Magnolia Charter Academy 4 (MSA4), to serve 360 students in grades 6-12, with Academic Benchmarks. MSA 4 must meet the following academic benchmarks during the 2018-2023 charter term as described below:

Note: 2023 is the first year Performance Level is being reported on the Dashboard following state law suspending the reporting of state indicators due to the Covid-19 pandemic. Accordingly, change in Performance Level cannot be determined until 2024 Dashboard data is available. In addition, California no longer uses any form of similar school rankings either for assessment or accountability.

#### Academic Benchmarks and status:

The school shall provide an update to the Charter Schools Division no later than December 15<sup>th</sup> of each year of the charter term (after CAASPP (SBAC) scores have been released by the CDE).

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in ELA as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher. Status: No Update – The school had no numerically significant subgroups, per 2023 California Dashboard CAASPP (SBAC) reports. Specialist will monitor targeted benchmark area as part of oversight.
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher. Status: No Update – The school had no numerically significant subgroups, per 2023 California Dashboard CAASPP (SBAC) reports. Specialist will monitor targeted benchmark area as part of oversight.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)**

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Plan Summary</li> <li><input checked="" type="checkbox"/> Engaging Educational Partners</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Action Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes</li> </ul>
Notes:	
None	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</b>            The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served.</p> <p>Some of the evidence included in Folder 3 are the following:</p> <ul style="list-style-type: none"> <li>• Brief summary of key features (e.g., dual enrollment at West Los Angeles College, STEAM activities, etc.)</li> <li>• Curricular list (e.g., StudySync ELA, Houghton Mifflin Harcourt (HMH) Math, etc.)</li> <li>• Sample lesson plans (e.g. Algebra, Biology, and English 11<sup>th</sup> grade Week at a Glance (WAG) that includes learning objectives, content standards, and differentiation methods)</li> <li>• UC Doorways course approval documentation, WASC accreditation through June 30, 2025, and documentation that shows 100% of 12<sup>th</sup> grade students have been accepted into either a 4 or 2-year college as of February 2024.</li> </ul> <p><b>O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT</b>            The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.</p> <p>Some of the evidence in Folder 3 include the following:</p> <ul style="list-style-type: none"> <li>• MSA-4 Educational Partners Engagement Calendar 2023-2024 includes events such as PAC and ELAC meetings, Back to School Night, Parent College Night, Spring Festival &amp; Resource Fair, and Parent-Teacher Conferences.</li> <li>• ELAC and PAC meeting agendas, minutes, and sign-in sheets (e.g., 9/12/2023, 10/21/2023, 11/7/2023, etc.)</li> <li>• Parent workshops such as Drug Awareness, Fall Festival &amp; Resource Fair, and Student &amp; Parent Orientation.</li> <li>• Homelessness and Foster Youth Resources, plus indication of the MSA-4 Homeless and Foster Youth Liaison.</li> </ul> <p><b>O6: CLEARANCES AND CREDENTIALING COMPLIANCE</b>            The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance.</p> <ul style="list-style-type: none"> <li>• Review of the <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) and supporting documentation indicated that all new employees had all applicable clearances (e.g., criminal background check, TB risk assessment, etc.) before beginning work, all staff participated in all legally mandated trainings within applicable timelines, vendor certification forms were received from all vendors prior to the provision of services, and all teachers were appropriately credentialed for their assignments.</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

- Documentation provided by the school at both the first triannual submission and the time of oversight was clear, complete, and accurate.

Areas Noted for Further Growth and/or Improvement

None at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None at this time.

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school's operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report <input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)  High School: <input checked="" type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input checked="" type="checkbox"/> WASC Accreditation Notification Letter <input checked="" type="checkbox"/> UC Doorways course approval <input checked="" type="checkbox"/> Graduation Requirement/Policy <input checked="" type="checkbox"/> Math Placement Assessment Policy <input checked="" type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input checked="" type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR**

*The school has a system in place to ensure:*

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</li> <li><input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</li> <li><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</li> <li><input checked="" type="checkbox"/> Student Group data analysis</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Classroom/site Observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li>   <li>English Learners</li> <li><input checked="" type="checkbox"/> Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</li> <li><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system</li> </ul>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**O3: SPECIAL EDUCATION - QUALITY INDICATOR**

*The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</li> <li><input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</li> <li><input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/></li> <li><input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA</li> <li><input type="checkbox"/> Charter school does not participate in LAUSD's SELPA</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports</li> <li><input checked="" type="checkbox"/> District Validation Review (DVR)</li> <li><input checked="" type="checkbox"/> Annual Self-Review Checklist</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**04: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<p><input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups</p> <p><input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups</p> <p><input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.</p>	<p><input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation</p> <p><input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Sets for suspension, expulsion, and disproportionality</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

*The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR**

***The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:***

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Staff roster</li> <li><input checked="" type="checkbox"/> School master schedule</li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation</li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation</li> <li><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):**

N/A

**Review of Health and Safety Compliance Items**

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.**

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)(J), and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site <b>N/A</b>	<input type="checkbox"/>	<input type="checkbox"/>

**A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.**

If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least 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, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: None		





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**Review of Transparency and Stakeholder Information Compliance Items**

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

**A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.**

Item	Evident	Not Evident
The following information posted to the school’s website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input checked="" type="checkbox"/>	<input type="checkbox"/>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: None		





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

### FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **3, Proficient**.

According to the CSD's Fiscal Operations Rubrics, to receive a fiscal rating of "4," an existing school, at a minimum, meets *all* of the required and supplemental criteria. The criterion the school did not meet to receive a fiscal rating of "4" is that the school has more than five (5) items cited in Other Observations in this Annual Performance-Based Oversight Visit Report. Please refer to the Other Observations section below.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

#### Financial Highlights

Magnolia Science Academy 4 (MSA 4) fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
Magnolia Science Academy 4	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$908,289	\$1,221,947	\$1,349,016	\$1,448,873	\$1,327,333
Net Income / (Loss)	(\$414,439)*	\$313,658	\$127,069	\$99,857	(\$121,540)**
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,317,106	\$1,137,866	\$1,105,035	\$1,599,759	\$1,198,211
Unrestricted Net Assets	\$908,289	\$1,221,947	\$1,349,016	\$1,448,873	\$1,237,122
Norm Enrollment Reported by the School	131	101	110	101	120
FINANCIAL RATIO ANALYSIS					



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/13/2024**

<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	40.26%	65.66%	56.52%	56.22%	43.80%
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	58.39%	61.14%	46.30%	62.07%	42.42%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	236.83%	358.95%	340.22%	248.10%	538.88%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	41.06%	26.57%	28.07%	39.68%	18.82%

\*According to MERF, the net loss of **(\$414,439)** as reflected in MSA 4's 2019-2020 Audited Financials was primarily due to the school not meeting its enrollment target of 176 students (the school's 2019-2020 Norm Enrollment was 131 students).

\*\*The FY 2023-2024 Second Interim projects a net loss of **(\$121,540)**. According to MERF, MSA 4 has several grants and programs that are currently being evaluated and will be incorporated in the 2023-2024 Unaudited Actuals Report (UAR). The school anticipates a small surplus at the end of FY 2023-2024 in the UAR.

**Charter Operator Fiscal Information**

<b>Magnolia Educational &amp; Research Foundation's *</b>					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		<b>Including</b> related parties and charter schools		<b>Excluding</b> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / <b>(Loss)</b>	Net Assets	Net Income / <b>(Loss)</b>
10	4	\$53,752,216	\$6,055,642	\$3,563,059	\$1,172,196



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**Management Fees:** According to MERF, MSA 4 paid annual management fees of \$197,930 (or 3% of the home office expenses) in FY 2022-2023 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

\*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 6; (2) Magnolia Science Academy 7; and (3) Magnolia Science Academy Bell. Per the charter operator's 2022-2023 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (SBE); and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (LACOE).

#### Areas of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive. Please refer to the Financial Highlights table above

#### Areas Noted for Further Growth and/or Improvement:

No significant items noted.

**Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

#### 1. Type of Observations: Low Student Enrollment

- **Source(s) of Document Reviewed:** Norm Enrollment Data

**Description of Observation:** Pursuant to the District's oversight obligations, the CSD reviews the charter schools' financial condition and Norm Enrollment trends given that they are considered key indicators of a charter school's future revenue stream and financial viability. The CSD also compares charter schools' Norm Enrollment year-by-year to the approved enrollment capacity. As summarized in the table below, MSA 4 reported Norm Enrollment of 120 students for Fiscal Year 2023-2024, which represents 240 students (or approximately 66.7%) below its approved enrollment capacity (i.e., 360 students) per the school's petition enrollment roll-out plan or approved enrollment capacity in its operative charter. The school's reported Norm Enrollment was 131, 101, 110, 101, and 120 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively. As summarized in the table below, the school's Norm Enrollment count has been significantly under-enrolled since FY 2019-2020.

Magnolia Science Academy 4's Norm Day Enrollment History					
Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

6	10				12
7	14				9
8	9				1
9	28	25	35	23	20
10	27	27	22	34	30
11	24	26	27	20	33
12	19	23	26	24	15
<b>Total Enrollment</b>	<b>131</b>	<b>101</b>	<b>110</b>	<b>101</b>	<b>120</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>N/A</b>	<b>(30)</b>	<b>9</b>	<b>(9)</b>	<b>19</b>
<b>Enrollment Growth (%)</b>	<b>N/A</b>	<b>(22.9%)</b>	<b>8.9%</b>	<b>(8.2%)</b>	<b>18.8%</b>

- Charter Operator's Response:** MSA 4's principal stated: "The COVID-19 pandemic has significantly impacted our enrollment, as it has for many educational institutions. The transition to distance learning during the 2020-21 school year resulted in a decrease from 131 students in 2019-20 to 100 students. This decline was influenced by the uncertainty and challenges posed by the pandemic, affecting both current and prospective families' decisions. Additionally, in the 2019-20 school year, we developed plans for merging MSA 4 with MSA 6 which led our middle school students to transfer to MSA 6 at the beginning of the 2020-21 school year. However, due to the pandemic, the merger process was halted, thereby affecting our overall enrollment as we did not have a middle school cohort progressing to our high school up until the 2023-24 school year.

To address these challenges, we have developed a comprehensive plan of action. Our strategy includes increasing our visibility in the community through local events, partnerships with community organizations, and participation in community fairs. We launched a targeted marketing campaign utilizing social media, digital marketing and direct mail to reach potential families. Additionally, we host open houses and informational sessions, both in-person and virtually, to showcase our school's strengths and programs.

Beginning with the 2023-24 school year, MSA 4 has increased middle school students, a move we believe significantly boosts our enrollment numbers. Our current enrollment initiatives have already led to 43 students completing registration. Additionally, with 27 students in the pipeline, we anticipate our enrollment to reach approximately 160 and potentially up to 180 students for the 2024-25 school year. Looking ahead, we project an enrollment of 210 students for the 2025-26 school year. These figures reflect a positive trend in our ongoing efforts, and we are actively working to convert these registrations into confirmed enrollments.

We are committed to addressing these challenges head-on and are confident that our comprehensive plan will help us achieve our enrollment targets and ensure the continued success of MSA 4."



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

- **CSD's Recommendations/Comments:** As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023, and projects a net loss of approximately **(\$122K)** for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials (though the school has met the financial ratios exceeding the CSD's recommended levels). The CSD will continue to monitor the school's student enrollment and its financial condition through oversight. The CSD will also monitor the school's implementation of its educational program, and its educational program effectiveness (e.g., teaching quality, student engagement, and resources and support) through oversight.

## 2. Type of Observations: 2022-2023 Independent Audit Report - State Compliance Findings

- **Source(s) of Document Reviewed:** 2022-2023 Audited Financial Statements
- **Description of Observation:** According to MERF's 2022-2023 annual independent audit report, a finding, which was identified as material weakness by the auditor related to the state compliance that are required to be reported in accordance with California Education Code Section 8482.4(c)(1), was cited. This finding was specifically for MSA 8 and Magnolia Science Academy San Diego, respectively.

*The following finding represents instances of noncompliance relating to compliance with state laws and regulations. The finding has been coded as follows:*

*Five Digit Code 40000                      AB 3627 Finding Type – State Compliance*

### **2023-001 40000 – After School Education and Safety Program**

#### **Criteria or Specific Requirements**

*According to the California Education Code Section 8482.4(c)(1), a charter that receives state funding for an after-school program must report attendance to the California Department of Education (CDE) semiannually. Such reporting must be supported by attendance records supporting student participation.*

#### **Condition**

*The Organization compiles monthly summaries of student attendance for submission to the CDE. However, in reviewing the Organization's monthly summary totals for the second semi-annual reporting period, it was noted that the Organization's monthly totals as summarized did not agree with what was reported on the semi-annual report. The CDE report for the first semi-annual report shows 151 and 7,235 students served for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively. In contrast, the monthly summary totals for July through December 2022 shows 666 and 7,221 students served for the Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively.*

*This resulted in the Organization misstated the number of students served by 501.*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

<u>Charter School</u>	<u>Summarized Attendance Documentation</u>	<u>Attendance Reported to the CDE</u>	<u>Difference</u>
Magnolia Science Academy 8	666	151	515
Magnolia Science Academy San Diego	7,221	7,235	(14)
			<u>501</u>

**Questioned Costs**

*Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.*

**Context**

*The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2022 to December 2022. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.*

**Effect**

*In addition, the Organization was not compliant with Education Code Section 8482.4(c)(1) for the 2022-2023 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.*

**Cause**

*The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.*

**Repeat Finding**

*No.*

**Recommendation**

*For accurate attendance reporting, the Organization should review procedures used to report the number of students served to the CDE to methods are consistent to allow for accurate reporting. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE.*

**Corrective Action Plan and View of Responsible Officials**

*The Organization is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.*

- **Charter School's or Charter Operator's Response:** See the above.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

- **CSD’s Recommendations/Comments:** The CSD recommends that the charter operator implement its corrective action plan describe above. The CSD will review MERF’s 2023-2024 independent audit report next year regarding the status of this audit finding. **Repeat material or significant audit findings may trigger additional appropriate actions in accordance with LAUSD’s tiered intervention approach to oversight. The results will be factored into the school’s rating.**

**3. Type of Observation: Lack of Itemized Receipt/Backup Documents**

- **Source(s) of Document Reviewed: Check Register**
- **Description of Observation:** The CSD noted a sample check register transaction (MSA 7, Check #75031, for \$932.76 dated 2/17/2023), pertaining to the reimbursement by the School Psychologist wherein the two (2) meals from Tacos Los Compas for \$27.42 and \$36.30 on February 7 & 8, 2023, respectively, were not supported by itemized receipts. Additionally, as part of check #75031, the backup documents for transportation of \$117.56 were also missing. This check #75031 is also mentioned under Item #3, “Duplicate Payment and Overpayment,” below.
- **Charter Operator’s Fiscal Policies and Procedures:** Page 31, Expense Report Preparation and Reimbursement of MERF’s Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: All required receipts for items charged must accompany all reimbursement documentation as well as uploaded into the existing financial system for approval and reimbursement payment process. In order to expedite reimbursement, the employee should ensure that the request is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.
- **Charter School's or Charter Operator’s Response:** MERF’s Senior Controller stated: “The backup for transportation was missing for a total of \$117.56 in charges. All employees understand that they are required to submit an itemized reimbursement report. This report is used to calculate reimbursements based on per diem rates, ensuring accuracy. Additionally, we have implemented another layer of review to ensure the correct amounts are paid.
- **CSD’s Recommendations/Comments:** The CSD recommends that the MERF Home Office and it charter schools strictly adhere to its governing board-approved financial policies and procedures and ensure that complete supporting documents are submitted/appropriate approvals are obtained for transactions (e.g., itemized receipts, invoices, etc.) to ensure that expenditures are properly supported for school purposes.

**4. Type of Observation: Duplicate Payments and Overpayments**

- **Source(s) of Document Reviewed: Check Register**

Item #	School	Check #	Date	Payee	Transaction Description	Amount	Description of Observation	MERF Home Office Response



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

1	MSA-04	DDP-00000530	6/28/23	American Express	Prepaid duplicate entry reversal	\$1,801.37	Double payments of credit card	Card was not fraud during June time frame the card for MSA4 was the first to stop working due to the new law whereby we had to add CFO's social security number to the account. AMEX somehow ran the transaction twice as I cannot see where it was submitted twice by the system. When we called to see why it ran twice there was no reason provided and they were unable to refund the difference it was applied as a credit on account.
2	MSA-04	43987	9/15/23	Barbara Dixon Attorney at Law	Legal Settlement C Perez	\$9,900.00	Per final settlement agreement, "the Charter (MSA4) agreed to pay \$7,500 in attorney fee & cost to Barbara Dixon, but actual payment made was \$9,900.	Vendor contacted attorney regarding overpayment from settlement. Attorney on case retired before matter could be resolved. Barbara Dixon is the client's attorney, and the overpayment was conveyed to the YMC attorney before the attorney on record for MPS retired. YMC never followed up after the cases settled to advise of the overpayment. Invoice for overpayment was sent to the Barbara Dixon. The invoice presented to accounts payable was listed at \$9900. Attorney has since been sent an invoice for overpayment and will adjust billing moving forward.
3	MSA-07	75031	02/17/23	School Psychologist	NASP Travel Reimbursement	\$932.76	1. The Feb. 9, 2023, total cost of food of \$100.87 was over the allowed per diem/day of \$69 (Breakfast \$17, Lunch \$18, & Dinner \$34) over by \$31.87. 2. The total reimbursement supported by receipt is \$799.72, however the amount paid to employee was \$932.76, over payment by \$133.04.	The backup for transportation was missing for a total of \$117.56 in charges. The meals were not overpaid.  Attached is a breakdown of meal reimbursements. There was a small overpayment to the employee due to a clerical error. All employees understand that they are required to submit an itemized reimbursement report. This report is used to calculate reimbursements based on per diem rates, ensuring accuracy. Additionally, we have implemented another layer of review to ensure the correct amounts are paid.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

- **Charter Operator's Fiscal Policies and Procedures:** Pages 25-29, Travel and Entertainment of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, state: Expenses are to be within established Organization guidelines and will be reimbursed with proper documentation. Employees are expected to spend the Organization's money as carefully and judiciously as they would their own. Meals of employees on Organization business will be reimbursed for the actual cost of their meals not to exceed the guidelines of the General Services Administration for 2022 as follows. Per-Diem allowances are as follows (Breakfast up to \$17, lunch up to \$18 and dinner up \$34). An employee who uses their own automobile for business will be reimbursed according to IRS mileage reimbursement guidelines. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip. Page 250 Accounts Payable and Cash Disbursement of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.
- **Charter School's or Charter Operator's Response:** Please see table above
- **CSD's Recommendations/Comments:** The CSD recommends that the MERF charter schools strictly adhere to its governing board-approved financial policies and procedures to ensure that all purchases are based on the guidelines and with proper documentations. The CSD also recommends the MERF Home Office and its back-office services provider exercise prudence in reviewing and verifying the supporting documents (e.g., invoices, itemized receipts, settlement agreements, statements, etc.) prior to processing the payments, to avoid duplicate payments or overpayments in the future.

**5. Type of Observation: Purchases of Gift Cards and Lack of Written Guidance Regarding the Magnolia Punch Card Participation Program and the Use of Community Engagement Initiative (CEI) Funds**

- **Source(s) of Document Reviewed: Credit Card Statement**
- **Description of Observation:** The CSD noted various gift cards (Starbucks, Amazon, Darden Restaurant, Happy Food & Laughs, & Visa gift cards) purchased from Amazon by MSA 4 & MSA 7 with American Express credit cards ending X1005 & X1002, in the amount of \$609.90 and \$600 on May 6, 2023, and March 12, 2023, respectively.
- **Charter Operator's Fiscal Policies and Procedures:** The CSD noted that MERF's Financial Policies and Procedures lack of guidance regarding the Magnolia Punch Card Participation Program and the use of Community Engagement Initiative (CEI) funds to purchase gift cards as reward for students and families for participating in the events and activities of the schools.
- **Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "Magnolia Public Schools applied for the Community Engagement Initiative (CEI) offered through the California Coalition for Educational Excellence (CCEE) in the Spring of 2022 as part of their Cohort III group...Every school participating in the program was able to create a list of events/ activities to engage families in collaboration with schools which would ultimately be tied to students' outcomes like attendance, academics, behavior, or social-emotional development... We wanted to make the rewards enticing enough so that families who often don't participate in events or activities would be motivated to participate. Based on experience of what families or students most often mention in meetings or class what they would like to receive or have a utility value to receive. Gift Cards were one of the rewards listed on the tiered rewards. The gift cards were earned based on the tiered recognition at each site and every school site PACE coordinator in communication with their principal was responsible for tracking families who reached and received a reward." The MERF organization further stated that they received verbal and written confirmation from representatives of the program that gift cards were permissible.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

- **CSD's Recommendations/Comments:** The CSD recommends that MERF strongly consider limiting or eliminating the use of gift cards due to the inherent risks of fraud and abuse, treatment as an unallowed gifting of public funds as well as the possibility of income treatment to the recipient. The CSD recommends the exploration of alternate means of achieving the purposes intended. If granting agencies condone gift card use, the CSD recommends that the charter operator obtain this guidance in writing and follow all suggested controls given by the agency or if none, develop and document strong controls by the MERF which may include, but not limited to, specific board approval with the purpose clearly stated and directly tied to public benefit, details of the distribution of gift cards to recipients, signature of recipient, requiring the collection of store receipts for the purchases utilized by the gift card and efforts taken to ensure that gift cards not be used for tobacco or alcohol purchases (such as stamping the cards with this language). The CSD also recommends that MERF's staff members, its leadership team, and its governing board review the Fiscal Crisis & Management Assistant Team's (FCMAT) 2022-23 *California Charter School Accounting and Best Practices Manual* (beginning with page 27 which addresses gifts of public funds), as reference, and consider this guidance in possible future gift card usage.

#### 6. Type of Observation: After-the-Fact Payment Approval

- **Source(s) of Document Reviewed: Bank Statements**
- **Description of Observation:** The CSD noted a sample of bank debit transaction (MSA 8, ACH DEBIT UNIFORMITY & DM SALE, for \$3,849.80 dated 5/01/2023 with Citibank account ending in X5041) wherein the payment date was earlier than the payment approval date (5/01/2023 - payment date & 6/1/2023 - payment approval date).
- **Charter Operator's Fiscal Policies and Procedures:** Page 254, Payment of Accounts Payable of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: "Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. Stamp the invoices "paid" to document they've been paid."
- **Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "PO823-00178 was approved on 04/23/23, and the payment was made on 05/01/23. Attached is a copy of the purchase order again for reference."
- **CSD's Recommendations/Comments:** Payments should be approved by appropriate personnel in addition to the Purchase Order (PO) approval since payment approval is intended to accept the supplies or product have been received, whereas the approval of POs is to approve the purchases prior to deliveries of goods or services. The CSD recommends that the MERF Home Office strictly adhere to its governing board-approved financial policies and procedures and ensure that all printed checks, wire transfers, electronic online bill pay, or ACH withdrawal documentation are signed and approved before payment of the transactions.

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school's rating for next year.

#### Corrective Action Required:

None noted that require immediate action to remedy concerns in this report.

#### Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024**Notes:****I. Review of Fiscal Documentation (Non-Fiscal Preparation Guide Items)**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: Yes, please see the description below.  
See Item #2 under **Other Observations** above. MERF's 2022-2023 independent audit report disclosed a State Compliance finding (relating to the After School Education and Safety Program) that applies to Magnolia Science Academy 8 and Magnolia Science Academy San Diego (a non-LAUSD authorized MERF charter school) only.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2022-2023 audited and unaudited actuals mirror each other.
3. The school is currently under-enrolled. See details (Item #1) noted under other observations.
4. A Segregation of Duties (SOD) review(s) was conducted in person at Magnolia Science Academy 8. No discrepancies were noted.
5. The school is currently located on a Proposition 39 site. According to the District Charter Schools Accounting Unit's record, as of 3/31/2024, the school does not owe any Prop. 39 over-allocated space reimbursement fees. The CSD will continue to monitor this matter through oversight.

**II. Review of 2023-2024 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering: STRS, PERS, and Social Security to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current three interim financial reports (i.e., first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report. were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2023-2024 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2022-2023) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, contract amendments, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from October 2022 to September 2023) were provided. Reviewed 26 checks (and 12 electronic credit/debit transactions). The CSD's observations were noted under Other Observations.
21. a) A list of all active credit card account(s), All credit card statements for the most current twelve months (from October 2022 to October 2023) Choose an item. Selected the months of March 2023 through September 2023 and reviewed 16 credit card transactions for sample testing. The CSD's observations were noted under Other Observations.
22. a) A list of all active school bank account(s), Monthly bank statements and reconciliation reports for the most current six months (spanning from May 2023 to October 2023) were provided. Selected the months of May 2023 through June 2023 for sample testing. The CSD's observations were noted under Other Observations.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were provided.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

a. MERF provided the Intra-Org. Loan Agreement commencing on or about July 1, 2020. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year. Per the loan schedule furnished by MERF, as of 6/30/2023, the balance owed to MSA 8 was \$1,011,824 and the balance owed to MSA (LACOE-authorized) was \$247,611, from MSA Santa Ana (SBE-authorized) of \$632,615; MSA San Diego (SBE-authorized) of \$390,615; and MERF of \$228,169, respectively, with a slight variance of \$8K). MERF shared that differences existing between the loan balances per the Loan Agreement and the audited net intra-organization receivables/payables balances represent the result of temporary operating transactions which fluctuate on a monthly basis. The CSD will continue to monitor MERF's and its charter schools' intraorganizational borrowing through oversight.

28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were not provided as the charter school has indicated not applicable.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate: were not provided as the charter school has indicated not applicable.
30. Disclosure of legal issues was provided. MERF's Chief Finance Officer stated that all these matters are covered by MERF's insurance and that they would not have a material impact on the organization or its affiliated parties.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**Fiscal Operations Rubrics**

**Existing School** – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.

**New School** – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> </ol>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

<p><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished [Rating of 4]</b>.</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient [Rating of 3]</b>.</i></p>
<ol style="list-style-type: none"> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school's website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> <li>14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;</li> <li>15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;</li> <li>16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;</li> <li>17. Proper segregation of duties is consistently in place;</li> <li>18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and</li> <li>19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.</li> </ol>	<ol style="list-style-type: none"> <li>13. The LCAP is submitted to the appropriate agencies;</li> <li>14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;</li> <li>15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;</li> <li>17. Proper segregation of duties is generally in place;</li> <li>18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and</li> <li>19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>5 CCR § 15450 Reserves</u>) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;</li> </ol>	<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>5 CCR § 15450 Reserves</u>) (i.e., unrestricted fund balance</li> </ol>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current two annual independent audits;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	<p>divided by total expenditures) in the most current annual independent audit;</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p>	<p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</li> <li>2. The cash balance at the beginning of the school year is positive; and</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.</li> </ol> <p><b>Note:</b> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> </ol>	<p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><b>Note:</b> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	

<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Interim reports and/or unaudited actuals project positive net assets;</li> <li>2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;</li> <li>4. Governing Board adopts the annual budget;</li> </ol>	<p><b><u>New Schools:</u></b></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. The charter school has shown <i>no feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> <li>5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> <li>6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li> <li>7. The most current governing board-approved LCAP is posted on the charter school’s website; and</li> <li>8. The LCAP is submitted to the appropriate agencies.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

# ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*

## 2023-2024 SCHOOL YEAR

### FOR

**MAGNOLIA SCIENCE ACADEMY 6 - 8013**

Name and Location Code of Charter School

#### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

<b>Charter School Name:</b>	Magnolia Science Academy 6 (MSA6)			<b>Location Code:</b>	8013
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
745 S. Wilton Place	Los Angeles	90005	310-842-8555	310-842-8558	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>		
July 1, 2019 to June 30, 2027	1		West		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 184</b>	
116	300				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 61.33%</b>	
6-8	6-8				
<b>Norm Enrollment Number:</b>	109				
<b>Total Number of Staff Members:</b>	15	<b>Certificated:</b>	8	<b>Classified:</b>	7
<b>Charter School's Leadership Team Members:</b>	James Choe, Principal; Jacob Theis, Assistant Principal; Erdinc Acar, CAO; Katie Mann, Director of EL and ELA Programs; Traci Lewin, Director of Math Programs				
<b>Charter School's Contact for Special Education:</b>	Vanessa Alquijay, Special Education Coordinator	<b>SELPA &amp; Option:</b>		LAUSD Option 3	
<b>CSD Assigned Administrator:</b>	Yolanda Jordan	<b>CSD Fiscal Oversight Manager:</b>		Constancia Carandang	
<b>Other School/CSD Team Members:</b>	N/A				
<b>Oversight Visit Date(s):</b>	March 14, 2024	<b>Fiscal Review Date (if different):</b>		N/A	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b>	Yes, Prop 39	<b>LAUSD Co-Location Campus(es) (if applicable):</b>		Wilton Place Elementary	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	N/A	<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>		N/A	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>4, Accomplished</b>	<b>3, Proficient</b>	<b>4, Accomplished</b>	<b>3, Proficient</b>

<sup>1</sup> Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute. .

## REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. 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. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2023-2024*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024

GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING</b>            The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).</p> <p>As evidenced by information in Folder 1 and observation of a Governing Board meeting, some of the evidence include the following:</p> <ul style="list-style-type: none"> <li>• The current Board of Directors of Magnolia Public Schools (MPS) is comprised of 7 directors, which is aligned with the organization’s most recent Bylaws requiring no less than 3 and no more than 11 directors.</li> <li>• Calendar of Governing Board meetings for the 2023-2024 school year, showing monthly meetings scheduled from July 13, 2023 to June 20, 2024</li> <li>• Calendar of Board Committees (e.g., Academic, Educational Partners &amp; Development, Audit/Facilities, Finance, and Nominating/Governance), showing meetings scheduled from July 13, 2023 to June 13, 2024. Agendas are also posted to the school’s website.</li> <li>• Brown Act and Conflict of Interest training was held during the Board meeting on August 10, 2023.</li> </ul> <p><b>G2: DUE PROCESS</b>            The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.</p> <p>As evidenced by information in Folder 1, some of the evidence include the following:</p> <ul style="list-style-type: none"> <li>• Systems to provide due process for students, employees, and parents including, but not limited to the following:               <ul style="list-style-type: none"> <li>○ Uniform Complaint Procedures (UCP) and related forms in the student/parent handbook, as well as on the school’s website.</li> <li>○ Procedures for resolving general stakeholder complaints within the “General Complaint Procedures Form” located at the school site, within the student/parent handbook, and on the school’s website. Also, procedures and forms are available in English and Spanish.</li> <li>○ Procedures/policies regarding Suspension/Expulsion (including appeals), grading policies, and student code of conduct are located at the school site, within the student/parent handbook, and on the school’s website.</li> <li>○ Employee handbook which includes descriptions of the school’s employee Code of Conduct, Internal Complaint Review and Policy (e.g., complaints by employees against employees, complaints by third parties against employees), Open Door Policy, and employee discipline policy.</li> </ul> </li> </ul> <p><b>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS</b>            The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff.</p> <p>As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence includes the following:</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024

- Review and certification of relevant aspects of the *Compliance Monitoring and Certification of Board Compliance Review* form at the Governing Board's meeting on October 12, 2023 and demonstrated clearances and credentialing compliance. Documentation provided by school leadership at both the first triannual submission and the time of oversight was complete and accurate.
- The schools' governing board has established procedures to evaluate MPS Executive Director via Board on Track, an online platform. The Board's evaluation of the CEO is during multiple points throughout the school year, reviewing the following performance areas: academic accountability, school operations, management and Board oversight, facilities, and educational partners.
- Schools have systems for evaluating school-based staff including, but not limited to, school leaders, teachers, and other school site staff (e.g., administrative support, plant manager, campus aide, etc.):
  - The "Teacher Evaluation Protocol" includes multiple domains aligned to the California Standards for the Teacher Profession, as well as measures for teacher performance on the MPS Framework for Teaching, Teacher Professional Qualities, Dispositions, and Responsibilities; Student, Parent, and Staff Voices; and Student Performance.
  - The "School Leader Evaluation Protocol" includes measures aligned with the California Professional Standards for Education Leaders (CPSELs); Student, Parent, and Staff Voices; and Student Performance. Some of the standards include development and implementation of shared vision, instructional leadership, management and learning environment, and family and community engagement.
  - The "Generic Employee Evaluation Protocol" includes multiple domains that measure employee performance on the MPS Core Value Indicators (Excellence, Innovation, and Connection); Student, Parent, and Staff Voices; and Student Performance. The evaluation protocol includes multiple means for monitoring and improving staff performance throughout the school year such as: frequent informal observations and feedback for the employee, collection of evidence to foster collaboration with the employee, and goal setting and monitoring.

Areas Noted for Further Growth and/or Improvement

None at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

**\*NOTE:**

- *A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is "Not in Good Standing," and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR**

*The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:*

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<p><input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p>	<p><input checked="" type="checkbox"/> Organizational chart in approved charter</p> <p><input checked="" type="checkbox"/> Organizational chart (current)</p> <p><input checked="" type="checkbox"/> Board member roster</p> <p><input checked="" type="checkbox"/> Bylaws (current)</p> <p><input checked="" type="checkbox"/> Board Committee(s) Calendar(s)</p> <p><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**G2: DUE PROCESS – QUALITY INDICATOR**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy <input checked="" type="checkbox"/> Employee Grievance and Discipline Policy <input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR**

*The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR**

*The Governing Board has systems in place to ensure ongoing:*

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Human Resources Policies and Procedures</li> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</li> <li><input checked="" type="checkbox"/> Evaluation of Executive Leadership</li> <li><input checked="" type="checkbox"/> Evaluation of all school-based staff</li> <li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**G5: FISCAL CONDITION - QUALITY INDICATOR**

**The Governing Board has a system in place to ensure fiscal viability:**

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the most current two independent audit reports, <b>and</b>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education's (CDE) Charter School's Performance Category (as published in 2024)	High Performing
<p><b>The state identified the charter school as qualifying for Differentiated Assistance (DA)?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO            Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p><b>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA).</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO  <b>If yes, the school's identification:</b> (See additional information within "Notes" section below)  <input type="checkbox"/> Comprehensive Support and Improvement (CSI)  <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u>  <b>A1: DASHBOARD SCHOOLWIDE ELA</b>            The schoolwide Dashboard ELA Indicator color is Blue, compared to the state's color of Orange.</p> <ul style="list-style-type: none"> <li>• Per CDE, the school's overall Distance From Standard ("DFS") is 19.5 points, compared to the state at -13.6.</li> </ul> <p><b>A2: DASHBOARD STUDENT GROUP ELA</b>            All numerically significant student groups have "Status/DFS" scores above the statewide DFS.</p> <ul style="list-style-type: none"> <li>• The school has two (2) numerically significant student groups (Latino and Socioeconomically Disadvantaged). The numerically significant student groups and their respective DFS is as follows:               <ul style="list-style-type: none"> <li>○ Latino students DFS is 20.7, compared to the state at -40.2</li> <li>○ Socioeconomically Disadvantaged students DFS is 23.5, compared to the state at -42.6</li> </ul> </li> </ul> <p><b>A3: DASHBOARD SCHOOLWIDE MATH</b>            The schoolwide Dashboard Math Indicator color is Green, compared to the state's color of Orange.</p> <ul style="list-style-type: none"> <li>• Per CDE, the school's overall DFS is -15.3 points, compared to the state at -49.1.</li> </ul> <p><b>A4: DASHBOARD STUDENT GROUP MATH</b>            All numerically significant student groups have "Status/DFS" scores above the statewide DFS</p> <ul style="list-style-type: none"> <li>• The numerically significant student groups and their DFS is as follows:               <ul style="list-style-type: none"> <li>○ Latino students DFS is -15.8, compared to the state at -80.8</li> <li>○ Socioeconomically Disadvantaged students DFS is -13.2, compared to the state at -80.8</li> </ul> </li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024Areas Noted for Further Growth and/or Improvement**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM**

The schoolwide Dashboard Chronic Absenteeism Indicator color is Orange and higher than the statewide percentage.

- Per CDE, 32.0% of students have chronic absenteeism, compared to the state at 24.3% (Yellow)
- School leadership shared supports being implemented to decrease Chronic Absenteeism. Some include the following:
  - Following the attendance and truancy policy with more fidelity.
  - Utilizing the Magnolia Public Schools (MPS) Student Attendance Review Team (SART) policies, per school leadership, “which strategizes contact with families and creating meetings after 3, 7, and 10 instances of truancy or absence.”
  - New this year: the development of teacher/student SSPT partnerships for students who are chronically absent. Per school leadership, “teachers are tasked with providing attendance oversight to 1 or 2 students who suffer the worst absenteeism rate to develop plans for growth and success.”
  - Continue targeting the students with ongoing absenteeism and truancy issues, specifically students with disabilities and English Learners, by making home visits.

**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR**

The schoolwide Dashboard Suspension Rate Indicator color is Orange and below statewide percentage.

- Per the CDE, 3.1% of students were suspended at least once, compared to the state at 3.5%.
- Per school leadership, the school is implementing systems to minimize suspensions. Some of those systems and strategies include the following:
  - Utilization of *Leader in Me* curriculum, which is “an evidenced-based, comprehensive model that builds leadership and life skills in students, creates a high-trust culture, and lays the foundation for sustained academic achievement.”
  - Continued implementation of alternatives to suspension.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:**English Learner (EL) Reclassification:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state’s published list.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard (“DFS”) <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024**A3: DASHBOARD SCHOOLWIDE MATH - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024**A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024**A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Green; or Yellow and at/below statewide percentage <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024**A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**

The charter school did provide Verified Data for consideration.

**Academic Progress Indicator(s) for the 2022-2023 School Year:**

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1.  The charter school disaggregated student performance data for the following student groups: Latino and Socioeconomically Disadvantaged  
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following verified data report(s):
  - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
  - MAP Growth by NWEA: *Student Growth Summary Report*
  - Star Assessment by Renaissance: *Star Growth Report*
  - Other: Click or tap here to enter text.
  - The charter school did not provide the correct report from the publisher to determine one year's growth.

**Postsecondary Outcomes (high school only):**

1. The charter school uses the Choose an item. data source and Choose an item. the results of at least 95% of eligible students.
  - a. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

2. The charter school Choose an item. the number of eligible students and missing or non-participating students.
3. The charter school Choose an item. evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).
4.  The charter school did not provide postsecondary outcomes

Notes: None

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**

N/A

**LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)**

*The CSD reviewed the Local Control Accountability Plan.*

**All requested template information and descriptions were provided:**

**Sources of Evidence**

- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
- Action Tables

- Local Control Accountability Plan
- Board Agenda and Minutes

Notes:

None





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</b></p> <p>The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report.</p> <ul style="list-style-type: none"> <li>• Some of the evidence found in Folder 3 include the following: <ul style="list-style-type: none"> <li>○ Sample grade level lesson and unit plans. Classroom observations included evidence that the school’s courses are aligned to the California Standards. Additionally, classroom observations revealed CA Content standards were posted in all of the classrooms visited.</li> <li>○ Year-long professional learning calendar and some sample professional development activities during the 2023-2024 school year (e.g., Accommodating our Special Populations, Supporting English Learners, etc..).</li> <li>○ Classroom observations included the focus areas of Kagan Teaching Strategies (e.g. checking for understanding, etc.) and academic discourse with student to student and student to teacher interactions.</li> <li>○ Brief description of how professional development needs are assessed, including sample survey provided to teachers for them to indicate suggestions for future professional development, as well as encouraging staff to attend any conferences, classes, or meetings to enhance their individual professional development that’s in alignment with their professional goals and the school’s LCAP goals.</li> </ul> </li> </ul> <p><b>O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS</b></p> <p>The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report.</p> <ul style="list-style-type: none"> <li>• Some of the evidence found in Folder 3 include the following: <ul style="list-style-type: none"> <li>○ All student groups outperformed their respective student group state averages in both ELA and Math per the 2023 CA Dashboard.</li> <li>○ Implementation of integrated and designated ELD (e.g. sample instructional material, English Learner Master Plan, Supporting English Learners training in August 2023, etc.).</li> <li>○ Implementation of Universal Design for Learning practices, paraprofessional support for students in small groups, and Kagan strategies.</li> </ul> </li> </ul> <p><b>O3: SPECIAL EDUCATION</b></p> <p>The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records.</p> <ul style="list-style-type: none"> <li>• Some of the evidence in Folder 3 and Welligent reports include the following: <ul style="list-style-type: none"> <li>○ Per Welligent 300 report, all service records were in Tier 3 or below and majority of services were in Tier 1 on the day of the oversight visit.</li> <li>○ Professional development activities (504 Plans and Intervention Strategies and Accommodating our Special Populations on November 1, 2023).</li> </ul> </li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024**O6: CLEARANCES AND CREDENTIALING COMPLIANCE**

The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance.

- Review of the *Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024* form (“ESSA Grid”) and supporting documentation indicated that all new employees had all applicable clearances (e.g., criminal background check, TB risk assessment, etc.) before beginning work, all staff participated in all legally mandated trainings within applicable timelines, vendor certification forms were received from all vendors prior to the provision of services, and all teachers were appropriately credentialed for their assignments.
- Documentation provided by the school at both the first triannual submission and the time of oversight was clear, complete, and accurate.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

School leadership shared some priority areas they would like to grow in. Some included the following:

- Enrollment and outreach to facilitate continued growth
- Chronic Absenteeism: goal is to go below 20%
- Stronger parent collaboration



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school's operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</li> <li><input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Key Features of the Educational Program</li> <li><input checked="" type="checkbox"/> Standards-Based Instructional Program</li> <li><input checked="" type="checkbox"/> Master Schedule/Course Schedule</li> <li><input checked="" type="checkbox"/> Student Achievement Data Analysis</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Classroom/site Observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> <p>High School:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements</li> <li><input type="checkbox"/> WASC Accreditation Notification Letter</li> <li><input type="checkbox"/> UC Doorways course approval</li> <li><input type="checkbox"/> Graduation Requirement/Policy</li> <li><input type="checkbox"/> Math Placement Assessment Policy</li> <li><input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate</li> <li><input type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR**

*The school has a system in place to ensure:*

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</li> <li><input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</li> <li><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</li> <li><input checked="" type="checkbox"/> Student Group data analysis</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Classroom/site Observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> <p>English Learners</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</li> <li><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**O3: SPECIAL EDUCATION - QUALITY INDICATOR**

*The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</p> <p><input type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</p> <p><input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/></p> <p><input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements</p> <p><input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA</p> <p><input type="checkbox"/> Charter school does not participate in LAUSD's SELPA</p>	<p><input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports</p> <p><input checked="" type="checkbox"/> District Validation Review (DVR)</p> <p><input checked="" type="checkbox"/> Annual Self-Review Checklist</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**04: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups</p> <p><input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups</p> <p><input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.</p>	<p><input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation</p> <p><input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Sets for suspension, expulsion, and disproportionality</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

*The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements</li> <li><input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements</li> <li><input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings.</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Stakeholder Consultation</li> <li><input checked="" type="checkbox"/> School Site Council (SSC) documentation</li> <li><input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation</li> <li><input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation</li> <li><input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee</li> <li><input checked="" type="checkbox"/> School website</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR**

***The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:***

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Staff roster</li> <li><input checked="" type="checkbox"/> School master schedule</li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation</li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation</li> <li><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):**

N/A

**Review of Health and Safety Compliance Items**

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.**

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)(J), and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site <b>N/A</b>	<input type="checkbox"/>	<input type="checkbox"/>

**A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.**

If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024

School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least 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, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: None		



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024

### Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

**A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.**

Item	Evident	Not Evident
<p>The following information posted to the school's website:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h)</li> <li><input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1)</li> <li><input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6</li> <li><input checked="" type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6</li> <li><input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605 <b>N/A</b>	<input type="checkbox"/>	<input type="checkbox"/>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: None		





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **3, Proficient**.

According to the CSD’s Fiscal Operations Rubrics, to receive a fiscal rating of “4,” an existing school, at a minimum, meets *all* of the required and supplemental criteria. The criterion the school did not meet to receive a fiscal rating of “4” is that the school has more than five (5) items cited in Other Observations in this Annual Performance-Based Oversight Visit Report. Please refer to the Other Observations section below.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

**Financial Highlights**

Magnolia Science Academy 6 (MSA 6) fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

<b>FINANCIAL HIGHLIGHTS</b>					
<b>Magnolia Science Academy 6</b>	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$1,851,544	\$2,410,544	\$2,440,121	\$2,848,933	\$2,850,258
Net Income / (Loss)	\$37,254	\$559,000	\$29,577	\$408,812	\$1,325
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$2,024,300	\$2,037,758	\$2,434,523	\$2,993,077	\$2,721,018
Unrestricted Net Assets	\$1,851,544	\$2,410,544	\$2,440,121	\$2,848,933	\$2,510,771
Norm Enrollment Reported by the School	134	163	84	89	109
<b>FINANCIAL RATIO ANALYSIS</b>					



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	106.77%	129.86%	131.46%	115.64%	104.63%
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	116.73%	109.78%	131.16%	121.50%	113.39%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	534.19%	1019.43%	592.50%	488.95%	1681.90%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	18.36%	9.47%	16.51%	20.26%	5.93%

**Charter Operator Fiscal Information**

<b>Magnolia Educational &amp; Research Foundation's *</b>					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		<b>Including</b> related parties and charter schools		<b>Excluding</b> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / <b>(Loss)</b>	Net Assets	Net Income / <b>(Loss)</b>
10	4	\$53,752,216	\$6,055,642	\$3,563,059	\$1,172,196



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024

**Management Fees:** According to MERF, MSA6 paid annual management fees of \$285,177 (or 4% of the home office expenses) in FY 2022-2023 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

\*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 7; and (3) Magnolia Science Academy Bell. Per the charter operator's 2022-2023 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (SBE); and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (LACOE).

#### Areas of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive. Please refer to the Financial Highlights table above. Despite the school's low student enrollment situation, the latest performance categories published by the State of California lists this school as high performing.

#### Areas Noted for Further Growth and/or Improvement:

No significant items noted.

**Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

#### 1. Type of Observations: Low Student Enrollment

- **Source(s) of Document Reviewed:** Norm Enrollment Data

**Description of Observation:** Pursuant to the District's oversight obligations, the CSD reviews the charter schools' financial condition and Norm Enrollment trends given that they are considered key indicators of a charter school's future revenue stream and financial viability. The CSD also compares charter schools' Norm Enrollment year-by-year to the approved enrollment capacity. As summarized in the table below, MSA 6 reported Norm Enrollment of 109 students for Fiscal Year 2023-2024, which represents 83 students (or approximately 43.2%) below its approved enrollment capacity (i.e., 192 students) per the school's petition enrollment roll-out plan or approved enrollment capacity in its operative charter. The school's reported Norm Enrollment was 134, 163, 84, 89, and 109 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively. As summarized in the table below, the school's Norm Enrollment count has been significantly under-enrolled since FY 2019-2020.

#### Magnolia Science Academy 6's Norm Day Enrollment History



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6	33	49	19	33	41
7	55	49	30	22	38
8	46	65	35	34	30
<b>Total Enrollment</b>	<b>134</b>	<b>163</b>	<b>84</b>	<b>89</b>	<b>109</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>N/A</b>	<b>29</b>	<b>(79)</b>	<b>5</b>	<b>20</b>
<b>Enrollment Growth (%)</b>	<b>N/A</b>	<b>21.6%</b>	<b>(48.5%)</b>	<b>6.0%</b>	<b>22.5%</b>

- Charter Operator's Response:** The MSA 6's principal stated: "Magnolia Science Academy 6 (MSA 6) has been in the West Los Angeles, Palms, area for the first 12 years. The unexpected non-renewal of our lease in 2021, meant we would apply for the Prop 39 option with LAUSD's school. In full transparency we made it a point to announce the non-renewal of our lease in April, and the move to the LAUSD school, Pio Pico, which was 6 miles away. Despite strong efforts to provide transportation support for families, recruitment, and retention efforts were an issue for the upcoming school year. We were able to meet the minimum enrollment target of students to secure a Prop 39 school, which consisted of 80 students.

For the 2021-2022 school year, MSA 6 started and ended at Pio Pico. However, through the Prop 39 process LAUSD decided the Pico middle site would no longer be an option for our school and decided to offer a new location. The new location for MSA 6 was a move a mile away from Pio Pico to Wilton Elementary school for the 2022-2023 school year. Thankfully due to the move being a mile away, we were able to retain more families and strategically work on marketing for the new location including the option of transportation subsequently our student enrollment increased to 100 students. This year, 2023-2024, at census day, we had 109 students enrolled, and currently at 115 student enrollments.

The projected MSA 6 enrollment for the upcoming 2024-25 school year is 121 students. MSA 6 is continuously building its presence at its new school site location as well as developing new relationships within the community, which appear to be making progress. As of today, Jun 11, 2024, we have 130 students who are to come to the first day of school, August 13th, 2024.

- CSD's Recommendations/Comments:** As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023, and projects a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment and its financial condition through oversight. The CSD will also monitor the school's implementation of its educational program, and its educational program effectiveness (e.g., teaching quality, student engagement, and resources and support) through oversight.

## 2. Type of Observations: 2022-2023 Independent Audit Report - State Compliance Findings

- Source(s) of Document Reviewed:** 2022-2023 Audited Financial Statements





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

- **Description of Observation:** According to MERF's 2022-2023 annual independent audit report, a finding, which was identified as material weakness by the auditor related to the state compliance that are required to be reported in accordance with California Education Code Section 8482.4(c)(1), was cited. This finding was specifically for MSA 8 and Magnolia Science Academy San Diego, respectively.

*The following finding represents instances of noncompliance relating to compliance with state laws and regulations. The finding has been coded as follows:*

*Five Digit Code 40000 AB 3627 Finding Type – State Compliance*

**2023-001 40000 – After School Education and Safety Program**

**Criteria or Specific Requirements**

*According to the California Education Code Section 8482.4(c)(1), a charter that receives state funding for an after-school program must report attendance to the California Department of Education (CDE) semiannually. Such reporting must be supported by attendance records supporting student participation.*

**Condition**

*The Organization compiles monthly summaries of student attendance for submission to the CDE. However, in reviewing the Organization's monthly summary totals for the second semi-annual reporting period, it was noted that the Organization's monthly totals as summarized did not agree with what was reported on the semi-annual report. The CDE report for the first semi-annual report shows 151 and 7,235 students served for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively. In contrast, the monthly summary totals for July through December 2022 shows 666 and 7,221 students served for the Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively.*

*This resulted in the Organization misstated the number of students served by 501.*

<u>Charter School</u>	<u>Summarized Attendance Documentation</u>	<u>Attendance Reported to the CDE</u>	<u>Difference</u>
Magnolia Science Academy 8	666	151	515
Magnolia Science Academy San Diego	7,221	7,235	(14)
			501

**Questioned Costs**

*Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.*

**Context**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

*The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2022 to December 2022. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.*

***Effect***

*In addition, the Organization was not compliant with Education Code Section 8482.4(c)(1) for the 2022-2023 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.*

***Cause***

*The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.*

***Repeat Finding***

*No.*

***Recommendation***

*For accurate attendance reporting, the Organization should review procedures used to report the number of students served to the CDE to methods are consistent to allow for accurate reporting. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE.*

***Corrective Action Plan and View of Responsible Officials***

*The Organization is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.*

- **Charter School's or Charter Operator's Response:** See the above.
- **CSD's Recommendations/Comments:** The CSD recommends that the charter operator implement its corrective action plan describe above. The CSD will review MERF's 2023-2024 independent audit report next year regarding the status of this audit finding. Repeat material or significant audit findings may trigger additional appropriate actions in accordance with LAUSD's tiered intervention approach to oversight. The results will be factored into the school's rating.

**3. Type of Observation: Lack of Itemized Receipt/Backup Documents**

- **Source(s) of Document Reviewed: Check Register**
- **Description of Observation:** The CSD noted a sample check register transaction (MSA 7, Check #75031, for \$932.76 dated 2/17/2023), pertaining to the reimbursement by the School Psychologist wherein the two (2) meals from Tacos Los Compas for \$27.42 and \$36.30 on February 7 & 8, 2023, respectively, were not supported by itemized receipts. Additionally, as part of check #75031, the backup documents for transportation of \$117.56 were also missing. This check #75031 is also mentioned under Item #3, "Duplicate Payment and Overpayment," below.
- **Charter Operator's Fiscal Policies and Procedures:** Page 31, Expense Report Preparation and Reimbursement of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: All required receipts for items charged must accompany all reimbursement documentation as well as uploaded into the existing financial system for approval and reimbursement payment process. In order to expedite reimbursement, the employee should ensure that the request is completed properly, required documentation is attached, proper authorization is obtained,



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

and any unusual items properly explained and documented. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.

- **Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "The backup for transportation was missing for a total of \$117.56 in charges. All employees understand that they are required to submit an itemized reimbursement report. This report is used to calculate reimbursements based on per diem rates, ensuring accuracy. Additionally, we have implemented another layer of review to ensure the correct amounts are paid.
- **CSD's Recommendations/Comments:** The CSD recommends that the MERF Home Office and its charter schools strictly adhere to its governing board-approved financial policies and procedures and ensure that complete supporting documents are submitted/appropriate approvals are obtained for transactions (e.g., itemized receipts, invoices, etc.) to ensure that expenditures are properly supported for school purposes.

#### 4. Type of Observation: Duplicate Payments and Overpayments

- **Source(s) of Document Reviewed: Check Register**

Item #	School	Check #	Date	Payee	Transaction Description	Amount	Description of Observation	MERF Home Office Response
1	MSA-04	DDP-00000530	6/28/23	American Express	Prepaid duplicate entry reversal	\$1,801.37	Double payments of credit card	Card was not fraud during June time frame the card for MSA4 was the first to stop working due to the new law whereby we had to add CFO's social security number to the account. AMEX somehow ran the transaction twice as I cannot see where it was submitted twice by the system. When we called to see why it ran twice there was no reason provided and they were unable to refund the difference it was applied as a credit on account.
2	MSA-04	43987	9/15/23	Barbara Dixon Attorney at Law	Legal Settlement C Perez	\$9,900.00	Per final settlement agreement, "the Charter (MSA4) agreed to pay \$7,500 in attorney fee & cost to Barbara Dixon, but actual payment made was \$9,900.	Vendor contacted attorney regarding overpayment from settlement. Attorney on case retired before matter could be resolved. Barbara Dixon is the client's attorney, and the overpayment was conveyed to the YMC attorney before the attorney on record for MPS retired. YMC never followed up after the cases settled to advise of the overpayment. Invoice for overpayment was sent to the Barbara Dixon. The invoice presented to accounts payable was listed at \$9900. Attorney has since



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

								been sent an invoice for overpayment and will adjust billing moving forward.
3	MSA-07	75031	02/17/23	School Psychologist	NASP Travel Reimbursement	\$932.76	<p>1. The Feb. 9, 2023, total cost of food of \$100.87 was over the allowed per diem/day of \$69 (Breakfast \$17, Lunch \$18, &amp; Dinner \$34) over by \$31.87.</p> <p>2. The total reimbursement supported by receipt is \$799.72, however the amount paid to employee was \$932.76, over payment by \$133.04.</p>	<p>The backup for transportation was missing for a total of \$117.56 in charges. The meals were not overpaid.</p> <p>Attached is a breakdown of meal reimbursements. There was a small overpayment to the employee due to a clerical error. All employees understand that they are required to submit an itemized reimbursement report. This report is used to calculate reimbursements based on per diem rates, ensuring accuracy. Additionally, we have implemented another layer of review to ensure the correct amounts are paid.</p>

- Charter Operator’s Fiscal Policies and Procedures:** Pages 25-29, Travel and Entertainment of MERF’s Financial Policies and Procedures Manual approved by the Board on April 7, 2022, state: Expenses are to be within established Organization guidelines and will be reimbursed with proper documentation. Employees are expected to spend the Organization’s money as carefully and judiciously as they would their own. Meals of employees on Organization business will be reimbursed for the actual cost of their meals not to exceed the guidelines of the General Services Administration for 2022 as follows. Per-Diem allowances are as follows (Breakfast up to \$17, lunch up to \$18 and dinner up \$34). An employee who uses their own automobile for business will be reimbursed according to IRS mileage reimbursement guidelines. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip. Page 250 Accounts Payable and Cash Disbursement of MERF’s Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.
- Charter School’s or Charter Operator’s Response:** Please see table above
- CSD’s Recommendations/Comments:** The CSD recommends that the MERF charter schools strictly adhere to its governing board-approved financial policies and procedures to ensure that all purchases are based on the guidelines and with proper documentations. The CSD also recommends the MERF Home Office and its back-office services provider exercise prudence in reviewing and verifying the supporting documents (e.g., invoices, itemized receipts, settlement agreements, statements, etc.) prior to processing the payments, to avoid duplicate payments or overpayments in the future.

**5. Type of Observation: Purchases of Gift Cards and Lack of Written Guidance Regarding the Magnolia Punch Card Participation Program and the Use of Community Engagement Initiative (CEI) Funds**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024

- **Source(s) of Document Reviewed: Credit Card Statement**
- **Description of Observation:** The CSD noted various gift cards (Starbucks, Amazon, Darden Restaurant, Happy Food & Laughs, & Visa gift cards) purchased from Amazon by MSA 4 & MSA 7 with American Express credit cards ending X1005 & X1002, in the amount of \$609.90 and \$600 on May 6, 2023, and March 12, 2023, respectively.
- **Charter Operator's Fiscal Policies and Procedures:** The CSD noted that MERF's Financial Policies and Procedures lack of guidance regarding the Magnolia Punch Card Participation Program and the use of Community Engagement Initiative (CEI) funds to purchase gift cards as reward for students and families for participating in the events and activities of the schools.
- **Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "Magnolia Public Schools applied for the Community Engagement Initiative (CEI) offered through the California Coalition for Educational Excellence (CCEE) in the Spring of 2022 as part of their Cohort III group...Every school participating in the program was able to create a list of events/ activities to engage families in collaboration with schools which would ultimately be tied to students' outcomes like attendance, academics, behavior, or social-emotional development...We wanted to make the rewards enticing enough so that families who often don't participate in events or activities would be motivated to participate. Based on experience of what families or students most often mention in meetings or class what they would like to receive or have a utility value to receive. Gift Cards were one of the rewards listed on the tiered rewards. The gift cards were earned based on the tiered recognition at each site and every school site PACE coordinator in communication with their principal was responsible for tracking families who reached and received a reward." The MERF organization further stated that they received verbal and written confirmation from representatives of the program that gift cards were permissible.
- **CSD's Recommendations/Comments:** The CSD recommends that MERF strongly consider limiting or eliminating the use of gift cards due to the inherent risks of fraud and abuse, treatment as an unallowed gifting of public funds as well as the possibility of income treatment to the recipient. The CSD recommends the exploration of alternate means of achieving the purposes intended. If granting agencies condone gift card use, the CSD recommends that the charter operator obtain this guidance in writing and follow all suggested controls given by the agency or if none, develop and document strong controls by the MERF which may include, but not limited to, specific board approval with the purpose clearly stated and directly tied to public benefit, details of the distribution of gift cards to recipients, signature of recipient, requiring the collection of store receipts for the purchases utilized by the gift card and efforts taken to ensure that gift cards not be used for tobacco or alcohol purchases (such as stamping the cards with this language). The CSD also recommends that MERF's staff members, its leadership team, and its governing board review the Fiscal Crisis & Management Assistant Team's (FCMAT) 2022-23 *California Charter School Accounting and Best Practices Manual* (beginning with page 27 which addresses gifts of public funds), as reference, and consider this guidance in possible future gift card usage.

#### 6. Type of Observation: After-the-Fact Payment Approval

- **Source(s) of Document Reviewed: Bank Statements**
- **Description of Observation:** The CSD noted a sample of bank debit transaction (MSA 8, ACH DEBIT UNIFORMITY & DM SALE, for \$3,849.80 dated 5/01/2023 with Citibank account ending in X5041) wherein the payment date was earlier than the payment approval date (5/01/2023 - payment date & 6/1/2023 - payment approval date).
- **Charter Operator's Fiscal Policies and Procedures:** Page 254, Payment of Accounts Payable of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: "Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. Stamp the invoices "paid" to document they've been paid."
- **Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "PO823-00178 was approved on 04/23/23, and the payment was made on 05/01/23. Attached is a copy of the purchase order again for reference."



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

- CSD’s Recommendations/Comments:** Payments should be approved by appropriate personnel in addition to the Purchase Order (PO) approval since payment approval is intended to accept the supplies or product have been received, whereas the approval of POs is to approve the purchases prior to deliveries of goods or services. The CSD recommends that the MERF Home Office strictly adhere to its governing board-approved financial policies and procedures and ensure that all printed checks, wire transfers, electronic online bill pay, or ACH withdrawal documentation are signed and approved before payment of the transactions.

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school’s rating for next year.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024**Notes:****I. Review of Fiscal Documentation (Non-Fiscal Preparation Guide Items)**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: Yes, please see the description below.  
See Item #2 under **Other Observations** above. MERF's 2022-2023 independent audit report disclosed a State Compliance finding (relating to the After School Education and Safety Program) that applies to Magnolia Science Academy 8 and Magnolia Science Academy San Diego (a non-LAUSD authorized MERF charter school) only.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2022-2023 audited and unaudited actuals mirror each other.
3. The school is currently under-enrolled. See details (Item #1) noted under other observations.
4. A Segregation of Duties (SOD) review(s) was conducted in person at Magnolia Science Academy 8. No discrepancies were noted.
5. The school is currently located on a Proposition 39 site. According to the District Charter Schools Accounting Unit's record, as of 3/31/2024, the school does not owe any Prop. 39 over-allocated space reimbursement fees. The CSD will continue to monitor this matter through oversight.

**II. Review of 2023-2024 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering: STRS, PERS, and Social Security to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current three interim financial reports (i.e., first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report. were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024

13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2023-2024 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2022-2023) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, contract amendments, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from October 2022 to September 2023) were provided. Reviewed 26 checks (and 12 electronic credit/debit transactions). The CSD's observations were noted under Other Observations.
21. a) A list of all active credit card account(s), All credit card statements for the most current twelve months (from October 2022 to October 2023) were provided. Selected the months of March 2023 through September 2023 and reviewed 16 credit card transactions for sample testing. The CSD's observations were noted under Other Observations.
22. a) A list of all active school bank account(s), Monthly bank statements and reconciliation reports for the most current six months (spanning from May 2023 to October 2023) were provided. Selected the months of May 2023 through June 2023 for sample testing. The CSD's observations were noted under Other Observations.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were provided.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/14/2024

a. MERF provided the Intra-Org. Loan Agreement commencing on or about July 1, 2020. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year. Per the loan schedule furnished by MERF, as of 6/30/2023, the balance owed to MSA 8 was \$1,011,824 and the balance owed to MSA (LACOE-authorized) was \$247,611, from MSA Santa Ana (SBE-authorized) of \$632,615; MSA San Diego (SBE-authorized) of \$390,615; and MERF of \$228,169, respectively, with a slight variance of \$8K). MERF shared that differences existing between the loan balances per the Loan Agreement and the audited net intra-organization receivables/payables balances represent the result of temporary operating transactions which fluctuate on a monthly basis. The CSD will continue to monitor MERF's and its charter schools' intraorganizational borrowing through oversight.

28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were not provided as the charter school has indicated not applicable.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate: were not provided as the charter school has indicated not applicable.
30. Disclosure of legal issues was provided. MERF's Chief Finance Officer stated that all these matters are covered by MERF's insurance and that they would not have a material impact on the organization or its affiliated parties.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

**Fiscal Operations Rubrics**

***Existing School** – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.*

***New School** – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.*

<p><i><b>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></b></i></p>	<p><i><b>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></b></i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

***An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].***

- 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school's website;
- 13. The LCAP is submitted to the appropriate agencies;
- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
- 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is consistently in place;
- 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

**Note:** Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;

***An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].***

- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
- 15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is generally in place;
- 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

**Note:** Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current two annual independent audits;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the</li> </ol>	<p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b> A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter</p>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is positive; and</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>5 CCR § 15450 Reserves</u>) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> </ol>	<p>school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	
<p><b><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Interim reports and/or unaudited actuals project positive net assets;</li> <li>2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;</li> <li>4. Governing Board adopts the annual budget;</li> <li>5. The governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;</li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2024

<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p>6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</p> <p>7. The most current governing board-approved LCAP is posted on the charter school’s website; and</p> <p>8. The LCAP is submitted to the appropriate agencies.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

# ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*

## 2023-2024 SCHOOL YEAR

### FOR

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**MAGNOLIA SCIENCE ACADEMY 7 - 8014**

Name and Location Code of Charter School

#### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

<b>Charter School Name:</b>	Magnolia Science Academy 7 (MSA7)			<b>Location Code:</b>	8014
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
18355 Roscoe Blvd.	Northridge	91325	818-221-5328	818-975-5215	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>		
July 1, 2019 to June 30, 2027	3		North		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 20</b>	
280	300				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 6.67%</b>	
TK-5	TK-5				
<b>Norm Enrollment Number:</b>	281				
<b>Total Number of Staff Members:</b>	39	<b>Certificated:</b>	19	<b>Classified:</b>	20
<b>Charter School's Leadership Team Members:</b>	Meagan Wittek, Principal; Gil Yoon, Assistant Principal; Erdinc Acar, CAO; Katie Mann, Director of ELA and ELD Programs; Traci Lewin, Director of Math Programs; Alexandra Cohea, Dean of Academics; Fiorella Del Carpio, Chief People Officer; Andross Milteer, ELOP Coordinator				
<b>Charter School's Contact for Special Education:</b>		<b>SELPA &amp; Option:</b>		LAUSD Option 3	
<b>CSD Assigned Administrator:</b>	Yolanda Jordan	<b>CSD Fiscal Oversight Manager:</b>		Constancia Carandang	
<b>Other School/CSD Team Members:</b>	N/A				
<b>Oversight Visit Date(s):</b>	March 6, 2024		<b>Fiscal Review Date (if different):</b>	February 6, 2024	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b>	No		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	N/A	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	COO		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	Elementary/425	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>3, Proficient</b>	<b>2, Developing</b>	<b>4, Accomplished</b>	<b>4, Accomplished</b>

<sup>1</sup> Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute. .

## REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. 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. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2023-2024*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING</b>  The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).</p> <p>As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence include the following:</p> <ul style="list-style-type: none"> <li>• The current Board of Directors of Magnolia Public Schools (MPS) is comprised of 7 directors, which is aligned with the organization’s most recent Bylaws requiring no less than 3 and no more than 11 directors.</li> <li>• Calendar of Governing Board meetings for the 2023-2024 school year, showing monthly meetings scheduled from July 13, 2023 to June 20, 2024</li> <li>• Calendar of Board Committees (e.g. Academic, Educational Partners &amp; Development, Audit/Facilities, Finance, and Nominating/Governance), showing meetings scheduled from July 13, 2023 to June 13, 2024. Agendas are also posted to the school’s website</li> <li>• Brown Act and Conflict of Interest training was held during the Board meeting on August 10, 2023</li> </ul> <p><b>G2: DUE PROCESS</b>  The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.</p> <p>As evidenced by information in Folder 1, some of the evidence include the following:</p> <ul style="list-style-type: none"> <li>• Systems to provide due for students, employees, and parent including, but not limited to the following: <ul style="list-style-type: none"> <li>○ Uniform Complaint Procedures (UCP) and related forms in the student/parent handbook, as well as on the school’s website</li> <li>○ Procedures for resolving general stakeholder complaints within the “General Complaint Procedures Form” located at the school site, within the student/parent handbook and on the school’s website. Procedures and forms are available in English and Spanish</li> <li>○ Procedures/policies regarding Suspension/Expulsion (including appeals), grading policies, and student code of conduct located at the school site, within the student/parent handbook and the school’s website</li> <li>○ Employee handbook which includes descriptions of the school’s employee Code of Conduct, Internal Complaint Review and Policy (e.g., complaints by employees against employees, complaints by third parties against employees), Open Door Policy, and employee discipline policy</li> </ul> </li> </ul> <p><b>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS</b>  The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff.</p> <p>As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence includes the following:</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024

- Review and certification of relevant aspects of the *Compliance Monitoring and Certification of Board Compliance Review* form at the Governing Board's meeting on October 12, 2023 and a score of accomplished in indicator O6: Clearances and Credentialing Compliance. Documentation provided by school leadership at both the first triannual submission and the time of oversight was complete and accurate.
- The schools' governing board has established procedures to evaluate MPS Executive Director via Board on Track, an online platform. The Board's evaluation of the CEO is during multiple points throughout the school year reviewing the following performance areas: academic accountability, school operations, management and Board oversight, facilities, and educational partners.
- Schools have systems for evaluating school-based staff including, but not limited to, school leaders, teachers, and other school site staff (e.g. administrative support, plant manager, campus aide, etc.)
  - The "Teacher Evaluation Protocol" includes multiple domains aligned to the California Standards for the Teacher Profession, as well as measures for teacher performance on the MPS Framework for Teaching, Teacher Professional Qualities, Dispositions, and Responsibilities; Student Parent, and Staff Voices, and Student Performance.
  - The "School Leader Evaluation Protocol" includes measures aligned with the California Professional Standards for Education Leaders (CPSELs); Student, Parent, and Staff Voices; and Student Performance. Some of the standards include development and implementation of shared vision, instructional leadership, management and learning environment, and family and community engagement.
  - The "Generic Employee Evaluation Protocol" includes multiple domains that measure employee performance on the MPS Core Value Indicators (Excellence, Innovation, and Connection); Student, Parent, and Staff Voices; and Student Performance. The evaluation protocol includes multiple means for monitoring and improving staff performance throughout the school year such as: frequent informal observations and feedback for the employee, collection of evidence to foster collaboration with the employee, and goal setting and monitoring.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

**Please see highlighted note below as it relates to the overall rating in the Governance category for MSA7.****\*NOTE:**

- *A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is "Not in Good Standing," and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR**

*The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:*

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<p><input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p>	<p><input checked="" type="checkbox"/> Organizational chart in approved charter</p> <p><input checked="" type="checkbox"/> Organizational chart (current)</p> <p><input checked="" type="checkbox"/> Board member roster</p> <p><input checked="" type="checkbox"/> Bylaws (current)</p> <p><input checked="" type="checkbox"/> Board Committee(s) Calendar(s)</p> <p><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**G2: DUE PROCESS – QUALITY INDICATOR**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy <input checked="" type="checkbox"/> Employee Grievance and Discipline Policy <input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR**

*The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR**

*The Governing Board has systems in place to ensure ongoing:*

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Human Resources Policies and Procedures</li> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</li> <li><input checked="" type="checkbox"/> Evaluation of Executive Leadership</li> <li><input checked="" type="checkbox"/> Evaluation of all school-based staff</li> <li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**G5: FISCAL CONDITION - QUALITY INDICATOR**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the most current two independent audit reports, <u>and</u>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's Performance Category (as published in 2024)	Middle Performing
<p><b>The state identified the charter school as qualifying for Differentiated Assistance (DA)?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO            Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p><b>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA).</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO  <b>If yes, the school's identification:</b> (See additional information within "Notes" section below)  <input type="checkbox"/> Comprehensive Support and Improvement (CSI)  <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u>  <b>A2: DASHBOARD STUDENT GROUP ELA</b>            The majority of numerically significant student groups have Distance From Standard ("DFS") scores above the statewide DFS.</p> <ul style="list-style-type: none"> <li>• Per CDE, the school has three (3) numerically significant student groups (English Learner, Latino, and Socioeconomically Disadvantaged). Two out of three have scores higher than the state:               <ul style="list-style-type: none"> <li>○ English Learners (ELs): -52.8 (Yellow), compared to the state at -67.7 (Orange)</li> <li>○ Latino: -40 (Orange), compared to the state at -40.2 (Orange)</li> <li>○ Socioeconomically Disadvantaged: -44.8 (Orange), compared to the state at -42.6 (Orange)</li> </ul> </li> </ul> <p><b>A4: DASHBOARD STUDENT GROUP MATH</b>            All numerically significant student groups have "Status/DFS" scores above the statewide DFS.</p> <ul style="list-style-type: none"> <li>• The school has three (3) numerically significant student groups (English Learner, Latino, and Socioeconomically Disadvantaged):               <ul style="list-style-type: none"> <li>○ English Learners (Els): -140.6 (Orange), compared to the state at -93.4 (Orange)</li> <li>○ Latino: -97.6 (Red), compared to the state at -80.8 (Orange)</li> <li>○ Socioeconomically Disadvantaged: -94.5 (Orange), compared to the state at -80.8 (Yellow)</li> </ul> </li> </ul> <p><b>A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</b>            The schoolwide Dashboard Suspension Rate Indicator color is Blue.</p> <ul style="list-style-type: none"> <li>• Per CDE, 0.4% of students were suspended at least once, compared to the state at 3.5%</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024Areas Noted for Further Growth and/or Improvement**A1: DASHBOARD SCHOOLWIDE ELA**

The schoolwide Dashboard ELA Indicator color is Orange (the state is Yellow) and below statewide DFS.

- Per the CDE, the school's DFS in ELA is -32.7, compared to the state at -13.6
- The school leadership team shared supports and strategies being implemented to increase academic achievement in ELA schoolwide. Some of them include the following:
  - Increased and consistent implementation of IXL, including the IXL diagnostic to monitor student growth and inform ELA instruction.
  - Increased the school-wide goal for reading books on MyOn from 600 books to 5500 books, as measured by completed and 'passed' AR tests.
  - Reorganized teacher assignments (re-assigned teaching assignments were implemented, per school leadership "to better align teacher placements with the grade levels in which they will have the most significant positive impact").
  - Monthly Grade Level Planning Time sessions
  - Weekly informal classroom observations with feedback cycles from administrators ("Relay Playbook Look-Fors").

**A3: DASHBOARD SCHOOLWIDE MATH**

The schoolwide Dashboard Math Indicator color is Orange (same as the state) and below statewide DFS.

- Per the CDE, the school's DFS in Math is -58.2, compared to the state at -49.1.
- The school leadership team shared supports and strategies being implemented to increase academic achievement in Math schoolwide. Some of them include the following:
  - Increased and consistent implementation of IXL, including the IXL diagnostic to monitor student growth and inform Math instruction.
  - Implementation of new HMH Into Math curriculum.
  - Participation in specific elementary math professional development provided by HMH (2 symposium sessions, full day math workshop for elementary teachers, and an online session on standards deep dive and instructional strategies to support math materials implementation)
  - Guided Math Instructional Model
  - Peer-modeling opportunities (specifically led by lead teachers)
  - Weekly informal classroom observations with feedback cycles from administrators ("Relay Playbook Look-Fors")

**A5: DASHBOARD SCHOOLWIDE English Learner Progress (ELPI)**

The schoolwide Dashboard ELPI color is Red.

- Per CDE, 33.3% (Red) of English Learners were making progress towards English proficiency, compared to the state at 48.7% (Yellow)
  - School leadership shared supports being implemented to increase English Learner Progress. Some include the following:
    - Increased professional development for ELD instructional strategies, including modeling and coaching by the ELD Coordinator for all teachers and staff.
    - Targeted interventions have been and are being developed to provide tailored support to students, addressing their specific language acquisition needs.
    - Retraining of support staff (e.g., paraprofessionals) to ensure the implementation of the ELD curriculum with fidelity.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM**

The schoolwide Dashboard Chronic Absenteeism Indicator color is Red.

- Per CDE, 29.0% of students have chronic absenteeism, compared to the state at 24.3% (Yellow).
- School leadership shared supports being implemented to decrease Chronic Absenteeism. Some include the following:
  - The attendance team reviews weekly and monthly reports through the Infinite Campus system to identify students facing chronic absenteeism, tardiness, or truancy for early intervention.
  - Parents are sent an automated message through ParentSquare everyday if their child is absent. If there is no response within 24 hours, the office and Dean of Students reaches out to ensure the student's well-being.
  - Provision of Metro TapCards to any student that need it at no cost.
  - Partnership with CareSolace allows the school to support parents in addressing their child's attendance needs directly.
  - Per school leadership, "The Home Visit program has improved this year with a total of forty students (15%) being visited so far."

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

**English Learner (EL) Reclassification:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state's published list.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024**A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard (“DFS”) <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024**A3: DASHBOARD SCHOOLWIDE MATH - QUALITY INDICATOR**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024**A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024**A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and above statewide percentage; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024**A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red</li> <li><input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard</li> <li><input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue</li> <li><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange</li> <li><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red</li> <li><input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**

The charter school did provide Verified Data for consideration.

**Academic Progress Indicator(s) for the 2022-2023 School Year:**

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 1 <sup>st</sup> -5 <sup>th</sup>	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 1 <sup>st</sup> -5 <sup>th</sup>	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1.  The charter school disaggregated student performance data for the following student groups: English Learners, Students with Disabilities, Latino, and Socioeconomically Disadvantaged  
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following verified data report(s):
  - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
  - MAP Growth by NWEA: *Student Growth Summary Report*
  - Star Assessment by Renaissance: *Star Growth Report*
  - Other: Click or tap here to enter text.
  - The charter school did not provide the correct report from the publisher to determine one year's growth.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024**Postsecondary Outcomes (high school only):**

1. The charter school uses the Choose an item. data source and Choose an item. the results of at least 95% of eligible students.
  - a. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.
2. The charter school Choose an item. the number of eligible students and missing or non-participating students.
3. The charter school Choose an item. evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).
4.  The charter school did not provide postsecondary outcomes

**Notes:**

None at this time

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**

On October 23, 2018, the LAUSD Board of Education adopted by consent vote to renew Magnolia Science Academy 7 (MSA7), to serve up to 300 students in grades TK-5, with Academic Benchmarks. MSA 7 must meet the following benchmarks during the 2019-2024 charter term in order to address academic concerns. Below is the status of each benchmark:

**Note: 2023 is the first year Performance Level is being reported on the Dashboard following state law suspending the reporting of state indicators due to the Covid-19 pandemic. Accordingly, change in Performance Level cannot be determined until 2024 Dashboard data is available. In addition, California no longer uses any form of similar school rankings either for assessment or accountability.**

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in English Language Arts (ELA), as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. **Status: Partially Met – English Learners (ELs) Status Level in 2022 was "Low" with a DFS of -61.2 points. However, in 2023, Performance Level (Color) is Yellow with a DFS of -52.8 points, an increase of 5.6 points. The Resident Schools Median Performance Color for ELs is Red and their DFS is -90.6, lower than MSA Bell.**
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in Math, as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. **Status: Partially Met: – ELs Status Level in 2022 was "Low" with a DFS of -70.7 points. In 2023, Performance Level (Color) is Orange with a DFS of -79.9 points, a decrease of -9.2 points. The Resident Schools Median Performance Color for ELs is Orange and their DFS is -89.1, lower than MSA Bell.**





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)**

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Plan Summary</li> <li><input checked="" type="checkbox"/> Engaging Educational Partners</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Action Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes</li> </ul>
Notes:	
None	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p><b>O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE</b></p>	
<p>The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups.</p>	
<ul style="list-style-type: none"> <li>• Some of the evidence in Folder 3 and per discussion with leadership include the following:                             <ul style="list-style-type: none"> <li>○ The school’s suspension rate for the 2022-2023 school year was 0.38% (which equates to three events in the school year), suspension disproportionality rates for the school’s African American and Students with Disabilities were -0.38% each and no expulsions.</li> <li>○ Implementation of Positive School Climate and Restorative Justice systems of support through the implementation programs such as <i>Second Step</i> (a schoolwide Social-Emotional Learning (SEL) curriculum), and PBIS Rewards Points Tracker (points are tracked in the areas of safety, responsibility, and respect).</li> <li>○ School received the Gold Implementation Award in 2023 for their PBIS and Anti-bullying programs from the California PBIS.</li> </ul> </li> </ul>	
<p><b>O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT</b></p>	
<p>The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.</p>	
<ul style="list-style-type: none"> <li>• Some of the evidence in Folder 3 include the following:                             <ul style="list-style-type: none"> <li>○ Event calendar for the 2023-2024 including: Back to School Community Event on August 19, 2023, Back to School Night on September 13, 2023, and Awards Assembly on December 8, 2023.</li> <li>○ Parent Task Force (PTF), ELAC, and PAC meeting agendas, minutes, and sign-in sheets (e.g., October 17, 2023 PAC meeting discussed LCFF Budget Overview and PAC meeting on February 20, 2024 provided a Needs Assessment to parents)</li> <li>○ Results of the needs assessment from the 2022-2023 school year from the PAC.</li> </ul> </li> </ul>	
<p><b>O6: CLEARANCES AND CREDENTIALING COMPLIANCE</b></p>	
<p>The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance.</p>	
<ul style="list-style-type: none"> <li>• Review of the <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) and supporting documentation indicated that all new employees had all applicable clearances (e.g., criminal background check, TB risk assessment, etc.) before beginning work, all staff participated in all legally mandated trainings within applicable timelines, vendor certification forms were received from all vendors prior to the provision of services, and all teachers were appropriately credentialed for their assignments.</li> <li>• Documentation provided by the school at both the first triannual submission and the time of oversight was clear, complete, and accurate.</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

School leadership has noted the following priorities for the 2023-2024:

- Student Growth in ELA & Math
  - 42% of students will demonstrate proficiency on the ELA SBAC
  - 30% of students will demonstrate proficiency on the Math SBAC
  - 60% of students will meet their growth targets on the MAP (NWEA) Reading and Math
- Attendance
  - Increase ADA from 93% to 97% or above
  - Decrease Chronic Absenteeism Rate from 21.5% to 18% or lower
  - Lower Truancy Rate from 33.9% to 25% or lower
- EL Student Growth & Progress
  - Increase number of students making progress toward EL proficiency
  - Improve the quality of the ELD Program & Eld instruction to focus on growth
- High Quality Teaching
  - Prioritize professional development focused on high quality instructional strategies
  - Increase number of informal observations
  - Create a culture of coaching and growth

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school's operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</li> <li><input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Key Features of the Educational Program</li> <li><input checked="" type="checkbox"/> Standards-Based Instructional Program</li> <li><input checked="" type="checkbox"/> Master Schedule/Course Schedule</li> <li><input checked="" type="checkbox"/> Student Achievement Data Analysis</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Classroom/site Observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> <p>High School:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements</li> <li><input type="checkbox"/> WASC Accreditation Notification Letter</li> <li><input type="checkbox"/> UC Doorways course approval</li> <li><input type="checkbox"/> Graduation Requirement/Policy</li> <li><input type="checkbox"/> Math Placement Assessment Policy</li> <li><input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate</li> <li><input type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR**

*The school has a system in place to ensure:*

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</li> <li><input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</li> <li><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</li> <li><input checked="" type="checkbox"/> Student Group data analysis</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Classroom/site Observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li>   <li>English Learners</li> <li><input checked="" type="checkbox"/> Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</li> <li><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**O3: SPECIAL EDUCATION - QUALITY INDICATOR**

***The school has a system in place to ensure that the school:***

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> <input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**04: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

*The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR**

*The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:*

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric		Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</p> <p><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</p> <p><input checked="" type="checkbox"/> Staff roster</p> <p><input checked="" type="checkbox"/> School master schedule</p> <p><input checked="" type="checkbox"/> Custodian(s) of Records documentation</p> <p><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</p> <p><input checked="" type="checkbox"/> Teaching credential/authorization documentation</p> <p><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</p> <p><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**Review of Health and Safety Compliance Items**

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.**

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)(J), and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.**

If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least 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, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5 <b>N/A</b>	<input type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: None		



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024

### Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

**A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.**

Item	Evident	Not Evident
The following information posted to the school's website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605 <b>N/A</b>	<input type="checkbox"/>	<input type="checkbox"/>
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381 <b>N/A</b>	<input type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5 <b>N/A</b>	<input type="checkbox"/>	<input type="checkbox"/>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

Notes: None		





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

### FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

#### Financial Highlights

Magnolia Science Academy 7 (MSA 7) fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
Magnolia Science Academy 7	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$1,878,892	\$2,499,146	\$2,614,648	\$3,259,094	\$3,372,671
Net Income / (Loss)	\$336,252	\$620,254	\$115,502	\$644,446	\$113,576
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,632,981	\$1,421,162	\$1,783,300	\$2,865,843	\$2,585,786
Unrestricted Net Assets	\$1,878,892	\$2,499,146	\$2,614,648	\$3,259,094	\$3,365,732
Norm Enrollment Reported by the School	292	294	279	262	281
FINANCIAL RATIO ANALYSIS					



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	52.95%	60.85%	55.89%	58.54%	53.11%
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	46.02%	34.60%	38.12%	51.48%	40.81%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	281.38%	609.20%	348.72%	203.16%	599.32%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	28.73%	13.58%	24.06%	48.76%	28.78%

**Charter Operator Fiscal Information**

<b>Magnolia Educational &amp; Research Foundation *</b>					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		<b>Including</b> related parties and charter schools		<b>Excluding</b> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4	\$53,752,216	\$6,055,642	\$3,563,059	\$1,172,196



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024

**Management Fees:** According to MERF, MSA 7 paid annual management fees of \$272,627 (or 4% of the home office expenses) in FY 2022-2023 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

\*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 6; and (3) Magnolia Science Academy Bell. Per the charter operator's 2022-2023 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (SBE); and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (LACOE).

#### Areas of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

#### Areas Noted for Further Growth and/or Improvement:

No significant items noted.

#### Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

##### 1. Type of Observations: 2022-2023 Independent Audit Report - State Compliance Findings

- **Source(s) of Document Reviewed:** 2022-2023 Audited Financial Statements
- **Description of Observation:** According to MERF's 2022-2023 annual independent audit report, a finding, which was identified as material weakness by the auditor related to the state compliance that are required to be reported in accordance with California Education Code Section 8482.4(c)(1), was cited. This finding was specifically for MSA 8 and Magnolia Science Academy San Diego, respectively.

*The following finding represents instances of noncompliance relating to compliance with state laws and regulations. The finding has been coded as follows:*

*Five Digit Code 40000*

*AB 3627 Finding Type – State Compliance*

**2023-001 40000 – After School Education and Safety Program**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

### ***Criteria or Specific Requirements***

*According to the California Education Code Section 8482.4(c)(1), a charter that receives state funding for an after-school program must report attendance to the California Department of Education (CDE) semiannually. Such reporting must be supported by attendance records supporting student participation.*

### ***Condition***

*The Organization compiles monthly summaries of student attendance for submission to the CDE. However, in reviewing the Organization's monthly summary totals for the second semi-annual reporting period, it was noted that the Organization's monthly totals as summarized did not agree with what was reported on the semi-annual report. The CDE report for the first semi-annual report shows 151 and 7,235 students served for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively. In contrast, the monthly summary totals for July through December 2022 shows 666 and 7,221 students served for the Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively.*

*This resulted in the Organization misstated the number of students served by 501.*

<b><u>Charter School</u></b>	<b><u>Summarized Attendance Documentation</u></b>	<b><u>Attendance Reported to the CDE</u></b>	<b><u>Difference</u></b>
Magnolia Science Academy 8	666	151	515
Magnolia Science Academy San Diego	7,221	7,235	<u>(14)</u>
			501

### ***Questioned Costs***

*Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.*

### ***Context***

*The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2022 to December 2022. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.*

### ***Effect***

*In addition, the Organization was not compliant with Education Code Section 8482.4(c)(1) for the 2022-2023 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.*

### ***Cause***

*The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.*





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024***Repeat Finding****No.****Recommendation***

*For accurate attendance reporting, the Organization should review procedures used to report the number of students served to the CDE to methods are consistent to allow for accurate reporting. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE.*

***Corrective Action Plan and View of Responsible Officials***

*The Organization is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.*

- **Charter School's or Charter Operator's Response:** See the above.
- **CSD's Recommendations/Comments:** The CSD recommends that the charter operator implement its corrective action plan describe above. The CSD will review MERF's 2023-2024 independent audit report next year regarding the status of this audit finding. **Repeat material or significant audit findings may trigger additional appropriate actions in accordance with LAUSD's tiered intervention approach to oversight. The results will be factored into the school's rating.**

**2. Type of Observation: Lack of Itemized Receipt/Backup Documents**

- **Source(s) of Document Reviewed: Check Register**
- **Description of Observation:** The CSD noted a sample check register transaction (MSA 7, Check #75031, for \$932.76 dated 2/17/2023), pertaining to the reimbursement by the School Psychologist wherein the two (2) meals from Tacos Los Compas for \$27.42 and \$36.30 on February 7 & 8, 2023, respectively, were not supported by itemized receipts. Additionally, as part of check #75031, the backup documents for transportation of \$117.56 were also missing. This check #75031 is also mentioned under Item #3, "Duplicate Payment and Overpayment," below.
- **Charter Operator's Fiscal Policies and Procedures:** Page 31, Expense Report Preparation and Reimbursement of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: All required receipts for items charged must accompany all reimbursement documentation as well as uploaded into the existing financial system for approval and reimbursement payment process. In order to expedite reimbursement, the employee should ensure that the request is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.
- **Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "The backup for transportation was missing for a total of \$117.56 in charges. All employees understand that they are required to submit an itemized reimbursement report. This report is used to calculate reimbursements based on per diem rates, ensuring accuracy. Additionally, we have implemented another layer of review to ensure the correct amounts are paid.
- **CSD's Recommendations/Comments:** The CSD recommends that the MERF Home Office and it charter schools strictly adhere to its governing board-approved financial policies and procedures and ensure that complete supporting documents are submitted/appropriate approvals are obtained for transactions (e.g., itemized receipts, invoices, etc.) to ensure that expenditures are properly supported for school purposes.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024**3. Type of Observation: Duplicate Payments and Overpayments**

- Source(s) of Document Reviewed: Check Register

Item #	School	Check #	Date	Payee	Transaction Description	Amount	Description of Observation	MERF Home Office Response
1	MSA-04	DDP-00000530	6/28/23	American Express	Prepaid duplicate entry reversal	\$1,801.37	Double payments of credit card	Card was not fraud during June time frame the card for MSA4 was the first to stop working due to the new law whereby we had to add CFO's social security number to the account. AMEX somehow ran the transaction twice as I cannot see where it was submitted twice by the system. When we called to see why it ran twice there was no reason provided and they were unable to refund the difference it was applied as a credit on account.
2	MSA-04	43987	9/15/23	Barbara Dixon Attorney at Law	Legal Settlement C Perez	\$9,900.00	Per final settlement agreement, "the Charter (MSA4) agreed to pay \$7,500 in attorney fee & cost to Barbara Dixon, but actual payment made was \$9,900.	Vendor contacted attorney regarding overpayment from settlement. Attorney on case retired before matter could be resolved. Barbara Dixon is the client's attorney, and the overpayment was conveyed to the YMC attorney before the attorney on record for MPS retired. YMC never followed up after the cases settled to advise of the overpayment. Invoice for overpayment was sent to the Barbara Dixon. The invoice presented to accounts payable was listed at \$9900. Attorney has since been sent an invoice for overpayment and will adjust billing moving forward.
3	MSA-07	75031	02/17/23	School Psychologist	NASP Travel Reimbursement	\$932.76	1. The Feb. 9, 2023, total cost of food of \$100.87 was over the allowed per diem/day of \$69 (Breakfast \$17, Lunch \$18, & Dinner \$34) over by \$31.87.	The backup for transportation was missing for a total of \$117.56 in charges. The meals were not overpaid.  Attached is a breakdown of meal reimbursements. There was a small overpayment to the employee due to a clerical



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

							2. The total reimbursement supported by receipt is \$799.72, however the amount paid to employee was \$932.76, over payment by \$133.04.	error. All employees understand that they are required to submit an itemized reimbursement report. This report is used to calculate reimbursements based on per diem rates, ensuring accuracy. Additionally, we have implemented another layer of review to ensure the correct amounts are paid.
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- Charter Operator’s Fiscal Policies and Procedures:** Pages 25-29, Travel and Entertainment of MERF’s Financial Policies and Procedures Manual approved by the Board on April 7, 2022, state: Expenses are to be within established Organization guidelines and will be reimbursed with proper documentation. Employees are expected to spend the Organization’s money as carefully and judiciously as they would their own. Meals of employees on Organization business will be reimbursed for the actual cost of their meals not to exceed the guidelines of the General Services Administration for 2022 as follows. Per-Diem allowances are as follows (Breakfast up to \$17, lunch up to \$18 and dinner up \$34). An employee who uses their own automobile for business will be reimbursed according to IRS mileage reimbursement guidelines. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip. Page 250 Accounts Payable and Cash Disbursement of MERF’s Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.
- Charter School’s or Charter Operator’s Response:** Please see table above
- CSD’s Recommendations/Comments:** The CSD recommends that the MERF charter schools strictly adhere to its governing board-approved financial policies and procedures to ensure that all purchases are based on the guidelines and with proper documentations. The CSD also recommends the MERF Home Office and its back-office services provider exercise prudence in reviewing and verifying the supporting documents (e.g., invoices, itemized receipts, settlement agreements, statements, etc.) prior to processing the payments, to avoid duplicate payments or overpayments in the future.

**4. Type of Observation: Purchases of Gift Cards and Lack of Written Guidance Regarding the Magnolia Punch Card Participation Program and the Use of Community Engagement Initiative (CEI) Funds**

- Source(s) of Document Reviewed: Credit Card Statement**
- Description of Observation:** The CSD noted various gift cards (Starbucks, Amazon, Darden Restaurant, Happy Food & Laughs, & Visa gift cards) purchased from Amazon by MSA 4 & MSA 7 with American Express credit cards ending X1005 & X1002, in the amount of \$609.90 and \$600 on May 6, 2023, and March 12, 2023, respectively.
- Charter Operator’s Fiscal Policies and Procedures:** The CSD noted that MERF’s Financial Policies and Procedures lack of guidance regarding the Magnolia Punch Card Participation Program and the use of Community Engagement Initiative (CEI) funds to purchase gift cards as reward for students and families for participating in the events and activities of the schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

- Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "Magnolia Public Schools applied for the Community Engagement Initiative (CEI) offered through the California Coalition for Educational Excellence (CCEE) in the Spring of 2022 as part of their Cohort III group...Every school participating in the program was able to create a list of events/ activities to engage families in collaboration with schools which would ultimately be tied to students' outcomes like attendance, academics, behavior, or social-emotional development...We wanted to make the rewards enticing enough so that families who often don't participate in events or activities would be motivated to participate. Based on experience of what families or students most often mention in meetings or class what they would like to receive or have a utility value to receive. Gift Cards were one of the rewards listed on the tiered rewards. The gift cards were earned based on the tiered recognition at each site and every school site PACE coordinator in communication with their principal was responsible for tracking families who reached and received a reward." The MERF organization further stated that they received verbal and written confirmation from representatives of the program that gift cards were permissible.
- CSD's Recommendations/Comments:** The CSD recommends that MERF strongly consider limiting or eliminating the use of gift cards due to the inherent risks of fraud and abuse, treatment as an unallowed gifting of public funds as well as the possibility of income treatment to the recipient. The CSD recommends the exploration of alternate means of achieving the purposes intended. If granting agencies condone gift card use, the CSD recommends that the charter operator obtain this guidance in writing and follow all suggested controls given by the agency or if none, develop and document strong controls by the MERF which may include, but not limited to, specific board approval with the purpose clearly stated and directly tied to public benefit, details of the distribution of gift cards to recipients, signature of recipient, requiring the collection of store receipts for the purchases utilized by the gift card and efforts taken to ensure that gift cards not be used for tobacco or alcohol purchases (such as stamping the cards with this language). The CSD also recommends that MERF's staff members, its leadership team, and its governing board review the Fiscal Crisis & Management Assistant Team's (FCMAT) 2022-23 *California Charter School Accounting and Best Practices Manual* (beginning with page 27 which addresses gifts of public funds), as reference, and consider this guidance in possible future gift card usage.

##### 5. Type of Observation: After-the-Fact Payment Approval

- Source(s) of Document Reviewed: Bank Statements**
- Description of Observation:** The CSD noted a sample of bank debit transaction (MSA 8, ACH DEBIT UNIFORMITY & DM SALE, for \$3,849.80 dated 5/01/2023 with Citibank account ending in X5041) wherein the payment date was earlier than the payment approval date (5/01/2023 - payment date & 6/1/2023 - payment approval date).
- Charter Operator's Fiscal Policies and Procedures:** Page 254, Payment of Accounts Payable of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: "Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. Stamp the invoices "paid" to document they've been paid."
- Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "PO823-00178 was approved on 04/23/23, and the payment was made on 05/01/23. Attached is a copy of the purchase order again for reference."
- CSD's Recommendations/Comments:** Payments should be approved by appropriate personnel in addition to the Purchase Order (PO) approval since payment approval is intended to accept the supplies or product have been received, whereas the approval of POs is to approve the purchases prior to deliveries of goods or services. The CSD recommends that the MERF Home Office strictly adhere to its governing board-approved financial policies and procedures and ensure that all printed checks, wire transfers, electronic online bill pay, or ACH withdrawal documentation are signed and approved before payment of the transactions.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school's rating for next year.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024**Notes:****I. Review of Fiscal Documentation (Non-Fiscal Preparation Guide Items)**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: Yes, please see the description below.  
See Item #1 under **Other Observations** above. MERF's 2022-2023 independent audit report disclosed a State Compliance finding (relating to the After School Education and Safety Program) that applies to Magnolia Science Academy 8 and Magnolia Science Academy San Diego (a non-LAUSD authorized MERF charter school) only.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2022-2023 audited and unaudited actuals do not mirror each other. According to MERF, MSA 7's variances between the 2022-2023 audited and unaudited actuals (UAR) are primarily due to the auditor's reclassification of current portion of lease liabilities, whereas it was previously included in Other Long-Term Liabilities in the UAR and now included in Current Liabilities in the Audited Financials.
3. The school's reported Norm Enrollment was 292, 294, 279, 262, and 281 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively, representing an accumulated decrease in enrollment of 11 students (or 3.8%) since Fiscal Year 2019-2020. The school's reported Norm Enrollment for Fiscal Year 2023-2024 is 281 students, which is 11 students (or approximately 3.8%) below its projected student enrollment for Fiscal Year 2023-2024 (i.e., 292 students) per the school's petition enrollment roll-out plan in its operative charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023, and projects a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review(s) was conducted in person at Magnolia Science Academy 8. No discrepancies were noted.

**II. Review of 2023-2024 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering: STRS, PERS, and Social Security to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current three interim financial reports (i.e., first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024

9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report. were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2023-2024 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2022-2023) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, contract amendments, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from October 2022 to September 2023) were provided. Reviewed 26 checks (and 12 electronic credit/debit transactions). The CSD's observations were noted under Other Observations.
21. a) A list of all active credit card account(s), All credit card statements for the most current twelve months (from October 2022 to October 2023) Choose an item. Selected the months of March 2023 through September 2023 and reviewed 16 credit card transactions for sample testing. The CSD's observations were noted under Other Observations.
22. a) A list of all active school bank account(s), Monthly bank statements and reconciliation reports for the most current six months (spanning from May 2023 to October 2023) were provided. Selected the months of May 2023 through June 2023 for sample testing. The CSD's observations were noted under Other Observations.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/6/2024

25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were provided.
  - a. MERF provided the Intra-Org. Loan Agreement commencing on or about July 1, 2020. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year. Per the loan schedule furnished by MERF, as of 6/30/2023, the balance owed to MSA 8 was \$1,011,824 and the balance owed to MSA (LACOE-authorized) was \$247,611, from MSA Santa Ana (SBE-authorized) of \$632,615; MSA San Diego (SBE-authorized) of \$390,615; and MERF of \$228,169, respectively, with a slight variance of \$8K). MERF shared that differences existing between the loan balances per the Loan Agreement and the audited net intra-organization receivables/payables balances represent the result of temporary operating transactions which fluctuate on a monthly basis. The CSD will continue to monitor MERF's and its charter schools' intraorganizational borrowing through oversight.
28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were provided.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate: were not provided as the charter school has indicated not applicable.
30. Disclosure of legal issues was provided. MERF's Chief Finance Officer stated that all these matters are covered by MERF's insurance and that they would not have a material impact on the organization or its affiliated parties.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

**Fiscal Operations Rubrics**

**Existing School** – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.

**New School** – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

*An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;

*An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current two annual independent audits;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	<p>divided by total expenditures) in the most current annual independent audit;</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p>	<p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</li> <li>2. The cash balance at the beginning of the school year is positive; and</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.</li> </ol> <p><b>Note:</b> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> </ol>	<p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><b>Note:</b> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	
<p><b><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Interim reports and/or unaudited actuals project positive net assets;</li> <li>2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;</li> <li>4. Governing Board adopts the annual budget;</li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. The charter school has shown <i>no feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/6/2024

<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> <li>5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> <li>6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li> <li>7. The most current governing board-approved LCAP is posted on the charter school’s website; and</li> <li>8. The LCAP is submitted to the appropriate agencies.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

# ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*

## 2023-2024 SCHOOL YEAR

### FOR

**MAGNOLIA SCIENCE ACADEMY BELL (PSC) - 5166**

Name and Location Code of Charter School

#### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

<b>Charter School Name:</b>	<b>Magnolia Science Academy BELL (PSC) – (MSA8)</b>			<b>Location Code:</b>	<b>5166</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
6411 Orchard Avenue	Bell	90201	323-826-3925	323-826-3926	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>		
July 1, 2028 to June 30, 2028	5		South		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 92</b>	
404	496				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 18.55%</b>	
6-8	6-8				
<b>Norm Enrollment Number:</b>	402				
<b>Total Number of Staff Members:</b>	47	<b>Certificated:</b>	24	<b>Classified:</b>	23
<b>Charter School's Leadership Team Members:</b>	Laura Schlottman, Principal; Darlene Boagni, Assistant Principal; Arturo Prado, Assistant Principal; Erdinc Acar, Chief Academic Officer; Suat Acar, Chief Operations Officer; Fiorella Del Carpio, Chief People Officer; Traci Lewin, Director of Math Programs; Brenda Olivares, Chief External Officer; Krystal Zavala, Special Programs Coordinator; Alfredo Rubalcava, Chief Executive Officer				
<b>Charter School's Contact for Special Education:</b>	Cecilia Martinez	<b>SELPA &amp; Option:</b>		LAUSD Option 3	
<b>CSD Assigned Administrator:</b>	Yolanda Jordan	<b>CSD Fiscal Oversight Manager:</b>		Constancia Carandang	
<b>Other School/CSD Team Members:</b>	N/A				
<b>Oversight Visit Date(s):</b>	February 6, 2024		<b>Fiscal Review Date (if different):</b>	N/A	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b>	Yes, PSC		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	Orchard Academies	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	N/A		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	N/A	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>3, Proficient</b>	<b>2, Developing</b>	<b>3, Proficient</b>	<b>3, Proficient</b>

<sup>1</sup> Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute. .

## REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. 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. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2023-2024*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and

(1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING</b>            The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).</p> <p>As evidenced by information in Folder 1 and observation of a Governing Board meeting, some of the evidence include the following:</p> <ul style="list-style-type: none"> <li>• The current Board of Directors of Magnolia Public Schools (MPS) is comprised of 7 directors, which is aligned with the organization’s most recent Bylaws requiring no less than 3 and no more than 11 directors.</li> <li>• Calendar of Governing Board meetings for the 2023-2024 school year, showing monthly meetings scheduled from July 13, 2023 to June 20, 2024</li> <li>• Calendar of Board Committees (e.g., Academic, Educational Partners &amp; Development, Audit/Facilities, Finance, and Nominating/Governance), showing meetings scheduled from July 13, 2023 to June 13, 2024. Agendas are also posted to the school’s website.</li> <li>• Brown Act and Conflict of Interest training was held during the Board meeting on August 10, 2023.</li> </ul> <p><b>G2: DUE PROCESS</b>            The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.</p> <p>As evidenced by information in Folder 1, some of the evidence include the following:</p> <ul style="list-style-type: none"> <li>• Systems to provide due process for students, employees, and parents including, but not limited to the following:               <ul style="list-style-type: none"> <li>○ Uniform Complaint Procedures (UCP) and related forms in the student/parent handbook, as well as on the school’s website.</li> <li>○ Procedures for resolving general stakeholder complaints within the “General Complaint Procedures Form” located at the school site, within the student/parent handbook, and on the school’s website. Also, procedures and forms are available in English and Spanish.</li> <li>○ Procedures/policies regarding Suspension/Expulsion (including appeals), grading policies, and student code of conduct are located at the school site, within the student/parent handbook, and on the school’s website.</li> <li>○ Employee handbook which includes descriptions of the school’s employee Code of Conduct, Internal Complaint Review and Policy (e.g., complaints by employees against employees, complaints by third parties against employees), Open Door Policy, and employee discipline policy.</li> </ul> </li> </ul> <p><b>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS</b>            The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff.</p> <p>As evidenced by information in Folder 1 and observation of Governing Board meetings, some of the evidence includes the following:</p>	





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

- Review and certification of relevant aspects of the *Compliance Monitoring and Certification of Board Compliance Review* form at the Governing Board's meeting on October 12, 2023 and demonstrated clearances and credentialing compliance. Documentation provided by school leadership at both the first triannual submission and the time of oversight was complete and accurate.
- The schools' governing board has established procedures to evaluate MPS Executive Director via Board on Track, an online platform. The Board's evaluation of the CEO is during multiple points throughout the school year, reviewing the following performance areas: academic accountability, school operations, management and Board oversight, facilities, and educational partners.
- Schools have systems for evaluating school-based staff including, but not limited to, school leaders, teachers, and other school site staff (e.g., administrative support, plant manager, campus aide, etc.)
  - The "Teacher Evaluation Protocol" includes multiple domains aligned to the California Standards for the Teacher Profession, as well as measures for teacher performance on the MPS Framework for Teaching, Teacher Professional Qualities, Dispositions, and Responsibilities; Student, Parent, and Staff Voices; and Student Performance.
  - The "School Leader Evaluation Protocol" includes measures aligned with the California Professional Standards for Education Leaders (CPSELs); Student, Parent, and Staff Voices; and Student Performance. Some of the standards include development and implementation of shared vision, instructional leadership, management and learning environment, and family and community engagement.
  - The "Generic Employee Evaluation Protocol" includes multiple domains that measure employee performance on the MPS Core Value Indicators (Excellence, Innovation, and Connection); Student, Parent, and Staff Voices; and Student Performance. The evaluation protocol includes multiple means for monitoring and improving staff performance throughout the school year such as: frequent informal observations and feedback for the employee, collection of evidence to foster collaboration with the employee, and goal setting and monitoring.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

**Please see highlighted note below as it relates to the overall rating in the Governance category for MSA8.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**\*NOTE:**

- *A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing,” and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR**

*The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:*

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<p><input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p>	<p><input checked="" type="checkbox"/> Organizational chart in approved charter</p> <p><input checked="" type="checkbox"/> Organizational chart (current)</p> <p><input checked="" type="checkbox"/> Board member roster</p> <p><input checked="" type="checkbox"/> Bylaws (current)</p> <p><input checked="" type="checkbox"/> Board Committee(s) Calendar(s)</p> <p><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**G2: DUE PROCESS – QUALITY INDICATOR**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy <input checked="" type="checkbox"/> Employee Grievance and Discipline Policy <input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR**

*The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR**

*The Governing Board has systems in place to ensure ongoing:*

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Human Resources Policies and Procedures</li> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</li> <li><input checked="" type="checkbox"/> Evaluation of Executive Leadership</li> <li><input checked="" type="checkbox"/> Evaluation of all school-based staff</li> <li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input checked="" type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**G5: FISCAL CONDITION - QUALITY INDICATOR**

**The Governing Board has a system in place to ensure fiscal viability:**

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the most current two independent audit reports, <b>and</b>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR**

<i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i>	
<ul style="list-style-type: none"> <li>• The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> <li>• The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.</li> </ul>	
Performance	Rubric
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings</li> <li><input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings</li> <li><input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)</li> <li><input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)</li> </ul>
Sources of Evidence	
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes</li> <li><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input checked="" type="checkbox"/> Independent audit report(s)</li> <li><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</li> </ul>	
Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):	
N/A	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's Performance Category (as published in 2024)	Middle Performing
<p><b>The state identified the charter school as qualifying for Differentiated Assistance (DA)?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO            Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p><b>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA).</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  <b>If yes, the school's identification:</b> (See additional information within "Notes" section below)  <input type="checkbox"/> Comprehensive Support and Improvement (CSI)  <input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u>  <b>A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</b>            The schoolwide Dashboard Suspension Rate Indicator color is Yellow and at/below statewide percentage.</p> <ul style="list-style-type: none"> <li>Per CDE, 2.5% of students were suspended at least once, compared to the state at 3.5%.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u>  <b>A1: DASHBOARD SCHOOLWIDE ELA</b>            The schoolwide Dashboard ELA Indicator color is Orange and below statewide Distance From Standard (DFS).</p> <ul style="list-style-type: none"> <li>Per the CDE, the school's DFS in ELA is -41.1, compared to the state at -13.6.</li> </ul> <p><b>A2: DASHBOARD STUDENT GROUP ELA</b>            Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS.</p> <ul style="list-style-type: none"> <li>The school has four (4) numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). Three out of the four student groups have scores lower than the state:               <ul style="list-style-type: none"> <li>English Learners (ELs): -109.8 (Red), compared to the state at -67.7 (Orange)</li> <li>Latino: -43.4 (Orange), compared to the state at -40.2 (Orange)</li> <li>Socioeconomically Disadvantaged: -41.9 (Orange), compared to the state at -42.6 (Orange)</li> <li>Students with Disabilities: -134.4 (Red), compared to the state at -96.3 (Red)</li> </ul> </li> </ul> <p><b>*The school leadership team shared supports and strategies being implemented to increase academic achievement in ELA schoolwide and with student groups. Some of them include the following:</b></p> <ul style="list-style-type: none"> <li>Implementation of Tier 2 interventions that are on an 8 week cycle of pull out intervention during study skills (4 times a week).</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

- Additional designated English Language Development (ELD) support for 8<sup>th</sup> grade ELs during their advisory elective, in addition to their regularly scheduled Designated ELD and the integrated support they receive during ELA core class.
- School hired a bilingual ELD paraprofessional who provides push in support in the classroom.

**A3: DASHBOARD SCHOOLWIDE MATH**

The schoolwide Dashboard Math Indicator color is Orange and below statewide DFS.

- Per the CDE, the school's DFS in Math is -94.6, compared to the state at -49.1.

**A4: DASHBOARD STUDENT GROUP MATH**

None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS.

- The school has four (4) numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities).
  - English Learner: -140.6 (Orange), compared to the state at -93.4 (Orange)
  - Latino: -97.6 (Red), compared to the state at -80.8 (Orange)
  - Socioeconomically Disadvantaged: -94.5 (Orange), compared to the state at -80.8 (Yellow)
  - Students with Disabilities: -156.9 (Red), compared to the state at -96.3 (Red)

**\*The school leadership team shared supports and strategies being implemented to increase academic achievement in Math schoolwide and with student groups. Some of them include the following:**

- Adoption of new materials, HMH Math/Into AGA, which, according to school leadership, offers students more opportunities to engage in discourse and higher order thinking than the previous math materials. Additionally, these new math materials, per school leadership, provide differentiated support and tiered interventions to support all proficiency levels of students.
- Interventions have been restructured and tiered to provide tailored support to students at varying proficiency levels, including numerically significant student groups.
- Study skills class with individual, personalized learning using IXL.
- Implementation of Kagan Structures (e.g., verbal communication with shoulder partner to share their understanding of the intended learning and vice versa, etc.)

**A5: DASHBOARD SCHOOLWIDE English Learner Progress (ELPI)**

The schoolwide Dashboard ELPI color is Red.

- Per CDE, 44.4% (Red) of English Learners were making progress towards English proficiency, compared to the state at 48.7% (Yellow).
  - School leadership shared supports being implemented to increase English Learner Progress. Some include the following:
    - Assistance of the Curricular Professional Development Team of StudySync to provide additional professional development for the ELA department.
    - Increased classroom support for EL students with the addition of a bilingual paraprofessional who provides one to one student assistance. School leadership noted, "The bilingual paraprofessional pushes into History, ELA, and Science courses, providing translation for newcomer students as well as targeted support and 1:1 assistance to students as needed."



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

- Winter Camp was offered to 30 EL students. Per school leadership, “This intersession camp focused on ELPAC preparation, including the implementation of the new released ELPAC IABs.”
- Increased staff-wide professional development, provided by the EL Coordinator, which focuses on strategies for Integrated EL support in all classrooms.

**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM**

The schoolwide Dashboard Chronic Absenteeism Indicator color is Red.

- Per CDE, 28.4% of students have chronic absenteeism, compared to the state at 24.3% (Yellow).
- School leadership shared supports being implemented to decrease Chronic Absenteeism. Some include the following:
  - “Through staff training, all teachers and staff are encouraged to create a welcoming environment by greeting students by name at the door, getting to know their students, having a clean and neat learning space, and creating engaging lessons.”
  - Providing Metro TapCards to any students that need them at no cost.
  - Attendance team reviews attendance reports periodically to identify the students at different attendance tiers and home visits are conducted on a regular basis. School leadership stated that, as of December 2023, almost 100 families were visited this school year.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

**English Learner (EL) Reclassification:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state’s published list.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024**A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard (“DFS”) <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A3: DASHBOARD SCHOOLWIDE MATH - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS <input checked="" type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)
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**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and above statewide percentage; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

The charter school did provide Verified Data for consideration.

**Academic Progress Indicator(s) for the 2022-2023 School Year:**

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 6 <sup>th</sup> – 8 <sup>th</sup>	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 6 <sup>th</sup> – 8 <sup>th</sup>	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1.  The charter school disaggregated student performance data for the following student groups: English Learner, Latino and Socioeconomically Disadvantaged  
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following verified data report(s):
  - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
  - MAP Growth by NWEA: *Student Growth Summary Report*
  - Star Assessment by Renaissance: *Star Growth Report*
  - Other: Click or tap here to enter text.
  - The charter school did not provide the correct report from the publisher to determine one year's growth.

**Postsecondary Outcomes (high school only):**

1. The charter school uses the Choose an item. data source and Choose an item. the results of at least 95% of eligible students.
  - a. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.
2. The charter school Choose an item. the number of eligible students and missing or non-participating students.
3. The charter school Choose an item. evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).
4.  The charter school did not provide postsecondary outcomes

**Notes:**

**None at this time**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**

On October 15, 2019, the LAUSD Board of Education adopted by consent vote to renew Magnolia Science Academy Bell (MSA Bell), to serve up to 495 students in grades 6-8, with Academic Benchmarks. MSA Bell must meet the following benchmarks during the 2020-2025 charter term in order to address academic concerns. Below is the status of each benchmark:

**Note: 2023 is the first year Performance Level is being reported on the Dashboard following state law suspending the reporting of state indicators due to the Covid-19 pandemic. Accordingly, change in Performance Level cannot be determined until 2024 Dashboard data is available. In addition, California no longer uses any form of similar school rankings either for assessment or accountability.**

1. The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in ELA as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **Status: No Update – As noted above, change in performance level cannot be determined until 2024 Dashboard data is available. However, per the California School Dashboard, Charter School’s English Learners’ (EL) 2023 ELA performance level (color) is Red. Additionally, per the 2023 CAASPP (SBAC), 0% of Charter School’s ELs Met or Exceeded Standard for ELA.**
2. The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in Math as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **No Update – As noted above, change in performance level cannot be determined until 2024 Dashboard data is available. However, per the California School Dashboard, Charter School’s English Learners’ (EL) 2023 Math performance level (color) is Orange. Additionally, per the 2023 CAASPP (SBAC), 1.85% of Charter School’s ELs Met or Exceeded Standard for Math.**

**LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)**

*The CSD reviewed the Local Control Accountability Plan.*

**All requested template information and descriptions were provided:**

**Sources of Evidence**

- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
- Action Tables

- Local Control Accountability Plan
- Board Agenda and Minutes

Notes:

None at this time





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS</b></p> <p>The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis.</p> <ul style="list-style-type: none"> <li>• As evidenced in Folder 3 and discussion with school leadership, some of the evidence includes the following: <ul style="list-style-type: none"> <li>○ Implementation of differentiated instructional strategies (e.g., Kagan strategies, technology, small group instruction).</li> <li>○ Professional development materials (e.g., <i>Anchor Charts and More</i>, <i>Accommodating our Special Populations</i>).</li> <li>○ Continued utilization of IXL for 20 minutes per day during both ELA and Math instruction.</li> <li>○ Continued utilization of MyOn, a digital library offering a collection of books, as part of the plan to improve ELA outcomes for all students.</li> </ul> </li> </ul> <p><b>O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT</b></p> <p>The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.</p> <ul style="list-style-type: none"> <li>• As evidenced in Folder 3 and discussion with leadership, some of the evidence includes the following: <ul style="list-style-type: none"> <li>○ A year-long calendar with opportunities for stakeholder engagement and consultation (e.g., PAC and ELAC meetings, Coffee with Administrators, Back to School Night, etc.)</li> <li>○ Educational Partners Survey Reflections from the 2022-2023 school year. For example, Spring 2023 asked “Overall, I am satisfied and would recommend this school to other students/parents/educators” revealed the following results: Students: 77%; Family 92%; and Staff 87%</li> <li>○ ELAC meeting agendas and sign in sheets for September 7, 2023 and January 18, 2024</li> <li>○ PAC meeting agendas, sign-in sheets and minutes for September 7, 2023, October 12, 2023, November 2, 2023, and December 14, 2023. During the meetings there was a discussion about the school’s LCAP, NWEA MAP data, academic interventions in ELA and Math, and the Parent College (classes offered for parents such as ESL and English Language Development Adult School on Saturdays with daycare included).</li> </ul> </li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE</b></p> <p>The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.</p> <ul style="list-style-type: none"> <li>• As evidence by the LAUSD Discipline Report, the school’s Students with Disabilities were suspended at a rate of 21.21%, representing a 17.56 percentage point disproportionality relative to the 3.65% suspension rate for all students during the 2022-2023 school year. The school received a Notice of Concern on February 13, 2024. MSA Bell provided a response to the Charter Schools Division detailing a root cause analysis, as well as an action plan. As evidenced in Folder 3 and school leadership discussion, some of the evidence of the action plan includes the following:</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

- Implementation of a Classroom-Managed Behavior vs. Major Office Discipline Referral Matrix
- Enhanced Restorative Justice practices to address behavioral issues more effectively (e.g., Restorative Justice Coordinator, utilization of restorative circles for students exhibiting repeated inappropriate behaviors, staff training, anti-bullying program)
- Implementation of a Social Emotional Learning (SEL) program named *The Positivity Project*, “grounded in the principles of positive psychology, rooted in the belief that students thrive when their social and emotional well-being is nurtured alongside academic growth and growth-mindset.”

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

## Notes:

School leadership identified several “Grows.” Some include the following:

- Academic growth
- Attendance
- Teacher retention
- Mastering new curriculum
- Social emotional needs

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school’s operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the “Review of Health and Safety Compliance Items” checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the “Review of Transparency and Stakeholder Information Compliance Items” checklist below.*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</li> <li><input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Key Features of the Educational Program</li> <li><input checked="" type="checkbox"/> Standards-Based Instructional Program</li> <li><input checked="" type="checkbox"/> Master Schedule/Course Schedule</li> <li><input checked="" type="checkbox"/> Student Achievement Data Analysis</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Classroom/site Observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> <p>High School:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements</li> <li><input type="checkbox"/> WASC Accreditation Notification Letter</li> <li><input type="checkbox"/> UC Doorways course approval</li> <li><input type="checkbox"/> Graduation Requirement/Policy</li> <li><input type="checkbox"/> Math Placement Assessment Policy</li> <li><input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate</li> <li><input type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR**

**The school has a system in place to ensure:**

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</li> <li><input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</li> <li><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</li> <li><input checked="" type="checkbox"/> Student Group data analysis</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Classroom/site Observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input checked="" type="checkbox"/> Other: (Specify)</li> </ul> <p>English Learners</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</li> <li><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**O3: SPECIAL EDUCATION - QUALITY INDICATOR**

***The school has a system in place to ensure that the school:***

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</p> <p><input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</p> <p><input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/></p> <p><input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements</p> <p><input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA</p> <p><input type="checkbox"/> Charter school does not participate in LAUSD's SELPA</p>	<p><input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports</p> <p><input checked="" type="checkbox"/> District Validation Review (DVR)</p> <p><input checked="" type="checkbox"/> Annual Self-Review Checklist</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**04: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups</p> <p><input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups</p> <p><input checked="" type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.</p>	<p><input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation</p> <p><input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Sets for suspension, expulsion, and disproportionality</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input checked="" type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

*The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR**

*The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:*

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric		Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</p> <p><input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</p> <p><input checked="" type="checkbox"/> Staff roster</p> <p><input checked="" type="checkbox"/> School master schedule</p> <p><input checked="" type="checkbox"/> Custodian(s) of Records documentation</p> <p><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</p> <p><input checked="" type="checkbox"/> Teaching credential/authorization documentation</p> <p><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</p> <p><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

### Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.**

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)(J), and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site <b>N/A</b>	<input type="checkbox"/>	<input type="checkbox"/>

**A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.**

If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

<p>Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Provision of at least 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, per Ed. Code § 49501.5</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Notes: None</p>		



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

### Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

**A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.**

Item	Evident	Not Evident
The following information posted to the school's website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605 <b>N/A</b>	<input type="checkbox"/>	<input type="checkbox"/>
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

Notes: None		







LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

### FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **3, Proficient**.

According to the CSD's Fiscal Operations Rubrics, in order to earn a fiscal rating of 4, schools must have the two most current audits that show no material weaknesses, deficiencies, and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation's (MERF) independent audit report for the fiscal year ended 2022-2023 reported an audit finding (state compliance relating to the After School Education and Safety Program). This audit finding applies to Magnolia Science Academy 8 and Magnolia Science Academy San Diego (a non-LAUSD authorized MERF charter school). Please see further details below.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

#### Financial Highlights

Magnolia Science Academy Bell's (MSA Bell or MSA 8) fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
Magnolia Science Academy Bell	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$4,787,947	\$6,112,819	\$6,432,844	\$7,604,881	\$8,012,548
Net Income / (Loss)	\$552,388	\$1,324,872	\$320,025	\$1,172,037	\$407,667
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$3,014,092	\$3,386,788	\$3,937,972	\$6,786,891	\$7,761,751
Unrestricted Net Assets	\$4,787,947	\$6,112,819	\$6,432,844	\$7,604,881	\$7,914,542
Norm Enrollment Reported by the School	481	441	393	384	402



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

FINANCIAL RATIO ANALYSIS					
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	87.57%	105.00%	96.75%	97.41%	104.56%
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	55.13%	58.17%	59.23%	86.93%	102.55%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	482.15%	845.67%	714.02%	387.50%	1355.62%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	20.48%	11.20%	13.27%	25.33%	7.33%

**Charter Operator Fiscal Information**

Magnolia Educational & Research Foundation *					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		Including related parties and charter schools		Excluding related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10	4	\$53,752,216	\$6,055,642	\$3,563,059	\$1,172,196



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

**Management Fees:** According to MERF, MSA Bell paid annual management fees of \$998,539 (or 14% of the home office expenses) in FY 2022-2023 to MERF for organization-wide services, including administrative services such as management, human resources, accounting, student and special education services, technology, as well as school-specific costs such as rent, debt service, utilities, and facilities management. Home Office Services Costs generally encompass salaries of administrators and other personnel providing services organization-wide, certain vendor costs, or other costs. These costs are budgeted and may be adjusted as needed during the year. Organization-wide home office fees are typically calculated based on a tier factor determined by the Average Daily Attendance numbers of the schools, while school-specific costs are directly charged to the applicable schools.

\*The other LAUSD-authorized MERF charter schools are: (1) Magnolia Science Academy 4; (2) Magnolia Science Academy 6; and (3) Magnolia Science Academy 7. Per the charter operator's 2022-2023 annual independent audit report, MERF also operates six (6) other charter schools in Southern California: MSA Santa Ana and MSA San Diego, both of which are currently authorized by the State of California Department of Education (SBE); and MSA, MSA 2, MSA 3, and MSA 5 are currently authorized by the Los Angeles County Office of Education (LACOE).

#### Areas of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

#### Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these MERF charter schools, to assess overall compliance with Magnolia Public Schools's Financial Policies and Procedures Manual. Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

#### 1. Type of Observations: 2022-2023 Independent Audit Report - State Compliance Findings

- **Source(s) of Document Reviewed:** 2022-2023 Audited Financial Statements
- **Description of Observation:** According to MERF's 2022-2023 annual independent audit report, a finding, which was identified as material weakness by the auditor related to the state compliance that are required to be reported in accordance with California Education Code Section 8482.4(c)(1), was cited. This finding was specifically for MSA 8 and Magnolia Science Academy San Diego, respectively.

*The following finding represents instances of noncompliance relating to compliance with state laws and regulations. The finding has been coded as follows:*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024*Five Digit Code 40000**AB 3627 Finding Type – State Compliance***2023-001 40000 – After School Education and Safety Program****Criteria or Specific Requirements**

*According to the California Education Code Section 8482.4(c)(1), a charter that receives state funding for an after-school program must report attendance to the California Department of Education (CDE) semiannually. Such reporting must be supported by attendance records supporting student participation.*

**Condition**

*The Organization compiles monthly summaries of student attendance for submission to the CDE. However, in reviewing the Organization's monthly summary totals for the second semi-annual reporting period, it was noted that the Organization's monthly totals as summarized did not agree with what was reported on the semi-annual report. The CDE report for the first semi-annual report shows 151 and 7,235 students served for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively. In contrast, the monthly summary totals for July through December 2022 shows 666 and 7,221 students served for the Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively.*

*This resulted in the Organization misstated the number of students served by 501.*

<u>Charter School</u>	<u>Summarized Attendance Documentation</u>	<u>Attendance Reported to the CDE</u>	<u>Difference</u>
Magnolia Science Academy 8	666	151	515
Magnolia Science Academy San Diego	7,221	7,235	<u>(14)</u>
			501

**Questioned Costs**

*Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.*

**Context**

*The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2022 to December 2022. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.*

**Effect**

*In addition, the Organization was not compliant with Education Code Section 8482.4(c)(1) for the 2022-2023 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.*





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024***Cause****The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.****Repeat Finding****No.****Recommendation****For accurate attendance reporting, the Organization should review procedures used to report the number of students served to the CDE to methods are consistent to allow for accurate reporting. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE.****Corrective Action Plan and View of Responsible Officials****The Organization is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.*

- **Charter School's or Charter Operator's Response:** See the above.
- **CSD's Recommendations/Comments:** The CSD recommends that the charter operator implement its corrective action plan describe above. The CSD will review MERF's 2023-2024 independent audit report next year regarding the status of this audit finding. **Repeat material or significant audit findings may trigger additional appropriate actions in accordance with LAUSD's tiered intervention approach to oversight. The results will be factored into the school's rating.**

The governing board and leadership team of the charter school are responsible for managing the operations of the school. The CSD recommends that the Annual Performance-Based Oversight Visit Report, including the above-noted fiscal findings and observations, be discussed at MERF's next governing board meeting, highly preferably no later than 90 days following the school's receipt of this report, so that the charter school and its governing board may address any issues early enough to implement changes in order to see results in its next fiscal year. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue these issues through oversight.

The CSD will review MERF 2023-2024 independent audit report next year regarding the status of the audit findings. **Repeat material or significant audit findings may trigger additional appropriate actions in accordance with LAUSD's tiered intervention approach to oversight. The results will be factored into the school's rating. Failing to comply with all applicable legal, District and charter requirements (thus requiring corrective actions) will be considered and assessed in future renewals and material revision applications.**

**Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024**1. Type of Observation: Lack of Itemized Receipt/Backup Documents**

- **Source(s) of Document Reviewed: Check Register**
- **Description of Observation:** The CSD noted a sample check register transaction (MSA 7, Check #75031, for \$932.76 dated 2/17/2023), pertaining to the reimbursement by the School Psychologist wherein the two (2) meals from Tacos Los Compas for \$27.42 and \$36.30 on February 7 & 8, 2023, respectively, were not supported by itemized receipts. Additionally, as part of check #75031, the backup documents for transportation of \$117.56 were also missing. This check #75031 is also mentioned under Item #2, "Duplicate Payment and Overpayment," below.
- **Charter Operator's Fiscal Policies and Procedures:** Page 31, Expense Report Preparation and Reimbursement of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: All required receipts for items charged must accompany all reimbursement documentation as well as uploaded into the existing financial system for approval and reimbursement payment process. In order to expedite reimbursement, the employee should ensure that the request is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.
- **Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "The backup for transportation was missing for a total of \$117.56 in charges. All employees understand that they are required to submit an itemized reimbursement report. This report is used to calculate reimbursements based on per diem rates, ensuring accuracy. Additionally, we have implemented another layer of review to ensure the correct amounts are paid.
- **CSD's Recommendations/Comments:** The CSD recommends that the MERF Home Office and its charter schools strictly adhere to its governing board-approved financial policies and procedures and ensure that complete supporting documents are submitted/appropriate approvals are obtained for transactions (e.g., itemized receipts, invoices, etc.) to ensure that expenditures are properly supported for school purposes.

**2. Type of Observation: Duplicate Payments and Overpayments**

- **Source(s) of Document Reviewed: Check Register**

Item #	School	Check #	Date	Payee	Transaction Description	Amount	Description of Observation	MERF Home Office Response
1	MSA-04	DDP-00000530	6/28/23	American Express	Prepaid duplicate entry reversal	\$1,801.37	Double payments of credit card	Card was not fraud during June time frame the card for MSA4 was the first to stop working due to the new law whereby we had to add CFO's social security number to the account. AMEX somehow ran the transaction twice as I cannot see where it was submitted twice by the system. When we called to see why it ran twice there was no reason provided and they were unable to refund the difference it was applied as a credit on account.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

2	MSA-04	43987	9/15/23	Barbara Dixon Attorney at Law	Legal Settlement C Perez	\$9,900.00	Per final settlement agreement, "the Charter (MSA4) agreed to pay \$7,500 in attorney fee & cost to Barbara Dixon, but actual payment made was \$9,900.	Vendor contacted attorney regarding overpayment from settlement. Attorney on case retired before matter could be resolved. Barbara Dixon is the client's attorney, and the overpayment was conveyed to the YMC attorney before the attorney on record for MPS retired. YMC never followed up after the cases settled to advise of the overpayment. Invoice for overpayment was sent to the Barbara Dixon. The invoice presented to accounts payable was listed at \$9900. Attorney has since been sent an invoice for overpayment and will adjust billing moving forward.
3	MSA-07	75031	02/17/23	School Psychologist	NASP Travel Reimbursement	\$932.76	1. The Feb. 9, 2023, total cost of food of \$100.87 was over the allowed per diem/day of \$69 (Breakfast \$17, Lunch \$18, & Dinner \$34) over by \$31.87. 2. The total reimbursement supported by receipt is \$799.72, however the amount paid to employee was \$932.76, over payment by \$133.04.	The backup for transportation was missing for a total of \$117.56 in charges. The meals were not overpaid.  Attached is a breakdown of meal reimbursements. There was a small overpayment to the employee due to a clerical error. All employees understand that they are required to submit an itemized reimbursement report. This report is used to calculate reimbursements based on per diem rates, ensuring accuracy. Additionally, we have implemented another layer of review to ensure the correct amounts are paid.

- Charter Operator's Fiscal Policies and Procedures:** Pages 25-29, Travel and Entertainment of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, state: Expenses are to be within established Organization guidelines and will be reimbursed with proper documentation. Employees are expected to spend the Organization's money as carefully and judiciously as they would their own. Meals of employees on Organization business will be reimbursed for the actual cost of their meals not to exceed the guidelines of the General Services Administration for 2022 as follows. Per-Diem allowances are as follows (Breakfast up to \$17, lunch up to \$18 and dinner up \$34). An employee who uses their own automobile for business will be reimbursed according to IRS mileage reimbursement guidelines. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip. Page 250 Accounts Payable and Cash Disbursement of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.

- **Charter School's or Charter Operator's Response:** Please see table above
- **CSD's Recommendations/Comments:** The CSD recommends that the MERF charter schools strictly adhere to its governing board-approved financial policies and procedures to ensure that all purchases are based on the guidelines and with proper documentations. The CSD also recommends the MERF Home Office and its back-office services provider exercise prudence in reviewing and verifying the supporting documents (e.g., invoices, itemized receipts, settlement agreements, statements, etc.) prior to processing the payments, to avoid duplicate payments or overpayments in the future.

### 3. Type of Observation: Purchases of Gift Cards and Lack of Written Guidance Regarding the Magnolia Punch Card Participation Program and the Use of Community Engagement Initiative (CEI) Funds

- **Source(s) of Document Reviewed: Credit Card Statement**
- **Description of Observation:** The CSD noted various gift cards (Starbucks, Amazon, Darden Restaurant, Happy Food & Laughs, & Visa gift cards) purchased from Amazon by MSA 4 & MSA 7 with American Express credit cards ending X1005 & X1002, in the amount of \$609.90 and \$600 on May 6, 2023, and March 12, 2023, respectively.
- **Charter Operator's Fiscal Policies and Procedures:** The CSD noted that MERF's Financial Policies and Procedures lack of guidance regarding the Magnolia Punch Card Participation Program and the use of Community Engagement Initiative (CEI) funds to purchase gift cards as reward for students and families for participating in the events and activities of the schools.
- **Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "Magnolia Public Schools applied for the Community Engagement Initiative (CEI) offered through the California Coalition for Educational Excellence (CCEE) in the Spring of 2022 as part of their Cohort III group...Every school participating in the program was able to create a list of events/ activities to engage families in collaboration with schools which would ultimately be tied to students' outcomes like attendance, academics, behavior, or social-emotional development...We wanted to make the rewards enticing enough so that families who often don't participate in events or activities would be motivated to participate. Based on experience of what families or students most often mention in meetings or class what they would like to receive or have a utility value to receive. Gift Cards were one of the rewards listed on the tiered rewards. The gift cards were earned based on the tiered recognition at each site and every school site PACE coordinator in communication with their principal was responsible for tracking families who reached and received a reward." The MERF organization further stated that they received verbal and written confirmation from representatives of the program that gift cards were permissible.
- **CSD's Recommendations/Comments:** The CSD recommends that MERF strongly consider limiting or eliminating the use of gift cards due to the inherent risks of fraud and abuse, treatment as an unallowed gifting of public funds as well as the possibility of income treatment to the recipient. The CSD recommends the exploration of alternate means of achieving the purposes intended. If granting agencies condone gift card use, the CSD recommends that the charter operator obtain this guidance in writing and follow all suggested controls given by the agency or if none, develop and document strong controls by the MERF which may include, but not limited to, specific board approval with the purpose clearly stated and directly tied to public benefit, details of the distribution of gift cards to recipients, signature of recipient, requiring the collection of store receipts for the purchases utilized by the gift card and efforts taken to ensure that gift cards not be used for tobacco or alcohol purchases (such as stamping the cards with this language). The CSD also recommends that MERF's staff members, its leadership team, and its governing board review the Fiscal Crisis &



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

Management Assistant Team's (FCMAT) 2022-23 *California Charter School Accounting and Best Practices Manual* (beginning with page 27 which addresses gifts of public funds), as reference, and consider this guidance in possible future gift card usage.

#### 4. Type of Observation: After-the-Fact Payment Approval

- **Source(s) of Document Reviewed: Bank Statements**
- **Description of Observation:** The CSD noted a sample of bank debit transaction (MSA 8, ACH DEBIT UNIFORMITY & DM SALE, for \$3,849.80 dated 5/01/2023 with Citibank account ending in X5041) wherein the payment date was earlier than the payment approval date (5/01/2023 - payment date & 6/1/2023 - payment approval date).
- **Charter Operator's Fiscal Policies and Procedures:** Page 254, Payment of Accounts Payable of MERF's Financial Policies and Procedures Manual approved by the Board on April 7, 2022, states: "Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. Stamp the invoices "paid" to document they've been paid."
- **Charter School's or Charter Operator's Response:** MERF's Senior Controller stated: "PO823-00178 was approved on 04/23/23, and the payment was made on 05/01/23. Attached is a copy of the purchase order again for reference."
- **CSD's Recommendations/Comments:** Payments should be approved by appropriate personnel in addition to the Purchase Order (PO) approval since payment approval is intended to accept the supplies or product have been received, whereas the approval of POs is to approve the purchases prior to deliveries of goods or services. The CSD recommends that the MERF Home Office strictly adhere to its governing board-approved financial policies and procedures and ensure that all printed checks, wire transfers, electronic online bill pay, or ACH withdrawal documentation are signed and approved before payment of the transactions.

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school's rating for next year

#### Corrective Action Required:

None noted that require immediate action to remedy concerns in this report.

#### Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024**Notes:****I. Review of Fiscal Documentation (Non-Fiscal Preparation Guide Items)**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified. For State Compliance, unqualified for all programs except for the After School Education and Safety Program which was qualified.
  - b. Material weaknesses: Yes, please see the description below.  
Based on the Independent Audit Report for FY 2022-2023, MSA 8 had a State Compliance finding, which the auditor identified as a material weakness in internal control over state compliance. The Organization's monthly totals summary of student attendance for the 1st semi-annual reporting period did not match the number submitted to CDE. The CDE report for the first semi-annual report shows 151 students. In contrast, the monthly summary totals for July through December 2022 show 666 students. This resulted in the Organization misstating (and under-reporting) the number of students served by 515 for MSA 8. See Item #1 under **Areas Noted for Further Growth and/or Improvement** above for further information. The After School Education and Safety Program was not part of MSA 8's operative charter and is not being overseen by LAUSD.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2022-2023 audited and unaudited actuals mirror each other.
3. The school's reported Norm Enrollment was 481, 441, 393, 384, and 402 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively, representing an accumulated decrease in enrollment of 79 students (or 16.4%) since Fiscal Year 2019-2020. The school's reported Norm Enrollment for Fiscal Year 2023-2024 is 402 students, which is 93 students (or approximately 18.8%) below its projected student enrollment for Fiscal Year 2023-2024 (i.e., 495 students) per the school's petition enrollment roll-out plan in its operative charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023, and projects a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review(s) was conducted in person at Magnolia Science Academy 8. No discrepancies were noted.

**II. Review of 2023-2024 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering: STRS, PERS, and Social Security to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current three interim financial reports (i.e., first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report. were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2023-2024 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2022-2023) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, contract amendments, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from October 2022 to September 2023) were provided. Reviewed 26 checks (and 12 electronic credit/debit transactions). The CSD's observations were noted under Other Observations.
21. a) A list of all active credit card account(s), All credit card statements for the most current twelve months (from October 2022 to October 2023) Choose an item. Selected the months of March 2023 through September 2023 and reviewed 16 credit card transactions for sample testing. The CSD's observations were noted under Other Observations.
22. a) A list of all active school bank account(s), Monthly bank statements and reconciliation reports for the most current six months (spanning from May 2023 to October 2023) were provided. Selected the months of May 2023 through June 2023 for sample testing. The CSD's observations were noted under Other Observations.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELLAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/6/2024

24. The most current inventory listing for both capitalized and non-capitalized equipment, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were provided.
  - a. MERF provided the Intra-Org. Loan Agreement commencing on or about July 1, 2020. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year. Per the loan schedule furnished by MERF, as of 6/30/2023, the balance owed to MSA 8 was \$1,011,824 and the balance owed to MSA (LACOE-authorized) was \$247,611, from MSA Santa Ana (SBE-authorized) of \$632,615; MSA San Diego (SBE-authorized) of \$390,615; and MERF of \$228,169, respectively, with a slight variance of \$8K). MERF shared that differences existing between the loan balances per the Loan Agreement and the audited net intra-organization receivables/payables balances represent the result of temporary operating transactions which fluctuate on a monthly basis. The CSD will continue to monitor MERF's and its charter schools' intraorganizational borrowing through oversight.
28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were not provided as the charter school has indicated not applicable.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate: were not provided as the charter school has indicated not applicable.
30. Disclosure of legal issues was provided. MERF's Chief Finance Officer stated that all these matters are covered by MERF's insurance and that they would not have a material impact on the organization or its affiliated parties.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

**Fiscal Operations Rubrics**

***Existing School** – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.*

***New School** – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.*

<p><i><b>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4]</u>.</b></i></p>	<p><i><b>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3]</u>.</b></i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></b></p>
<ol style="list-style-type: none"> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school's website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> <li>14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;</li> <li>15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;</li> <li>16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;</li> <li>17. Proper segregation of duties is consistently in place;</li> <li>18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and</li> <li>19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.</li> </ol>	<ol style="list-style-type: none"> <li>14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;</li> <li>15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;</li> <li>17. Proper segregation of duties is generally in place;</li> <li>18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and</li> <li>19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).</li> </ol>
<p><b>Note:</b> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>5 CCR § 15450 Reserves</u>) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;</li> </ol>	<p><b>Note:</b> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>5 CCR § 15450 Reserves</u>) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/6/2024

<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current two annual independent audits;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the</li> </ol>	<p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b> A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter</p>



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<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is positive; and</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>5 CCR § 15450 Reserves</u>) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> </ol>	<p>school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>





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<ol style="list-style-type: none"> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	

<p><b><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Interim reports and/or unaudited actuals project positive net assets;</li> <li>2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;</li> <li>4. Governing Board adopts the annual budget;</li> <li>5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>





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<p>6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</p> <p>7. The most current governing board-approved LCAP is posted on the charter school’s website; and</p> <p>8. The LCAP is submitted to the appropriate agencies.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

# Coversheet

## 2022-23 Teaching Assignment Monitoring Outcomes (TAMO) Data Report Presentation

**Section:** III. Information/Discussion Items  
**Item:** D. 2022-23 Teaching Assignment Monitoring Outcomes (TAMO) Data  
Report Presentation  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** III\_D\_2022-23 TAMO Data Report.pdf



<b>Agenda Item:</b>	III D: Information/Discussion Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	David Yilmaz, Chief Accountability Officer & Fiorella del Carpio, Chief People Officer
<b>RE:</b>	2022–23 Teaching Assignment Monitoring Outcomes (TAMO) Data Report Presentation

**Action Proposed:**

N/A

**Purpose:**

Per the California Department of Education (CDE), LEAs must report 2022–23 Teaching Assignment Monitoring Outcomes (TAMO) data to their governing Board.

**Background:**

*Why Report to the Board?*

CDE recently released the 2022–23 TAMO by Full-Time Equivalency data report on DataQuest. The CDE will report 2022–23 TAMO data for each LEA on the 2024 California School Dashboard (Dashboard) as part of the Priority 1 Local Indicator. Detailed information about the TAMO reports and data is provided on the [Information about the Teaching AMO Report](#) web page. As a reminder, since the 2022–23 TAMO data was unavailable at the time that LEAs were reporting their local indicator data to the governing board/body of the LEA, LEAs must report the 2022–23 TAMO data at the next available meeting of the governing board/body.

*Overview*

In October 2019, the California State Legislature passed [Assembly Bill \(AB\) 1219](#). (Chapter 782, Statutes of 2020), which was subsequently signed into law. Authorized as part of AB 1219, [California Education Code Section 44258.9](#) requires the California Commission on Teacher Credentialing (CTC) to develop an electronic teacher assignment monitoring system known as the California State Assignment Accountability System (CalSAAS) for the purpose of



annually monitoring teacher assignments. Information about CalSAAS can be found on the [CTC Overview of CalSAAS](#) and the [CTC CalSAAS Information](#) web pages.

California Education Code Section 44258.9 also requires the CTC and the California Department of Education (CDE) to enter into a data-sharing agreement to facilitate the annual monitoring of teacher assignments. As part of this data-sharing agreement, the CDE is required to provide the CTC with certificated staff assignment data that are submitted to the CDE by local educational agencies (LEAs) through the annual California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 data submission. The CALPADS Fall 2 staff assignment and course data are necessary for the CTC to conduct the annual assignment monitoring process in CalSAAS. In return, the CTC is required to provide the CDE with annual teacher credential and assignment monitoring outcome data consistent with the California Consolidated State Plan approved by the State Board of Education (SBE) to comply with the federal Every Student Succeeds Act (ESSA). As part of the state plan, the SBE also approved updated definitions for “ineffective” and “out-of-field” teachers for reporting purposes, which can be found on the [CDE Updated Teacher Equity Definitions](#) web page.

In preparation for the new assignment monitoring process, in 2019, the CDE implemented a complete overhaul of the California state course codes submitted by LEAs along with the staff and course data collected in the CALPADS Fall 2 data submission. The course code update was done specifically to provide the CTC with more detailed information about teacher course assignments in order to streamline/assist the assignment monitoring process. Additionally, the CDE and the CTC conducted several training and outreach sessions to assist LEAs on understanding the impact of the new course code submission process with respect to the assignment monitoring process through CalSAAS. LEAs were encouraged to bring their CALPADS Coordinators, Curriculum and Instruction staff, and Human Resource staff to these training sessions to ensure accuracy in reporting these data in CALPADS for the 2019–20 school year. These training sessions were followed up with additional technical support to LEAs for the 2019–20 school year when the initial assignment monitoring process was piloted through CalSAAS. By statute, the 2019–20 assignment monitoring process was for informational purposes only and was not to be used for reporting.

The execution of the data-sharing agreement between the CDE and the CTC and the development of CalSAAS allows California, for the first time, to meet the federal reporting requirements established by ESSA. The CDE assignment data and the CTC assignment monitoring outcome data provide the basis for the DataQuest Teaching Assignment Monitoring (AMO) by Full-Time Equivalency (FTE) report to meet the requirements established under California’s ESSA Consolidated State Plan.



### *Teaching AMO Definitions*

The CTC evaluates each teaching assignment along one or more relevant attributes or dimensions of the teaching assignment to determine if or how the teacher is authorized to hold the assignment based upon the credential authorization data maintained by the CTC. The CDE evaluates the detailed data provided by the CTC to produce a single AMO for each assignment based on a set of business rules described in a separate section below. The following seven AMOs used for reporting purposes are defined in the order in which they appear on the DataQuest report:

<b>Clear</b>	An assignment monitoring outcome of "clear" indicates that all relevant attributes or dimensions of the assignment were authorized by a <b>clear</b> or <b>preliminary</b> credential or <b>authorized by a local assignment option (LAO)</b> pursuant to <b>Section 80005(b)</b> of the California Code of Regulations [T5 §80005(b)] for specific state course codes where a credential or permit does not exist to authorize the indicated teaching assignment (e.g., student government or study hall.)
<b>Out-of-Field</b>	An assignment monitoring outcome of "out-of-field" indicates that one or more relevant attributes of the assignment were authorized by the following limited permits: <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• Short-Term Waivers</li> <li>• Emergency English Learner or Bilingual Authorization Permits</li> <li>• Local Assignment Options (except for those made pursuant to T5 §80005(b))</li> </ul> An "out-of-field" teacher is defined as someone who has a credential but has not yet demonstrated subject matter competence in the subject area(s) or for the student population associated with the assignment. More information about this term, approved by the SBE to comply with ESSA, can be found on the <a href="#">CDE Updated Teacher Equity Definitions</a> web page.
<b>Intern</b>	An "intern" teacher is defined as someone who has a bachelor's degree and has demonstrated subject matter competency in the subject area(s) or for the student population associated with the assignment, and who holds an intern credential while they complete coursework requirements to obtain a preliminary credential.
<b>Ineffective</b>	An assignment monitoring outcome of "ineffective" indicates that one or more relevant attributes of the assignment had no legal



	<p>authorization from a permit, credential or waiver, or one or more relevant attributes of the assignment were authorized by the following limited permits:</p> <ul style="list-style-type: none"> <li>• Provisional Internship Permits,</li> <li>• Short-Term Staff Permits</li> <li>• Variable Term Waivers</li> <li>• Substitute permits or Teaching Permits for Statutory Leave (TPSL) holders serving as the teacher of record</li> </ul> <p>More information about this term, approved by the SBE to comply with ESSA, can be found on the <a href="#">CDE Updated Teacher Equity Definitions</a> web page.</p>
<b>Incomplete</b>	<p>An assignment monitoring outcome of "incomplete" indicates that missing or incorrect information about the assignment was reported to CALPADS by the LEA which prevented a complete and accurate determination of the assignment authorization during the CTC assignment monitoring process. In some cases, the LEA or Monitoring Authority may have indicated that the assignment is appropriate; however, neither the CDE nor the CTC can validate the authorization basis for the assignment.</p>
<b>Unknown (UK)</b>	<p>An assignment monitoring outcome of "unknown" indicates that insufficient information about the assignment was reported to CALPADS by the LEA which resulted in an "unknown" determination of the assignment authorization during the CTC assignment monitoring process. This outcome is often the result of LEAs not reporting an English language service associated with a course in which English learners are enrolled. Although the assignment authorization may be "clear" in other areas, an assignment monitoring outcome of "unknown" in the EL authorization space results in an overall determination of "unknown" for the assignment.</p>
<b>Not Applicable (N/A)</b>	<p>An assignment monitoring outcome of "N/A" indicates that the assignment either required no authorization or evaluation of the authorization was not applicable given the state course code or some other attribute of the assignment. This includes specific state course codes not evaluated during the assignment monitoring process conducted by the CTC (e.g., 9143, 9154, or 9215) or because the assignment was an online, learner-led course in which the student sets the pace of instruction, and where content and instruction are provided solely by the online application.</p>





*Teacher Credential Level*

An indication of whether a teacher holds a "clear or preliminary teaching credential" or not. Teachers are defined as "fully credentialed" if they possess a clear or preliminary teaching credential. Teachers are defined as "not fully credentialed" if they do not possess a clear or preliminary teaching credential.

*Teacher Experience Level*

An indication of whether a teacher is considered to be "experienced" or "inexperienced" based on a count of the cumulative number of years a teacher has been providing educational services in a certificated position within any Educational Institution. Teachers are defined as "experienced" if they have more than two years of experience. Teachers are defined as "inexperienced" if they have two or fewer years of teaching experience. More information about this term, approved by the SBE to comply with ESSA, can be found on the [CDE Updated Teacher Equity Definitions](#) web page.

*Uses of the Teaching AMO Data*

The CDE uses the AMO data for the following reporting purposes: DataQuest reporting, the School Accountability Report Card (SARC), California School Dashboard Priority One, Williams Determinations, Teacher Equity Plan, and federal Teacher Shortage and EDFacts reporting.

***MPS' LCAP Metric for TAMO Data***

MPS has adopted this new metric in our LCAP and set a target that greater than 85% of the teaching assignments will have an assignment monitoring outcome of "clear."

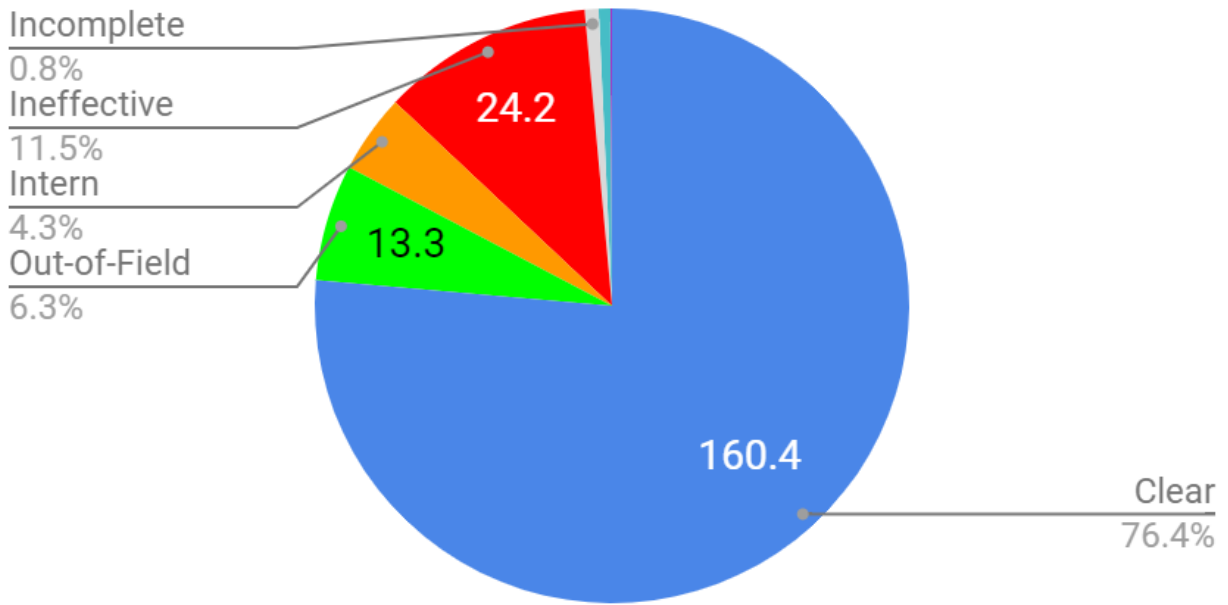
1.1	SP1 ▾	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	> 85%
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**Analysis:**

The following chart shows the 2022-23 TAMO data by FTE. MPS' percentage for clear is **76.4%** (a slight decline from 79.3% in 2021-22.)

**2022-23 MPS Teaching Assignment Monitoring Outcomes**





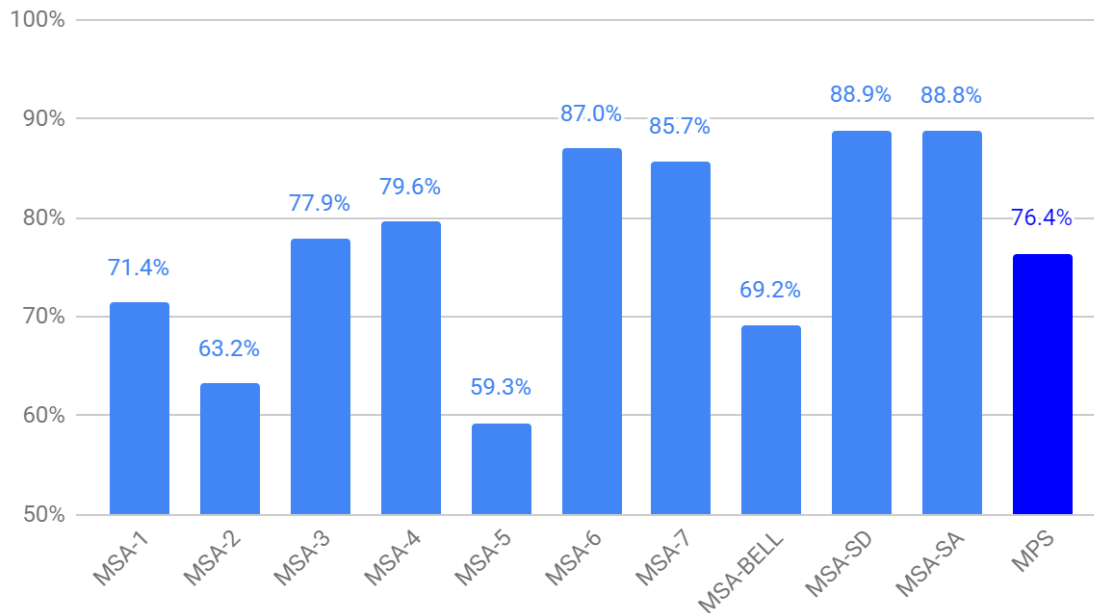
The following charts display the 2022-23 TAMO data by FTE for each MPS school. MPS' percentage for clear is **76.4%** (a slight decline from 79.3% in 2021-22.) LA County had a clear percentage of 84.1% and the state average was 83.2%.

The following MPS schools had a clear percentage of greater than 85%: **MSA-6, 7, SD and SA.**

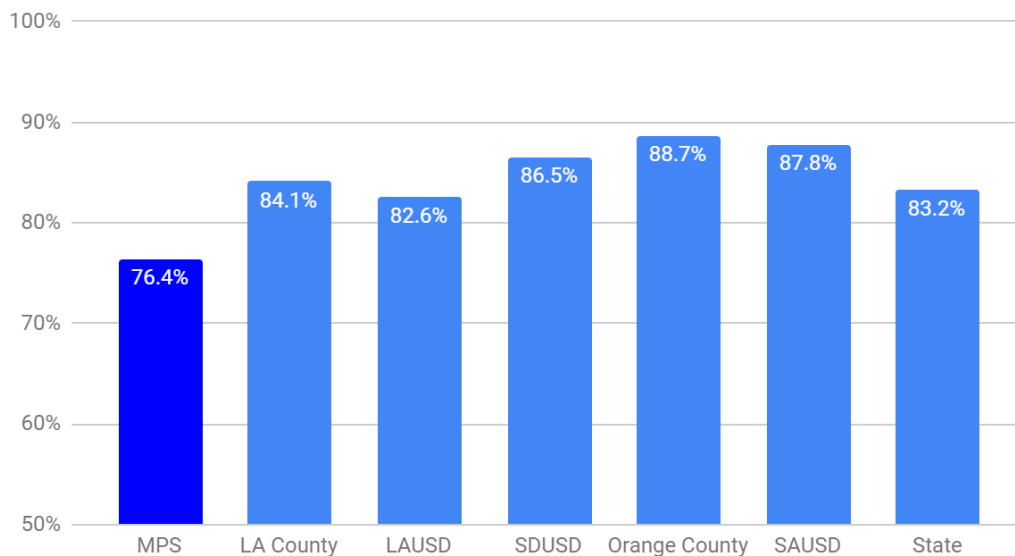
2022-23 TEACHING ASSIGNMENT MONITORING OUTCOMES BY FULL-TIME EQUIVALENT (FTE)																
	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A	Clear %	Out-of-Field %	Intern %	Ineffective %	Incomplete %	Unknown %	N/A %	
MSA-1	39.3	28.0	2.3	5.0	4.0	0	0	0	71.4%	5.8%	12.7%	10.2%	0%	0%	0%	
MSA-2	22.6	14.3	1.2	0	7.0	0	0	0.1	63.2%	5.3%	0%	31.0%	0%	0%	0.6%	
MSA-3	24.6	19.2	0.4	1.0	4.0	0	0	0	77.9%	1.7%	4.1%	16.3%	0%	0%	0%	
MSA-4	9.0	7.2	0.3	0	1.0	0	0.5	0	79.6%	3.8%	0%	11.1%	0%	5.5%	0%	
MSA-5	15.9	9.4	1.4	1.0	4.0	0	0	0.1	59.3%	9.0%	6.3%	25.1%	0%	0%	0.3%	
MSA-6	7.7	6.7	1.0	0	0	0	0	0	87.0%	13.0%	0%	0%	0%	0%	0%	
MSA-7	14.0	12.0	0	1.0	1.0	0	0	0	85.7%	0%	7.1%	7.1%	0%	0%	0%	
MSA-BELL	23.7	16.4	1.7	1.0	3.0	1.6	0	0	69.2%	7.3%	4.2%	12.7%	6.8%	0%	0%	
MSA-SD	18.0	16.0	2.0	0	0	0	0	0	88.9%	11.1%	0%	0%	0%	0%	0%	
MSA-SA	35.1	31.2	3.0	0	0.2	0	0.8	0	88.8%	8.6%	0%	0.5%	0%	2.1%	0%	
<b>MPS</b>	<b>209.9</b>	<b>160.4</b>	<b>13.3</b>	<b>9.0</b>	<b>24.2</b>	<b>1.6</b>	<b>1.3</b>	<b>0.2</b>	<b>76.4%</b>	<b>6.3%</b>	<b>4.3%</b>	<b>11.5%</b>	<b>0.8%</b>	<b>0.6%</b>	<b>0.1%</b>	
LA County	62,342.0	52,429.1	2,499.5	1,444.4	3,224.3	2,500.3	174.7	69.8	84.1%	4.0%	2.3%	5.2%	4.0%	0.3%	0.1%	
LAUSD	27,077.9	22,355.2	1,053.7	1,101.4	1,596.1	932.4	26.5	12.7	82.6%	3.9%	4.1%	5.9%	3.4%	0.1%	0.0%	
SDUSD	6,047.8	5,233.8	221.0	74.6	354.7	152.0	9.0	2.7	86.5%	3.7%	1.2%	5.9%	2.5%	0.1%	0.0%	
Orange Cou	19,896.1	17,642.2	473.2	63.9	375.8	1,261.0	39.3	40.9	88.7%	2.4%	0.3%	1.9%	6.3%	0.2%	0.2%	
SAUSD	2,065.8	1,813.4	29.9	12.6	42.2	151.0	4.6	12.0	87.8%	1.4%	0.6%	2.0%	7.3%	0.2%	0.6%	
State	277,698.0	231,142.5	11,746.9	5,566.4	14,938.3	12,926.9	854.9	522.0	83.2%	4.2%	2.0%	5.4%	4.7%	0.3%	0.2%	



**2022-23 Teaching Assignment Monitoring Outcomes - CLEAR**

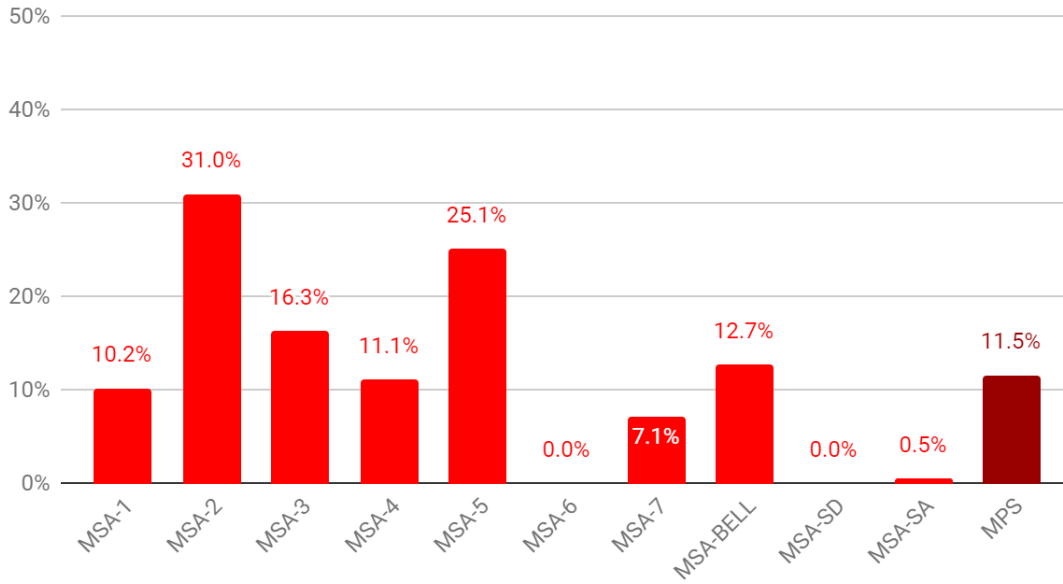


**2022-23 Teaching Assignment Monitoring Outcomes - CLEAR**



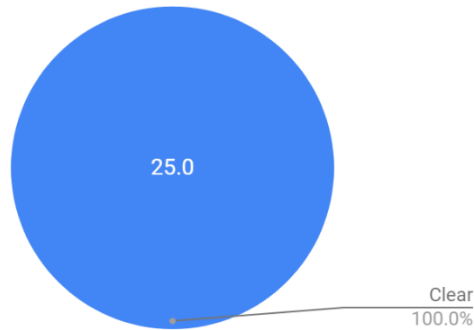


### 2022-23 Teaching Assignment Monitoring Outcomes - INEFFECTIVE



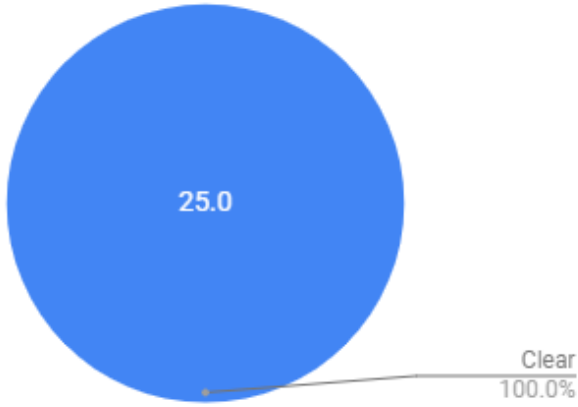
The following charts show our TAMO data by major subject areas:

### 2022-23 MPS Teaching AMO - Self-Contained Class

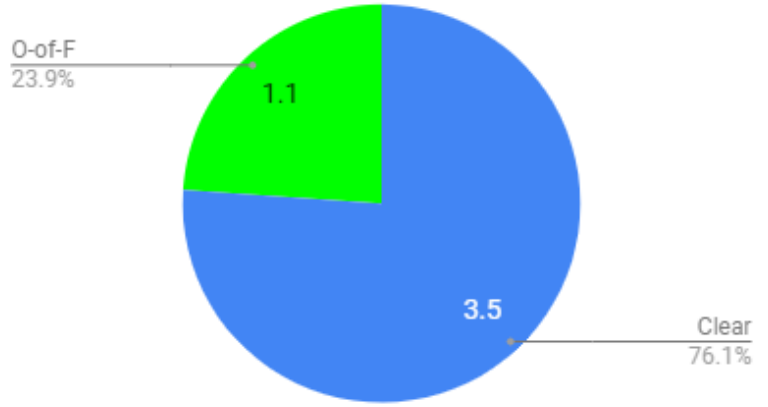




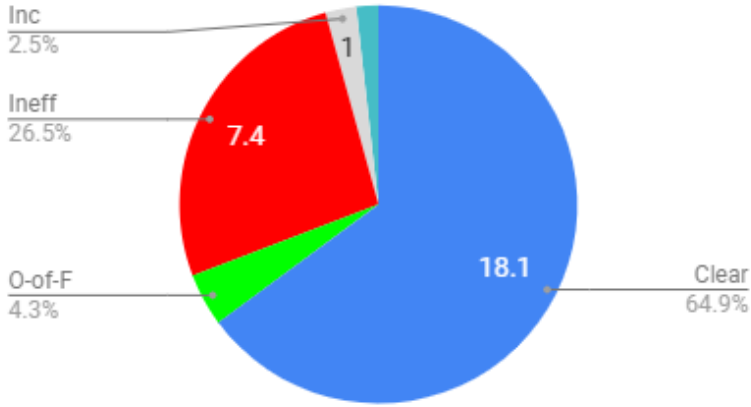
2022-23 MPS Teaching AMO - Self-Contained Class



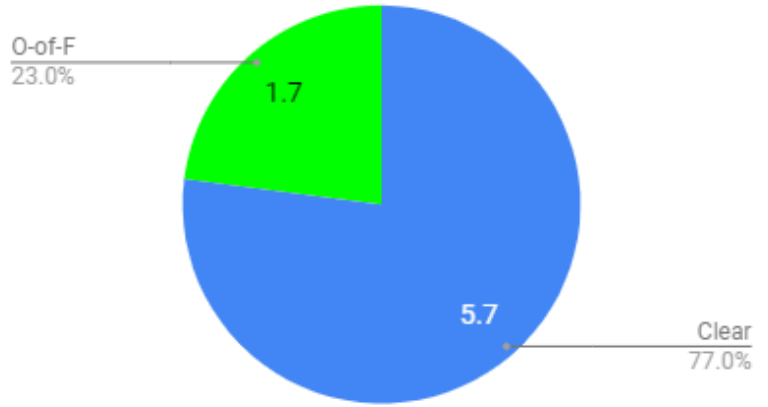
2022-23 MPS Teaching AMO - Art



2022-23 MPS Teaching AMO - English Language Arts



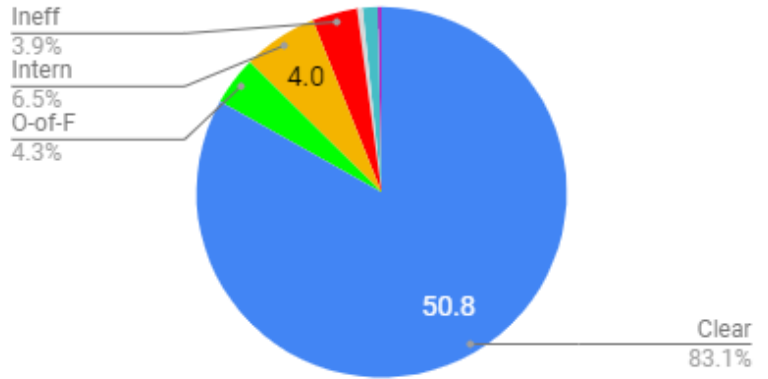
2022-23 MPS Teaching AMO - Foreign Languages



2022-23 MPS Teaching AMO - Music



2022-23 MPS Teaching AMO - Other Instruction-Related Assignments



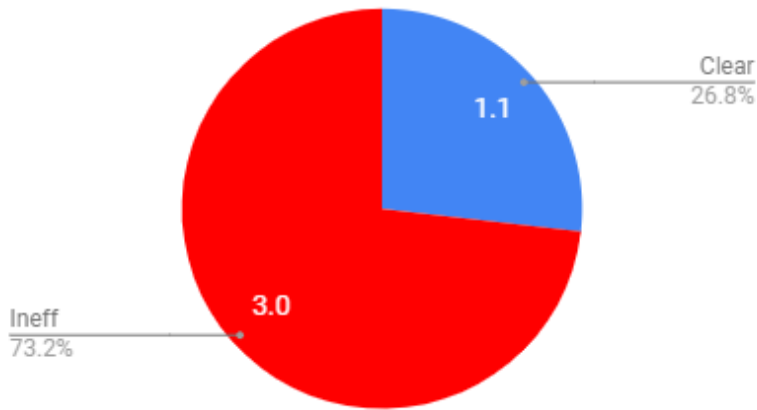




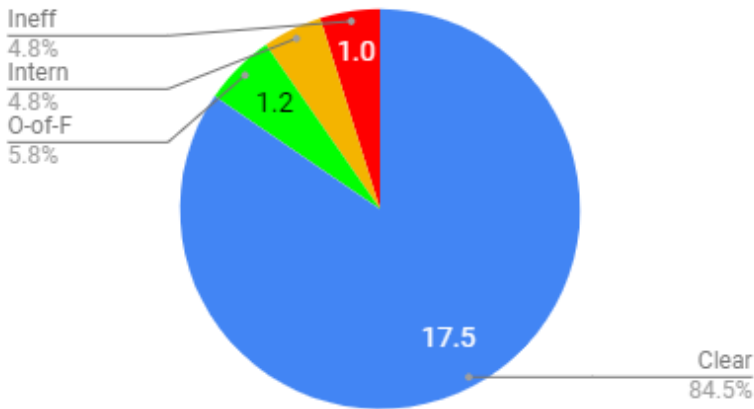
2022-23 MPS Teaching AMO - Career Technical Education (CTE)



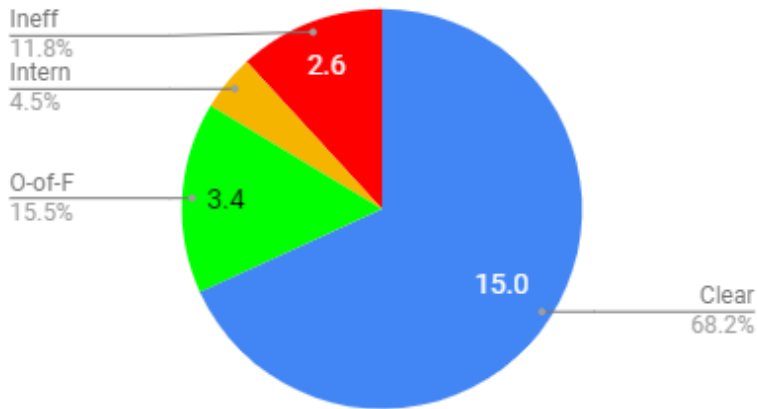
2022-23 MPS Teaching AMO - Computer Education



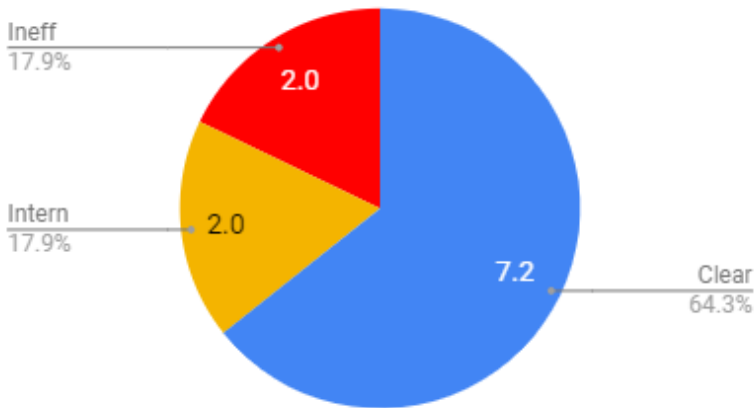
2022-23 MPS Teaching AMO - History/Social Science



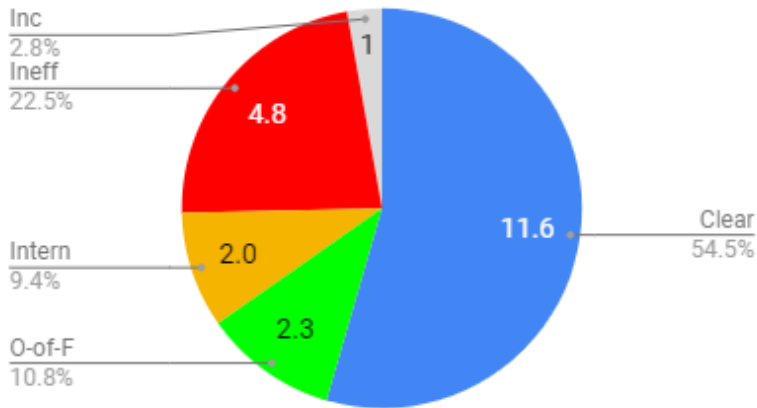
2022-23 MPS Teaching AMO - Mathematics



2022-23 MPS Teaching AMO - Physical Education



2022-23 MPS Teaching AMO - Science





**Impact:**

Having an appropriate teaching credential is essential for educators as it ensures they have met the state-mandated requirements for knowledge, skills, and ethical standards. Credentialed teachers are better equipped to provide high-quality, standards-aligned instruction that supports student learning and development. Credentials also signify that teachers have undergone rigorous training and passed assessments in areas like classroom management, subject expertise, and student engagement. Ultimately, appropriately credentialed teachers foster student achievement, contribute to a positive school culture, and enhance the overall quality of education in their communities. Therefore, it is important that MPS support our teachers with all their credentialing and professional development needs. MPS aims to exceed the LCAP target of 85 percent, with the ultimate goal of having 100 percent of teaching assignment monitoring outcomes as “clear,” to the extent possible. The People & Culture Department at the Home Office monitors and supports our teachers’ credentialing needs. We will continue to publicize our TAMO data in our LCAP and SARC reports and measure progress toward our LCAP target.

# Coversheet

## Update on Facilities Projects

**Section:** III. Information/Discussion Items  
**Item:** E. Update on Facilities Projects  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** III\_E\_Update on Facilities Projects.pdf



<b>Agenda Item:</b>	III E: Information/Discussion Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
<b>RE:</b>	Update on Facilities Projects

**Action Proposed:**

This is an informational item, there is no action.

**Purpose:**

Facility Department monthly report to give an update on the existing projects at each campus.

**Updates:**

***MSA5 – 7111 Winnetka***

- CDE site and plan approval expected soon.
- DSA Update:
  - Increment 1 (Site Work) approval is pending. Submission came back with minor comments. These are being addressed by DLR, to be submitted on Friday, 9/6.
  - Increment 2 (Academic Building) submission is in progress. Design build for Solar needs to be submitted concurrently.
- Notice to Proceed was issued with Interior Demolition on Friday, 8/23.
- Demolition will proceed once utility and fencing are completed. We’ve submitted a request to LADWP for transformer removal. This will be scheduled after LADWP approval and finalization of the construction work package in 2-3 weeks.
- Bidding Document Package, Bid will start soon as soon as we get confirmation regarding Design Build (Solar).



- Gateway to present updated budget and schedule, along with the value engineering items.

#### ***MSA1 – Gym Building – 18242 Sherman Way***

- Received Final Fire Life Safety on Tuesday, 9/10 for a Certificate of Occupancy.
- Building Final Inspection is on Thursday, 9/12.
- Flooring is underway.
  - Prep work is complete.
  - Flooring arrived and is being installed on Wednesday, 9/4.
  - Installation should be complete by late next week, around Thursday, 9/12.
  - Stripping and logo will be painted next week.

#### ***MSA1 – Bungalows***

- Received TCO on Tuesday, 8/13.
- Facilities Department is working with Rafael Franco Associate and Rabuild Commercial Services to ensure all steps are taken as we plan to extend TCO.
- Fire Alarms for MSA1 Gym, High School, and Middle School buildings must be connected. Campus wide fire alarm system.
- Potentially might have to consider permanent foundations for the bungalows.

#### ***MSA1 – Alley Closure***

- The updated plans were submitted to the fire department for the Alley Closure last week. They have acknowledged receipt, determination is pending.

#### ***MSA1 – Bank of America Building – 18120 Sherman Way***

- Looking into Phase II.
- Lease is in process.

#### ***MSA2 – 16600 Vanowen***

- Rabuild Commercial Services is providing updated comments and corrections for planning.
- Berliner is updating the plans to include the correct calculations and requirements for the dedications and an increase in total square footage caused by the double calculation of the Gym.
- We will include the sign request, as a variance will be required for the increased FAR.



- We anticipate getting the package back into the planning next week Friday, 9/13.
- Traffic updates are pending.
- Hearing date is pending.

***MSA SA – Digital Sign***

- The vendor dug a hole on Monday, 8/19 and is now ready to install the T-bar cage and pole in preparation for pouring the cement.
- Form 5 has been approved by DSA 9/3.
- We are working on scheduling the Inspection and Lab Testing.
- Our vendor has all the materials and is ready to install as soon as inspection and testing is complete.

**Exhibits:**

- Exhibit A. MSA5 7111 - Winnetka Updated Budget
- Exhibit B. MSA5 7111 - Winnetka Updated Schedule
- Exhibit C. MSA1 Gym Progress Photos





# Exhibit A.

## MSA5 7111 - Winnetka Updated Budget

<b>MSA 5 - 7111 WINNETKA AVE - BUDGET</b>			
	June 2024 - GSE (Adjusted)	September 5, 2024	Change (June to September)
<b>Project Costs (Acquisition, Soft, CM and Financing)</b>			
<b>Acquisition Costs</b>	\$ 10,434,239.00	\$ 10,434,239.00	\$ -
<b>Magnolia Soft Costs</b>	\$ 4,655,834.84	\$ 4,251,869.00	\$ (403,965.84)
<b>Owner's Contingency</b>	\$ 1,250,000.00	\$ 1,000,000.00	\$ (250,000.00)
<b>Financing Costs (CLI Capital)</b>	\$ 1,701,089.00	\$ 1,698,433.69	\$ (2,655.31)
<b>Financing Costs (Banc of California)</b>	\$ 675,000.00	\$ 250,000.00 <sup>1</sup>	\$ (425,000.00)
<b>Interest on Intra-Organization Loan from LACOE MPS Schools</b>	\$ 47,000.00	\$ 47,000.00	\$ -
<b>Erikson Hall payment total</b>	\$ 217,407.30	\$ 217,407.30	\$ -
<b>CM Costs</b>	\$ 2,257,550.00	\$ 2,429,250.00	\$ 171,700.00
<b>Subtotal</b>	\$ 21,238,120.14	\$ 20,328,198.99	\$ (909,921.15)
<b>Development Costs (Hard Costs)</b>			
<b>Sitework</b>	\$ 6,248,804.76	\$ 6,518,134.00	\$ 269,329.25
<b>Classroom Bldg (Modular)</b>	\$ 26,288,200.00	\$ 26,147,236.00	\$ (140,964.00)
<b>Gym Bldg</b>	\$ 7,734,270.47	\$ 7,734,270.47	\$ -
<b>Play Area</b>	\$ -	\$ -	\$ -
<b>FF&amp;E</b>	\$ 453,575.00	\$ 748,500.00	\$ 294,925.00
<b>Miscellaneous</b>	\$ 200,000.00	\$ 310,000.00 <sup>2</sup>	\$ 110,000.00
<b>Acceleration Premium</b>	\$ -	\$ -	\$ -
<b>Value Engineering</b>	\$ (350,159.00)	\$ -	\$ 350,159.00
<b>Subtotal</b>	\$ 40,574,691.23	\$ 41,458,140.47	\$ 883,449.24
<b>Total Est Development Cost w/ Gym</b>	\$ 61,812,811.37	\$ 61,786,339.46	\$ (26,471.91)
State Award Amount	\$ 50,832,332.00	\$ 50,832,332.00	\$ -
<b>Surplus/Deficit w/ Gym</b>	\$ (10,980,479.37)	\$ (10,954,007.46)	\$ (26,471.91)
<b>Total Est Development Cost w/o Gym</b>	\$ 54,078,540.90	\$ 54,052,068.99	\$ (26,471.91)
Available Fund	\$ 50,832,332.00	\$ 50,832,332.00	\$ -
<b>Surplus/Deficit w/o Gym</b>	\$ (3,246,208.90)	\$ (3,219,736.99)	\$ (26,471.91)
<b>Notes to 9/5/2024 Budget</b>			
Assume lower borrowing from Banc of California			
Includes Demo Contract Value Based on contract with Interior Demolition			



# Exhibit B.

## MSA5 7111 - Winnetka Updated Schedule

Task Name	Duration (Calendar Days)	Start Date	Finish Date
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**SILVER CREEK SCHEDULE**

1 LOI and NTP to SCM (Contract Pending as of 9.4.24)	13	March 14, 2024 8:00 AM	March 27, 2024 5:00 PM
2 Design Process	196	March 28, 2024 8:00 AM	October 10, 2024 5:00 PM
3 DSA Review Process	165	October 11, 2024 8:00 AM	March 25, 2025 5:00 PM
4 DSA Submission	0	October 11, 2024 8:00 AM	October 11, 2024 8:00 AM
5 DSA Review	90	October 11, 2024 8:00 AM	January 9, 2025 5:00 PM
6 Incorporate DSA Comments	27	January 10, 2025 8:00 AM	February 6, 2025 5:00 PM
7 DSA Back Check Review	27	February 7, 2025 8:00 AM	March 6, 2025 5:00 PM
8 Incorporate Back Check Comments	13	March 7, 2025 8:00 AM	March 20, 2025 5:00 PM
9 In Person Back Check	4	March 21, 2025 8:00 AM	March 25, 2025 5:00 PM
10 Project Approval	0	March 25, 2025 5:00 PM	March 25, 2025 5:00 PM
11 Pre-Production Process	210	January 6, 2025 8:00 AM	August 4, 2025 8:00 AM
12 Product Submittals Preparation and Review	27	January 10, 2025 8:00 AM	February 6, 2025 5:00 PM
13 Client Releases SCM to Purchase Materials	0	March 5, 2025 8:00 AM	March 5, 2025 8:00 AM
14 Procurement	55	March 5, 2025 8:00 AM	April 29, 2025 5:00 PM
15 Client Releases SCM to Purchase Long Leads	0	January 6, 2025 8:00 AM	January 6, 2025 8:00 AM
16 HVAC + Long Lead Electrical Procurement	210	January 6, 2025 8:00 AM	August 4, 2025 8:00 AM
17 Door and Storefront Long Lead Procurement	83	February 19, 2025 8:00 AM	May 13, 2025 5:00 PM
18 Project Inspector Hired / DSA Paperwork Submitted / Inspection Cards Issued	13	March 26, 2025 8:00 AM	April 8, 2025 5:00 PM
19 Modular Construction Bidding Process	69	February 19, 2025 8:00 AM	April 29, 2025 5:00 PM
20 RFP Publication and Bidding	35	February 19, 2025 8:00 AM	March 26, 2025 8:00 AM
21 Bid Addenda (DSA Approved Set)	20	March 26, 2025 8:00 AM	April 15, 2025 5:00 PM
22 Award Contract and Issue NTP	13	April 16, 2025 8:00 AM	April 29, 2025 5:00 PM
23 Module Fabrication Including Line Fill	97	April 30, 2025 8:00 AM	August 5, 2025 5:00 PM
24 Shipping	35	July 9, 2025 8:00 AM	August 13, 2025 5:00 PM
25 GC Provides Building Pad to SCM	0	June 2, 2025 8:00 AM	June 2, 2025 8:00 AM
26 Foundation Construction	62	June 4, 2025 8:00 AM	August 5, 2025 5:00 PM
27 Building Installation (Crane Set)	4	August 11, 2025 8:00 AM	August 15, 2025 5:00 PM
28 Module to Foundation Connections	11	August 18, 2025 8:00 AM	August 29, 2025 5:00 PM
29 On Site Modular Construction / Close-up	179	August 18, 2025 8:00 AM	February 13, 2026 5:00 PM
30 Utility Connection and Backfill (By Others)	8	September 1, 2025 8:00 AM	September 9, 2025 5:00 PM
31 SCM Scaffolding In Place	76	September 10, 2025 8:00 AM	November 25, 2025 5:00 PM
32 SCM Interior Module Connections (No Other Contractor Access)	53	August 18, 2025 8:00 AM	October 10, 2025 5:00 PM
33 Permanent Power Required For HVAC Startup	0	November 28, 2025 5:00 PM	November 28, 2025 5:00 PM
34 Building Available for Staff Move-In	0	February 13, 2026 5:00 PM	February 13, 2026 5:00 PM
35 Punch List (After Hours)	32	February 16, 2026 8:00 AM	March 20, 2026 5:00 PM

**Increment #1 Schedule**

Task Name	Duration (Calendar Days)	Start Date	Finish Date
36 DSA Plan Approval	0	Friday, September 13, 2024	Friday, September 13, 2024
37 Engage IOR for Increment #1	55	Friday, September 13, 2024	Thursday, November 07, 2024
38 Engage Labor Consultant	55	Friday, September 13, 2024	Thursday, November 07, 2024
39 Engage Soils and Materials Testing Consultant	55	Friday, September 13, 2024	Thursday, November 07, 2024
40 Engage Commissioning Agent	55	Friday, September 13, 2024	Thursday, November 07, 2024
41 Engage Surveyor	55	Friday, September 13, 2024	Thursday, November 07, 2024
42 Bid Process for and Increment #1 Prime Contractors	55	Friday, September 13, 2024	Thursday, November 07, 2024
43 Board Approval of Contracts	0	Thursday, November 14, 2024	Thursday, November 14, 2024
44 Contract Completion for Prime and Consultant Contracts	14	Friday, November 15, 2024	Friday, November 29, 2024
45 <b>Demo of Site by Magnolia Contractor (Separate Contract)</b>	61	<b>Wednesday, October 09, 2024</b>	<b>Monday, December 09, 2024</b>
46 Rough Grading with Site Contractor	62	Tuesday, December 10, 2024	Monday, February 10, 2025
47 Installation of Electrical System by LADWP (7 Months)	218	Thursday, September 19, 2024	Friday, April 25, 2025
48 Installation of Temp Power to Site by LADWP (5 Months)	159	Thursday, September 19, 2024	Tuesday, February 25, 2025
49 Installation of Water to Site by LADWP (6 Months)	187	Thursday, September 19, 2024	Tuesday, March 25, 2025
50 Installation of Sewer System by Sewer Prime/LABOE (5 Months)	159	Thursday, September 19, 2024	Tuesday, February 25, 2025
51 Preparation of Storm Drain System Approvals and Permitting (4 months)	128	Thursday, September 19, 2024	Saturday, January 25, 2025
52 Installation of General Conditions (i.e. Fencing, SWPPP, Trailer, Temp Utilities)	41	Tuesday, December 10, 2024	Monday, January 20, 2025
53 Installation of Rough-In Site Utilities, Crane Pad	73	Tuesday, February 11, 2025	Friday, April 25, 2025
54 Excavation for Building Pad including Shoring, and Utility POC's	35	Monday, April 28, 2025	Monday, June 02, 2025
55 Foundation Construction	62	Wednesday, June 04, 2025	Tuesday, August 05, 2025
56 Completion of Foundation Installation	0	Tuesday, August 05, 2025	Tuesday, August 05, 2025

### Increment #2 Schedule

57 Design Process Completion	0	Thursday, October 10, 2024	Thursday, October 10, 2024
58 DSA Project Approval	0	Tuesday, March 25, 2025	Tuesday, March 25, 2025
59 Bid Process for Increment #2 Contractors	55	Wednesday, February 19, 2025	Tuesday, April 15, 2025
60 Board Modular Building Contract Approval (others if required)	0	Thursday, April 17, 2025	Thursday, April 17, 2025
61 Contract Execution	0	Friday, April 25, 2025	Friday, April 25, 2025
62 Foundation Completion	0	Tuesday, August 05, 2025	Tuesday, August 05, 2025
63 Building Installation	179	Monday, August 18, 2025	Friday, February 13, 2026
64 Install and Compact Backfill (North and West sides)	39	Friday, August 01, 2025	Tuesday, September 09, 2025
65 Install Utilities from POC's to Building	14	Monday, September 01, 2025	Monday, September 15, 2025
66 Scaffolding	76	Wednesday, September 10, 2025	Tuesday, November 25, 2025
67 Install and Compact Backfill (East and South Sides and Remove Shoring)	21	Friday, November 14, 2025	Friday, December 05, 2025
68 Build Lid Planter and Connections to Pumps w Irrigation and Fencing	50	Monday, December 01, 2025	Tuesday, January 20, 2026
69 IT and Electrical Work (Interior & Exterior)	106	Saturday, October 11, 2025	Sunday, January 25, 2026

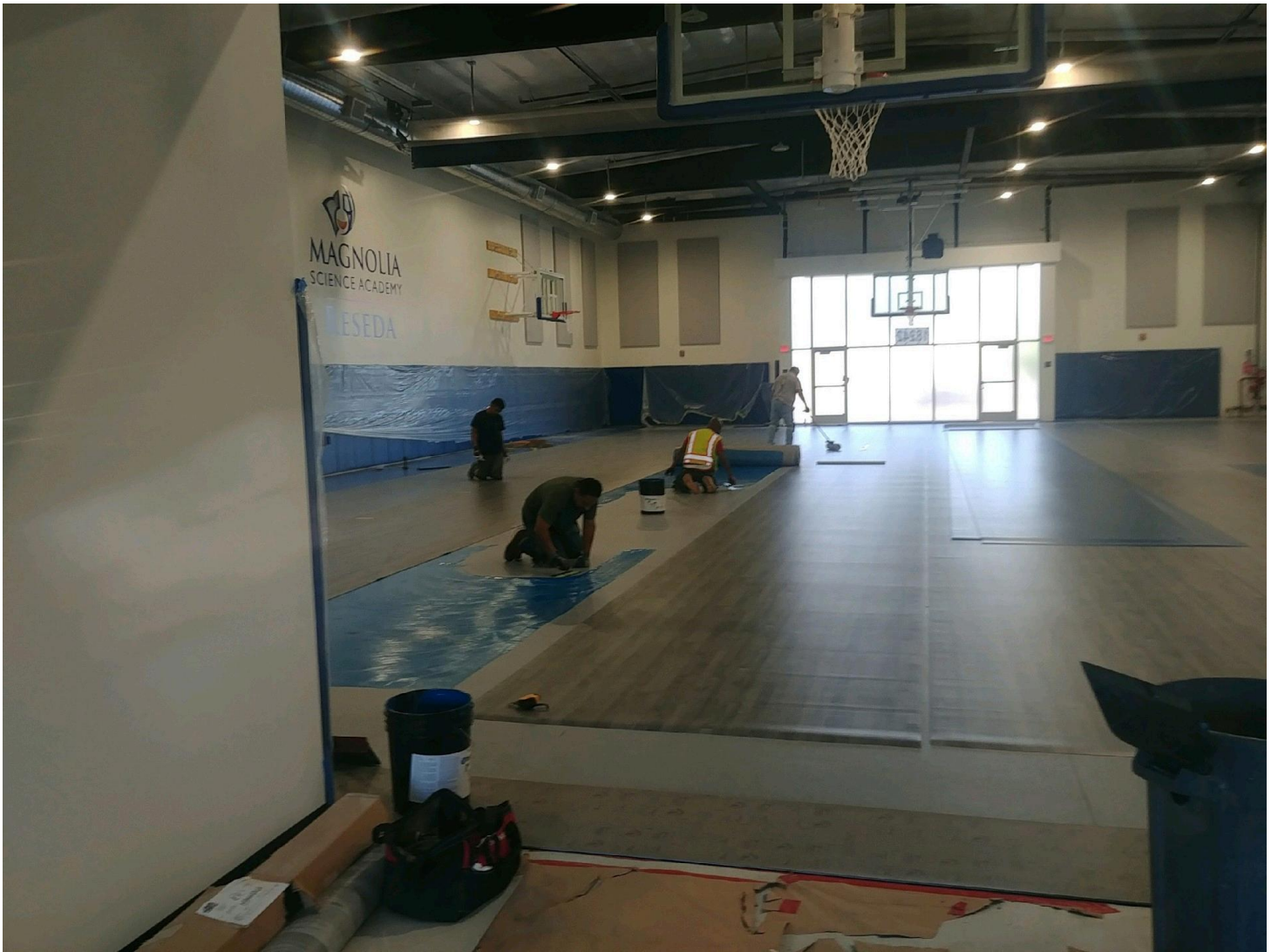
Task Name	Duration (Calendar Days)	Start Date	Finish Date
70 Install Solar System and Carports	82	Friday, November 14, 2025	Wednesday, February 04, 2026
71 Fine Grading and Site Prep for Field, BB Court, and Courtyard	25	Saturday, November 15, 2025	Wednesday, December 10, 2025
72 Energize Building and Begin System Testing	0	Friday, November 28, 2025	Friday, November 28, 2025
73 Complete Play Field, BB Court. Courtyard Installation	105	Friday, October 10, 2025	Friday, January 23, 2026
74 Install Landscaping & Irrigation Finish)	34	Friday, January 02, 2026	Thursday, February 05, 2026
75 Complete Fencing and Asphalt Driveway	32	Friday, December 19, 2025	Tuesday, January 20, 2026
76 Sideway, Driveway approaches, and concrete work	74	Monday, November 10, 2025	Friday, January 23, 2026
77 Commissioning	59	Monday, December 01, 2025	Thursday, January 29, 2026
78 Final Building Inspections and Testing	11	Friday, January 30, 2026	Tuesday, February 10, 2026
79 Move In Staff Furniture and Equipment	13	Friday, January 30, 2026	Thursday, February 12, 2026
80 Turn Over Building (Walk Thru for PU List)	0	Friday, February 13, 2026	Friday, February 13, 2026
81 Classes	0	Monday, February 16, 2026	Monday, February 16, 2026
82 Pick Up List	TBD		





# Exhibit C.

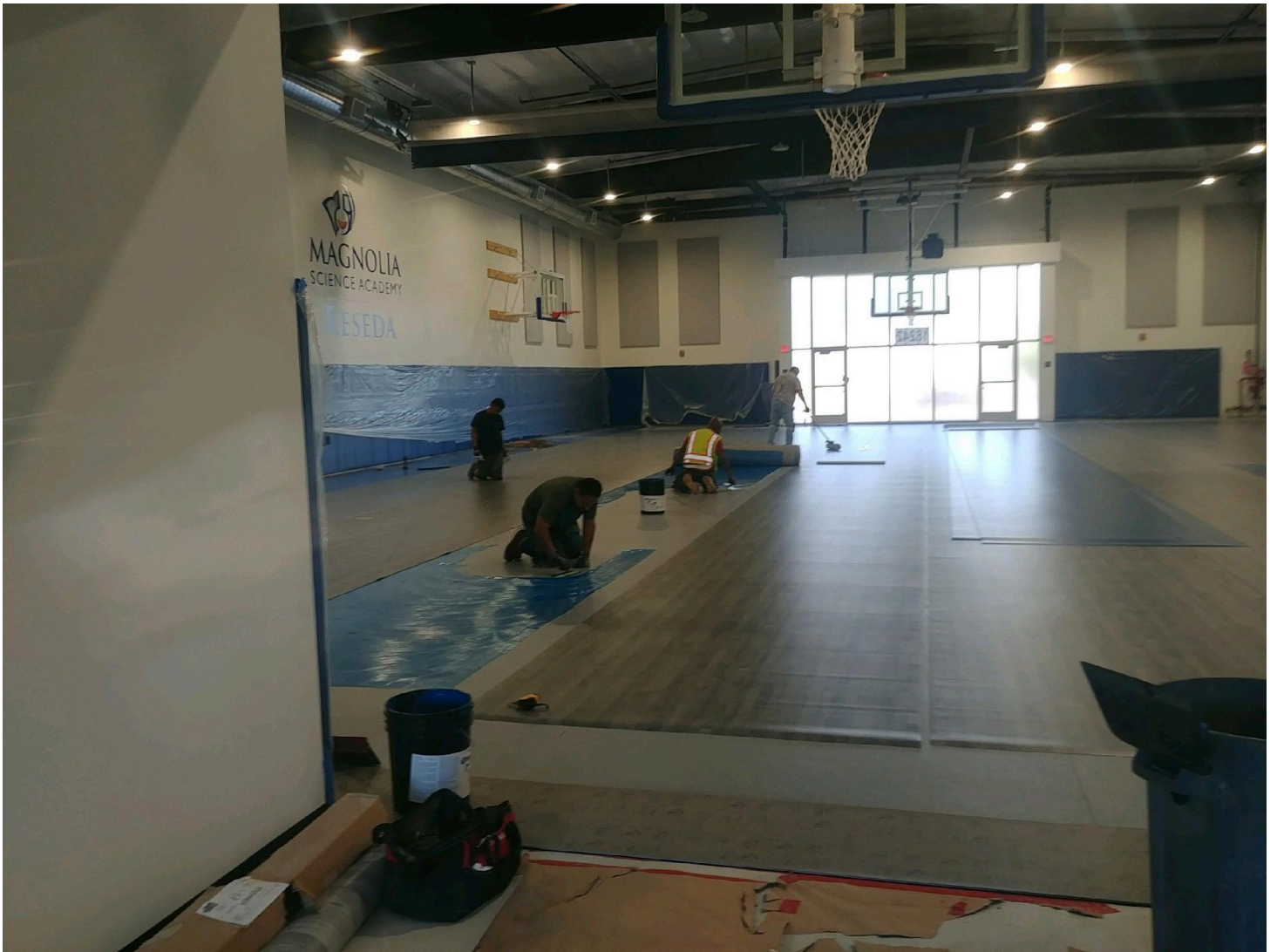
## MSA1 Gym Progress Photos

















# Coversheet

## Approval of MPS 403b Plan (Nationwide)

**Section:** IV. Action Items  
**Item:** A. Approval of MPS 403b Plan (Nationwide)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV\_A\_Nationwide Agreement for the 403b Retirement Plan.pdf



<b>Agenda Item:</b>	IV A: Action Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Steve Budhreja, Chief Financial Officer
<b>RE:</b>	Approval of Nationwide Agreement for the 403b Retirement Plan

### **Action Proposed:**

We recommend that the Board of Directors approve the agreement between Magnolia Public Schools and Nationwide for the adoption of a 403b plan for all MPS employees.

### **Executive Summary:**

This item was first presented to the Magnolia Public School (“MPS”) Governing Board in August 2023 as a mechanism to implement a new supplementary retirement plan for MPS employees. The proposed 403b plan through Nationwide would replace our existing 401k plan through John Hancock. The supplementary retirement plan is designed to support all employees and more specifically those employees who have been deemed not eligible to participate in the California State Teachers’ Retirement System (CalSTRS) or the Public Employee Retirement System (CalPERS), such as MPS Home Office staff. Currently, MPS provides non-CalSTRS/CalPERS employees in the Home Office with an up-to-10% match on employee retirement contributions. Under the new 403b, MPS has the flexibility to offer the plan to all employees while adjusting contributions as needed.

### **Background:**

MPS Administration previously recommended to the Board the adoption of a “non-governmental 403b” plan that would have required an equal employer match contribution to all employees regardless of whether or not they were already participating in the Cal STRS or PERS plans. However, there were a number of questions raised by the MPS Board about the affordability and availability of the plan and how it would impact the organization. After careful review of the plan and legal opinion from Young, Minney & Corr as well as a third party attorney (Ken Ruthenberg) who specializes in the review of the Employee Retirement Income Security Act (ERISA), it was determined that MPS qualifies as a “governmental entity” and therefore could receive greater flexibility than what we had previously determined. As a governmental entity, MPS can offer a governmental 403b plan that would allow for employer matching contributions that vary depending on the employee or the year. It is not compelled to provide the same employee match as would have been required by the “non-governmental 403(b)” plan.

In his Memorandum dated April 29, 2024, Mr. Ruthenberg (ERISA attorney) outlines that ***“a governmental plan is completely exempt from the requirements of ERISA and is not subject to all of the income tax rules contained in the Code that apply to non-governmental plans”***. This exemption is what allows MPS to provide a retirement plan to non-CalSTRS/CalPERS employees without any overage of contributions to employees already receiving CalSTRS/CalPERS



Under the newly proposed 403b plan, MPS would be able to provide select employees with an employer match based on the individual employee and would be able to provide discretionary contributions to its employees as the governing Board sees fit and based on the school's budget and other determining factors. MPS would have the ability to choose the defined contribution amount, which would vary by school site and could include a zero match up to a larger amount depending on budget circumstances and organizational requirements.

While the plan does not require matching contributions to employees receiving CalSTRS/CalPERS, they nonetheless benefit from the creation of the plan. The proposed plan with Nationwide would allow all MPS employees to participate in supplemental 403b retirement plans and individuals would be able to set up their own accounts through Nationwide and elect to make contributions from their paycheck into the plan of their choice, even if they participate in CalSTRS/CalPERS.

**Budget Implications:**

Under the Nationwide Plan, the total estimated fees would be \$19,515 based on up to 250 participants. This would be an increase from the current \$16,846 in annual fees based on our current John Hancock plan with 29 participants. This would represent an annual increase in fees by approximately 16% and the costs would be paid for by MPS and be incorporated into the 2024-25 First Interim Report and multiyear financial projections. However, this would be a decrease in the "per employee" cost since the new plan covers 250 participants compared to the current plan's 29 participants.

**Exhibits:**

- Board Presentation on 403b plan (Nationwide)
- Agreement for Services between MPS and Nationwide



## Why 401(k)?

*First off: No advantage of 403(b) over the 401(k)*

- We would be required to dismantle the 401(k) to start a 403(b)....this creates more unnecessary work for current participants. We want to get this plan in place ASAP!
- Magnolia Public Schools already have a 401(k) plan in place. We may, fortunately, expand the plan to all Magnolia employees



## The 2 Components of the 401(k) plan:

### *Employee Contribution:*

This refers to the participant's salary contribution each pay period

### *Discretionary Contribution:*

A voluntary component that may be added each year by the Employer into the plan

## Applying your value proposition



## 457 Facts:

- We now can integrate a 457 plan (based upon your Charter School classification)
- This addition will complement, and not offset the existing 401(k)
- Our 457-plan resource is positioned to provide a totally bundled solution for Magnolia.



# 401(k) + 457

## 401(k) Plan

Allows all 400+ employees to participate in a plan.

All employees eligible.

A more defined contribution  
(see provided scenarios)

## 457 Plan

Allows the Highly Compensated employees to contribute additional dollars

Serves as an *additional retirement* option for those wanting to replace their pre-retirement income

## UPDATE on the Employer Contribution:

- Due to Volatile Budget Constraints, the plan was altered
- There is **NO** mandatory Employer Discretionary Contribution
- Each year, if the budget supports an employer contribution, it will be exercised. This is **NOT** mandatory

# 401(k) + 457 together

## Magnolia Employee Example - \$88,000 salary

### 401(k) Plan

#### First Bucket - Salary Deferral of Employee

The participant elects to defer some of their annual salary. This is up to a maximum amount of \$22,500 + a \$7,500 catch-up for those 50 and older

#### Second Bucket - Discretionary Employer Contribution

A **\*\*voluntary\*\*** component of the plan that may be added at the end of each year by Magnolia - TBD



### 457 Plan

The employee making \$88,000 does not meet the definition of a Highly Compensated Employee (person making over \$135,000)

Once they reach the \$135,000 threshold, they can contribute to this plan

# 401(k) + 457 together

## Magnolia Employee Example - \$138,000 salary

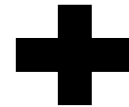
### 401(k) Plan

#### First Bucket - Salary Deferral of Employee

The participant elects to defer some of their annual salary. This is up to a maximum amount of \$22,500 + a \$7,500 catch-up for those 50 and older

#### Second Bucket - Discretionary Employer Contribution

A **\*\*voluntary\*\*** component of the plan that may be added at the end of each year by Magnolia - TBD



### 457 Plan

Since this employee is making \$138,000, they are considered a Highly Compensated Employee (making above \$135,000.) This allows the Employee to contribute an additional \$22,500 of non-qualified assets + a catch-up of \$7,500 if you are 50 or over

**There is no match with this plan**

# 10 Locations? No Problem!



- Education and enrollment Meetings available.
  - Clearly Sets expectations
  - Often helps define your service model
  - Serves as the foundation of all your marketing activities

## Basis of Timeline (see next slide)

- At this juncture, we have several tasks to complete to get the Nationwide 401(k) / 457(b) in place.
  - There are certain items that can be completed ASAP. (see pre-approval tasks on next slide)
- Most tasks will not be completed until approval from the Board of Directors.
  - Once the contracts are signed, we will be able to follow the timeline. (post-approval tasks)
- November 10<sup>th</sup> was slated for approval by the Board of Directors.
  - If you can move up the approval date... so goes the balance of the tasks. All tasks are listed on the next slide.



# Tentative Timeline

Pre-Approval task to be completed



	<b>TASK TO BE COMPLETED</b>	<b>DATE COMPLETED</b>
<input type="checkbox"/>	The TPA will need to gather demographic information (EIN, address, phone#, authorized signer, payroll contact, etc.)	This can be completed ASAP
<input type="checkbox"/>	Nationwide to request information from Steve to get plan documents moving.	This can be completed ASAP

Task to be completed by MPS Staff



<input type="checkbox"/>	Complete and sign all Nationwide documents and return to Nationwide.	This can be completed ASAP <b>BUT</b> Est: 2 weeks
--------------------------	--	--

Post-Approval task to be completed



	<b>TASK TO BE COMPLETED</b>	<b>DATE COMPLETED</b>
<input type="checkbox"/>	Plan is setup and established at Nationwide.	Est: 1 Week
<input type="checkbox"/>	Enrollment kits ordered and delivered Delivery date:	Est: 1 Week
<input type="checkbox"/>	Work with John Hancock to obtain appropriate signatures/paperwork, establish liquidation date and prepare appropriate notices.	Est: Depends on John Hancock
<input type="checkbox"/>	Send blackout notice and 404(a)(5) participant disclosure to plan sponsor for distribution.	Est: 1 Week
<input type="checkbox"/>	Conduct enrollment/educational meeting.	Est: 1 Week
<input type="checkbox"/>	Facilitate onboarding w/ plan sponsor to discuss contribution set-up/web demo with plan sponsor.	Est: 1 Week
<input type="checkbox"/>	Receive take over assets from John Hancock.	Est: Depends on John Hancock
<input type="checkbox"/>	Apply assets at Nationwide.	Est: Depends on John Hancock
<input type="checkbox"/>	Send blackout complete notice to plan sponsor for distribution.	Est: 1 Week
<input type="checkbox"/>	Transition plan to existing business team.	Est: 1 Week



## Next steps



# Take action now to help grow your benefit package

- Work with a company designed for your plan solution.
- Market the plan and options to employees.
- Continuous real time education available to you with automation. The ability to touch all of your employees with education in less than a minute
- Technology to support you and make managing a plan easy.

# Thank you!

Time for Questions / Suggestions !!



**Magnolia Educational & Research Foundation**  
00310 Product Package  
Nationwide® Retirement Flexible Advantage<sup>SM</sup>

Prepared by:  
Nationwide® Retirement Plans

**Presented by:**  
Joseph Fay  
Cetera Advisor Networks LLC  
August 26, 2024

The Nationwide Group Retirement Series includes unregistered group fixed and variable annuities and trust programs. The unregistered group fixed and variable annuities are issued by Nationwide Life Insurance Company. Trust programs and trust services are offered by Nationwide Trust Company, FSB. Nationwide Investment Services Corporation, member FINRA. Nationwide Mutual Insurance Company and Affiliated Companies, Home Office: Columbus, OH 43215-2220.

Nationwide, the Nationwide N and Eagle and Nationwide is on your side are service marks of Nationwide Mutual Insurance Company. © 2016

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PNM-3223AO (04/16)

# Welcome.

We know that you have many choices when it comes to your group retirement plan provider. Thank you for choosing Nationwide® as your retirement provider. Enclosed you will find all the necessary documents that need to be signed. Signing these documents will get you closer in the establishment of your Retirement Plan.

Please return documents to:  
Nationwide® Retirement Plans  
Attn: *Carlos Caraveo*  
10 W. Nationwide Boulevard  
Attn: 05-04-204X New Business  
Columbus, OH 43215

For questions contact *Carlos Caraveo* - Your Implementation Manager at (614) 435-7625



# Table of Contents

Please review all enclosed documents and sign where indicated.

Document indicated in this color selection(s) or signature

## Products Highlight Tab

- Product Highlights

## The Nationwide Financial Investment Platform Tab

- Program Agreement
  - Executive Summary
  - QDIA/Default Fund Selection Schedule
  - Non-ERISA School District Schedule
  - Fund Disclosure Schedule
- Summary of Contract Information
- Fixed Group Annuity Contract Application and Specimen Contract
- IRON Fiduciary Agreement
- IRON Fiduciary Fund Selection Schedule
- RIA Plan Sponsor Agreement
- RIA Schedule of Fees

## Financial Professional Compensation Agreement(s) Tab

- Disclosure Statement
- Compensation Page

## Miscellaneous Administration Form(s) Tab

- Plan Sponsor Questionnaire
- Employee Notice Delivery Election Form

## Acceptance Agreement - Product Tab

- Acceptance Agreement – Product



## Nationwide<sup>®</sup> Retirement Plans Highlights for: 445-00310 Magnolia Educational & Research Foundation 403(b) Plan

### Product Highlights

The information listed below offers an overview of the products and services you have selected for your Plan. There is detailed information about each item in the following legal documents.

#### Nationwide<sup>®</sup> Investment Platform

Nationwide Retirement Flexible Advantage<sup>®</sup>

Products and services added to this plan:

- **Fund Window**
  - Allows participants access to hundreds of investment options with no additional charge
- **Managed Account Services**
  - Gives the participant the opportunity to hand the investment decisions to a Registered Investment Advisor for a fee
  - No additional charge to Plan Sponsor, only participants that elect the service will be assessed a fee
- **Nationwide Fixed Contract<sup>®</sup>**
  - A group annuity contract issued by Nationwide Life Insurance Company that offers a competitive guaranteed interest rate on an annual basis. Limits exchanges to other investment options to 20% per year; amounts exchanged in excess of this limit as well as transfers to a successor contract may be reduced by a market value adjustment.
  - 1.15% Annual Net Rate
- **IRON Fiduciary 3(38)\*\***
  - A qualified 3(38) third-party firm contracted for a fee to monitor all investment option decisions. Liability of investments will reside with IRON Fiduciary.
  - IRON Fiduciary Services provided by IRON Fiduciary, an offering by Creative Planning, LLC. IRON Fiduciary and its affiliates are not affiliated with Nationwide or any of its affiliates.

\*\* The Registered Investment Adviser (RIA) may have fiduciary responsibility for selecting and managing the core fund menu and any asset allocation models. If the asset allocation models and percentages in each are developed by the RIA, Nationwide is not responsible for the composition or performance of any investment selections made by the RIA. Nationwide does not select the RIA and does not endorse any advice provided by the RIA.

Refer to the next page for a list of Expenses.

This material is not a recommendation to buy, sell, hold or roll over any asset, adopt an investment strategy, retain a specific investment manager or use a particular account type. It does not take into account the specific investment objectives, tax and financial condition or particular needs of any specific person. Investors should work with their financial professional to discuss their specific situation.

The Nationwide Group Retirement Series includes unregistered group fixed and variable annuities and trust programs. The unregistered group fixed and variable annuities are issued by Nationwide Life Insurance Company. Trust programs and trust services are offered by Nationwide Trust Company, FSB. Nationwide Investment Services Corporation, member FINRA. Nationwide Mutual Insurance Company and Affiliated Companies, Home Office: Columbus, OH 43215-2220.

Nationwide and the Nationwide N and Eagle are service marks of Nationwide Mutual Insurance Company.



**Expenses**

The following expenses are applicable to your plan. There is detailed information about each item in the legal documents that follow. Additional Administrative Fees paid to your Administration Firm may apply. Please refer to all legal documents for additional information on all applicable expenses.

Termination Fee	No Termination Fee Applies
Account Fee	\$0 - The plan has elected no Custodial Services.
Nationwide Asset Fee	0.37%
Financial Advisor Commission Cost	0.55%
Total Asset Fee	0.92%

This material is not a recommendation to buy, sell, hold or roll over any asset, adopt an investment strategy, retain a specific investment manager or use a particular account type. It does not take into account the specific investment objectives, tax and financial condition or particular needs of any specific person. Investors should work with their financial professional to discuss their specific situation.

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Nationwide and the Nationwide N and Eagle are service marks of Nationwide Mutual Insurance Company.



## Nationwide<sup>®</sup> Retirement Plans

### Nationwide Retirement Flexible Advantage Program Agreement ("Agreement")

This Agreement, including the following Schedules;

- QDIA / Default Fund Selection Schedule
- Redemption Fee Schedule
- Administration Firm Schedule
- Fund Access Schedule
- Managed Account Services Schedule
- Report Schedule
- Termination Schedule
- Disclosure Schedule
- Fund Disclosure Schedule

is made between **Magnolia Educational/Research Foundation** ("Plan Sponsor") and Nationwide Trust Company, FSB as **Custodian** ("Nationwide") pursuant to the **Magnolia Educational & Research Foundation 403(b) Plan** ("Plan") to establish the **Custodial Account** for **Magnolia Educational & Research Foundation 403(b) Plan** ("Account").

The Plan Sponsor appoints **Cetera Retirement Plan Specialists** as the Administration Firm to fulfill the duties as described in this Agreement.

#### Non-ERISA 403(b) (Certain Governmental Employers)

The Sponsor hereby represents and warrants that the Plan complies with and intends to keep such Plan in compliance with Section 403(b) of the Internal Revenue Code of 1986, as amended ("Code"). The Account is intended to qualify for treatment under Section 401(f) of the Code and to be tax-exempt under Section 501(a) of the Code. The Sponsor represents that the Plan is established and maintained for employees of the U.S. government, a State or political subdivision of a State, or a federal or State agency or instrumentality and that the Plan is exempt from Title I and Title IV of ERISA as a governmental plan.

The Sponsor represents and warrants that the Plan complies with and intends to keep such Plan in compliance with the requirements under Section 403(b) of the Code. As such, Sponsor further represents: (i) Sponsor is an employer eligible to offer programs under Section 403(b) of the Code; (ii) the Plan is governed by a written plan document executed and effective in accordance with the Code, which lists Nationwide as the sole approved Provider and which incorporates the Program Agreement (which establishes the Custodial Account); (iii) the Plan document prohibits deferrals from being made to contracts with Providers other than Nationwide; (iv) Sponsor shall notify Nationwide prior to adding any other approved Provider(s) to the Plan document and shall enter into an Information Sharing Agreement with such Provider(s); (v) Sponsor shall not allow investment of any assets of the Plan with a Provider that is not listed as an approved Provider in the Plan document and, in the event such investment does occur or has occurred, Sponsor shall enter into an Information Sharing Agreement with such Provider; and (vi) Sponsor shall monitor the administration of the Plan to ensure that operations are compliant with the terms of the Plan document and with Section 403(b) of the Code and the regulations thereunder, including but not limited to Treasury Regulation Section 1.403(b)-3. For purposes of this section, "Provider" means any insurance company qualified to issue annuity contracts which include payment in the form of an annuity or any provider of custodial accounts in which contributions are or were made under the Plan.



(03/2021)  
445-00310

Section A Page: 1 of 9  
Magnolia Educational/Research Foundation

Program Agreement  
08/26/2024 9:12 AM

Please Complete

## EXECUTIVE SUMMARY

### **PURPOSE**

The Executive Summary provides details about fees, features of the Account and includes additional options which the Plan Sponsor may elect to include in the Account.

### **FUND WINDOW ACCESS**

If the Plan Sponsor elects to make Fund Window, as described in the Definitions and Fund Access Schedule, available to all Plan Participants, the box below **must** be checked.

**Plan Sponsor elects to offer Fund Window.**

### **ASSET FEES**

The Asset Fee(s) below, payable to Nationwide, applies to all Funding Vehicle(s), excluding any applicable Group Annuity Contracts. The annual Asset Fee is as follows:

0.92 % for Fund(s)

The Asset Fee may increase or decrease based on various factors which may include, but is not limited to, Asset Balance, Average Asset Balance, Average Participant Balance, number of Participants and the assets held in specific Funding Vehicle(s) and services. Any changes to the Asset Fee will be made in accordance with the Amendment provisions of this Agreement. Such notice may be made in an electronic format by Nationwide. Refer to the Fund Access Schedule for further information regarding the modification of the Asset Fee.

### **PER PARTICIPANT FEE**

The Per Participant Fee below, payable to Nationwide Trust Company, FSB, may be charged to the Plan to cover Participant recordkeeping expenses incurred by Nationwide. The Per Participant Fee may increase or decrease based on the Average Participant Balance and the Average Asset Balance. Any changes to the Per Participant Fee will be made in accordance with the Amendment provisions of this Agreement.

Fee Deducted from Plan assets (DEFAULT)

A Per Participant Fee of \$4 per month will be deducted from each account with a balance accordingly.

Please Complete

## EXECUTIVE SUMMARY

### Bill to Plan Sponsor

Nationwide will bill the Plan Sponsor for the amount of the Per Participant Fee after the close of each calendar quarter-end. The dollar amount to be billed will be determined by multiplying the number of Participants with a balance at the close of each calendar quarter-end by \$12. The Plan Sponsor shall remit the Per Participant Fee as indicated in the invoice no later than thirty (30) calendar days after the invoice date.

If the Plan Sponsor fails to pay the invoiced Per Participant Fee by the sixtieth (60) calendar day following the invoice date, the Plan Sponsor directs Nationwide to deduct the Per Participant Fee as stated in the invoice from each account with a balance accordingly at the time of deduction. In addition, Nationwide reserves the right to change the assessment method for future Per Participant Fees from billing to deduct from the Account on a monthly basis if payments are not remitted by the date due.

When a request for a total Plan Transfer or termination is received, Nationwide will calculate the final Per Participant Fee amount owed and deduct it from each account with a balance accordingly within five (5) Business Days prior to the liquidation date.

The Plan Sponsor may change the assessment method by submitting Written Instruction(s) to Nationwide in the Required Format.

## EXECUTIVE SUMMARY

### **SINGLE SUM FEE**

The Single Sum Fee below, payable to Nationwide Trust Company, FSB, may be charged to the Plan to cover recordkeeping expenses incurred by Nationwide. The Single Sum Fee may increase or decrease based on the Average Asset Balance. Any changes to the Single Sum Fee will be made in accordance with the Amendment provisions of this Agreement.

Fee Deducted from Plan assets (DEFAULT)

A Single Sum Fee of \$0 per year will be deducted on a pro rata basis from each account with a balance accordingly at the end of each Agreement Year.

Bill to Plan Sponsor

Nationwide will bill the Plan Sponsor for the amount of the Single Sum Fee, if applicable, after the close of each calendar quarter-end. The dollar amount to be billed will be determined by dividing the annual fee of \$0 by 4. The Plan Sponsor shall remit the Single Sum Fee as indicated in the invoice no later than thirty (30) calendar days after the invoice date.

If the Plan Sponsor fails to pay the invoiced Single Sum Fee by the sixtieth (60) calendar day following the invoice date, the Plan Sponsor directs Nationwide to deduct the Single Sum Fee as stated in the invoice from each account with a balance accordingly on a pro rata basis at the time of deduction. In addition, Nationwide reserves the right to change the assessment method for future Single Sum Fees from billing to deduct from the Account on an annual basis if payments are not remitted by the date due.

When a request for a total Plan Transfer or termination is received, Nationwide will calculate the final Single Sum Fee amount owed and deduct it from each account with a balance accordingly on a pro rata basis within five (5) Business Days prior to the liquidation date.

The Plan Sponsor may change the assessment method by submitting Written Instruction(s) to Nationwide in the Required Format.



## EXECUTIVE SUMMARY

### **ACCOUNT FEE**

**No Certified Annual Report.** No annual Account Fee applies. The Plan Sponsor acknowledges that Nationwide is under no obligation to provide an annual certified report. If the Plan Sponsor decides at a later date to choose the Certified Annual Report option, the annual certification will be provided only from that point forward, and may not be available for periods prior to the change in reporting levels. Any certified reports made available for prior periods will incur an additional charge.

## EXECUTIVE SUMMARY

### **TERMINATION FEE**

No Termination Fee is applicable to the Account.

### **ADMINISTRATIVE FEES**

The Plan Sponsor has authorized the Administration Firm to receive fees forwarded by Nationwide<sup>®</sup>, or its designee, made payable to the Administration Firm, withdrawn from any Funding Vehicle(s) held in the Account. Such fees will be for the sole purpose of providing payment of Plan administration service fees for services rendered by the Administration Firm to the Plan. Nationwide shall accept the Administration Firm's direction as to the fees to be withdrawn.

### **PLAN SPONSOR AUTHORIZATION**

Plan Sponsor authorizes Nationwide to provide third-party service providers, hired by the Plan, with access to Plan and Participant Level information that Nationwide holds including, but not limited to, Participant name, Social Security Number, account values, fund balances, transaction histories and Funding Vehicle(s) allocations ("Plan Related Information"). Plan Sponsor represents that such third-party service providers are authorized by the Plan to receive such information from Nationwide and are obligated to protect the information and keep it confidential as required by applicable law. Nationwide's authorization to share Plan Related Information includes agents, vendors and other service providers that the Plan's third-party service provider may work with in order to carry out their services and obligations to the Plan. Nationwide shall have no liability or responsibility for third-party service provider's use of Plan Related Information.

Please Complete

## DEFAULT FUND SELECTION SCHEDULE QDIA/DEFAULT SUSPENSE FUND

Case Number: 445-00310Case Name: Magnolia Educational/Research Foundation

**STEP 1:** Select **either** Default Suspense Fund or Qualified Default Investment Alternative (QDIA)/Default Suspense Fund

- |                          |                            |
|--------------------------|----------------------------|
| <input type="checkbox"/> | Default Suspense Fund      |
| <b>Or</b>                |                            |
| <input type="checkbox"/> | QDIA/Default Suspense Fund |

### QDIA/Default Suspense Fund Disclosures

As Plan Sponsor, I authorize Nationwide Trust Company, FSB ("Nationwide") to allocate the Plan Participant's account balance and new contributions to the QDIA/Default Suspense Fund identified above.

Any investment that has been selected is the QDIA/Default Suspense Fund, as applicable, into which I, the investment fiduciary, or my financial advisor, directed Nationwide to invest the assets of the Plan. This selection may or may not be similar to the Plan's existing fund lineup. It is not based on any assessments by Nationwide of the particular needs of the Plan or its Participants.

It is ultimately my, the investment fiduciary's or the investment advisor's responsibility to ensure the appropriateness of the investment lineup for the Plan - not Nationwide's. Nationwide is not making a recommendation by investing Plan assets according to the direction received and is acting in all respects as custodian/directed trustee.

Participants must have a Social Security Number in order for deposits received by Nationwide to be processed. All deposits received by Nationwide for a Participant that does not have an established investment mix will be automatically allocated to the QDIA/Default Suspense Fund within the applicable Participant account within three business days.

The QDIA/Default Suspense Fund must be a designated variable fund for the Plan. If the fund I select as the QDIA/Default Suspense Fund is not also selected on the Fund Selection Schedule, I understand that this form will be used as my request and authorization to add the fund as a Designated Fund to my Plan. Due to possible market value adjustments and other restrictions, the Fixed Annuity contracts are not available as a Default Suspense Fund option.

I understand if the Managed Account Services ("MAS") option is not currently available to my Plan, and the Managed Account Services is selected as the QDIA/Default Investment, additional paperwork will be required by Nationwide to add this option and the QDIA/Default Investment will not be established until additional paperwork is received by Nationwide in the Required Format.

I understand if the Asset Allocation Model option is not currently available to my Plan, and the Asset Allocation Model is selected as the QDIA/Default Investment, additional paperwork, including the completion of the Asset Allocation Usage Agreement, will be required by Nationwide to add this option and the QDIA/Default Investment will not be established until additional paperwork is received by Nationwide in the Required Format.

I understand if Collective Investment Funds ("CIF") are not an option currently available to my Plan, and a CIF is selected as the QDIA/Default Suspense Fund above, additional paperwork will be required by Nationwide to add this option and the QDIA/Default Suspense Fund will not be established until additional paperwork is received by Nationwide in the Required Format.

Additionally, if the Income America 5ForLife Funds\* ("5ForLife CIF") is selected as the QDIA/Default Suspense Fund, as Plan Sponsor, I acknowledge and agree that: (a) Plan Participants must be invested in the Income America In Retirement Fund Fee Class 5ForLife\* at (i) the time they attain an age of at least 65 and (ii) at the time they choose to begin benefit payments which shall be no earlier than age 65; (b) Plan Participants who make investment exchanges out of the 5ForLife CIF\* may not make investment exchanges back into the 5ForLife CIF\* within 90 days and; (c) I will provide appropriate direction to Plan Participants of these restrictions.

(03/2021)  
445-00310

Section A Page: 7 of 9  
Magnolia Educational/Research Foundation

QDIA Fund Selection Schedule  
08/26/2024 9:12 AM

## **DEFAULT FUND SELECTION SCHEDULE QDIA/DEFAULT SUSPENSE FUND**

### **QDIA/Default Suspense Fund Disclosures (CONTINUED)**

Further, as Plan Sponsor, I hereby direct Nationwide to automatically: (i) implement investment exchanges for Plan Participants in any other 5ForLife Funds\* to the Income America In Retirement Fund Fee Class 5ForLife\* (ii) at the time Participants attain age 65 and (iii) at the time they choose to begin benefit payments pursuant to (a) above; and (iv) block any exchanges back into the 5ForLife CIF\* with in the 90-day period after investment exchanges out of the fund pursuant to (b) above.

Nationwide Target Destination Funds and NCIT Index Funds are part of the Nationwide Funds Group and are affiliated with Nationwide. Nationwide Funds distributed by Nationwide Fund Distributors LLC, Member FINRA. 10 W Nationwide Blvd, MS: 5-02-210R, Columbus, OH 43215.

It is my responsibility as Plan Sponsor to provide each eligible employee with initial and annual notices as specified in DOL Reg. 2550.404c-5(c)(3). Notice should be provided at least 30 days in advance of the date of Plan eligibility or at least 30 days in advance of the date of any first investment in a QDIA. Alternatively, notice may be provided on or before the date of Plan eligibility provided the Participant has the opportunity to make a permissible withdrawal within the first 90 days following investment in the QDIA pursuant to Internal Revenue Code 414(w). Thereafter, I am responsible for providing notice within a reasonable period of time of at least 30 days in advance of each subsequent Plan year.

I acknowledge and agree that it is my responsibility as Plan Sponsor to notify the Participant(s) of the circumstances under which their balances or deposits have or will be allocated to the applicable QDIA/Default Suspense Fund, and to provide the Participant(s) with adequate information and procedures to transfer funds from the QDIA/Default Suspense Fund and/or to select alternate investment options for future allocations. If the Participant(s) does not provide instruction to Nationwide to transfer funds from the QDIA/Default Suspense Fund and/or change investment options for future allocations, pursuant to established procedures, all deposits will continue to be invested in the QDIA/Default Suspense Fund.

In the event of a fund merger by the fund house offering the fund I have selected, I authorize Nationwide to change the QDIA/Default Suspense Fund to the merged fund designated by the Participants of the fund and/or the fund house. If the selected QDIA/Default Suspense Fund is a Targeted Retirement Date Fund Group, I authorize Nationwide to make available all Fund(s) that are added to the Targeted Retirement Date Fund Group by the Fund(s).

I have reviewed and I understand the fund payment and expense ratio information that is found in the Program Agreement.

It is my responsibility as Plan fiduciary or my delegate's, as applicable, to prudently select and monitor any QDIA/Default Suspense Fund. Therefore, it is my responsibility as Plan fiduciary or my delegate's to know the requirements of the QDIA regulations and choose the QDIA/Default Suspense Fund most appropriate for the Participants of the Plan. Nationwide is not responsible or liable for the selection of such QDIA/Default Suspense Fund and has merely provided facts requested by the Plan fiduciary or its delegate. The facts provided should not be construed to provide any endorsement of or opinion on the appropriateness of a fund or portfolio for the Participants of a particular Plan.

Nationwide may make changes to the options in this schedule at anytime only upon receipt of written direction from the Plan Sponsor.

## REDEMPTION FEE SCHEDULE

A redemption fee is a fee charged by the fund house to a Participant who trades in and out of a fund within a specified time frame. This fee is reinvested back into the fund to offset the increase in trade costs. The information contained in this Schedule does not replace the information you can find in the prospectus. Certain transactions may be exempt from redemption fees. Refer to the prospectus for specific details and for the most current information regarding the applicability of redemption fees.

Fund Code	Fund Name	Ticker Symbol	Redemption Fee Percentage	Duration (in days)
ERJA	BRWN INTL ALL CO INV	N/A	2.00%	Assets held less than 60 days
BXHA	GABELLI EQ INC INST	N/A	2.00%	Assets held less than 7 days
CXXA	GABELLI GOLD INST	N/A	2.00%	Assets held less than 7 days
BXIA	GABELLI VAL 25 INST	N/A	2.00%	Assets held less than 7 days
FNFA	GABELLITTON CONV SEC INST	N/A	2.00%	Assets held less than 7 days
ECKA	GABELLITTONWSTWD MTYMTS I	N/A	2.00%	Assets held less than 7 days
BHPA	GABELLITTONWSTWDSMCPEQINS	N/A	2.00%	Assets held less than 7 days
GESA	GRNCENT EQ INST	N/A	2.00%	Assets held less than 60 days
FHGA	HEARTLAND MDCAP VAL INST	N/A	2.00%	Assets held less than 10 days
HNTA	HEARTLAND VAL INST	N/A	2.00%	Assets held less than 10 days
BIFA	HEARTLAND VAL PLS INST	N/A	2.00%	Assets held less than 10 days
FBQA	KNGHTSCBUS COR BD I	N/A	2.00%	Assets held less than 30 days
FBRA	KNGHTSCBUS INTL EQ I	N/A	2.00%	Assets held less than 30 days
FBSA	KNGHTSCBUS LGCAP GR I	N/A	2.00%	Assets held less than 30 days
FBTA	KNGHTSCBUS LGCAP VAL I	N/A	2.00%	Assets held less than 30 days
FBUA	KNGHTSCBUS LTD DUR I	N/A	2.00%	Assets held less than 30 days
FBVA	KNGHTSCBUS SMCAP I	N/A	2.00%	Assets held less than 30 days
CJMA	LUTHLD COR INVMT RTL	N/A	2.00%	Assets held less than 5 days
DQLA	NRTHSTR DIVD I	N/A	2.00%	Assets held less than 30 days
GPNA	OBERWS CHINA OPFR	N/A	2.00%	Assets held less than 90 days

### ADDENDUM TO PROGRAM AGREEMENT

THIS ADDENDUM to the Program Agreement (“Agreement”) by and between **Magnolia Educational & Research Foundation** (“Plan Sponsor”) and Nationwide Trust Company, FSB (“Nationwide”) as Custodian pursuant to the **Magnolia Educational & Research Foundation 403(b) Plan** (“Account”), further delineates the roles and responsibilities agreed to for the Account. The roles and responsibilities delineated herein are not exhaustive; other duties and responsibilities may be also listed in the Program Agreement or other agreement.

The Plan Sponsor and Nationwide hereby agree as follows:

#### **DEFINITIONS**

Defined terms are the same as those in the Program Agreement unless specifically defined otherwise.

**Exchanges** – Participant directed investment exchanges between those accounts and contracts that are listed in their respective Plan document. Also, Purchases and Redemptions from one Funding Vehicle to another Funding Vehicle available in the Account at Nationwide.

**Provider** – Any insurance company, outside of Nationwide and its affiliates, qualified to issue annuity contracts which include payment in the form of an annuity or any provider of custodial accounts, outside of Nationwide and its affiliates, in which contributions are or were made under the Plan.

**Transfers** – Any Plan Sponsor directed movement of funds, as a result of any action taken by the Plan Sponsor, from Nationwide to another Provider for the Plan or to another Funding Vehicle outside of this Program Agreement established at Nationwide for the Plan. Also, any payment arising out of a Plan termination, a partial Plan termination, or an event which results in a fifteen (15) percent or greater reduction in the number of Participants in the Plan as a result of an action taken by the Plan Sponsor.

#### **EXCHANGES BETWEEN PROVIDERS AND NATIONWIDE**

The Administration Firm, Plan Sponsor, Plan Administrator or any designee may initiate Exchanges between Providers listed in the Plan document and Nationwide on behalf of Participants. Exchanges will be made within three (3) Business Days following receipt of Written Instructions from the Administration Firm, Plan Sponsor, Plan Administrator or any designee in the Required Format. By providing Written Instructions or permitting Participants to initiate such transactions, the Plan Sponsor or Plan Administrator certifies that such transactions are permitted under the Plan.

This addendum shall be effective the first date Nationwide applies the terms of the addendum to the Account, which shall be in accordance with, as applicable, the provisions of the Agreement, ERISA, the Code, applicable law, or as soon as administratively feasible, following the date Nationwide receives this addendum in the Required Format.

#### **Magnolia Educational & Research Foundation**

Dated: \_\_\_\_\_

By: \_\_\_\_\_  
Plan Sponsor

*Plan Sponsor Signature*

#### **Nationwide Trust Company, FSB**

Effective Date: \_\_\_\_\_

By: \_\_\_\_\_  
Nationwide

**Plan ID: 445-00310**



## TABLE OF CONTENTS

I.	Purpose .....	2
II.	Definitions .....	2
III.	The Account .....	4
IV.	General Administrative Responsibilities of Nationwide .....	5
V.	Investment Responsibility .....	6
VI.	Cash Processing Provision .....	6
VII.	Loans .....	6
VIII.	Account Records and Reports .....	7
IX.	Fiduciary Responsibilities and Liabilities .....	7
X.	Contributions Not Recoverable .....	8
XI.	Limitation of Liability .....	8
XII.	Reliance on Counsel and Indemnification .....	8
XIII.	Plan Sponsor Authorization for use of Affiliated Companies and Third Party Service Providers .....	9
XIV.	Nationwide's Compensation and Expenses .....	9
XV.	Taxes .....	9
XVI.	Amendment .....	9
XVII.	Resignation, Removal and Termination .....	10
XVIII.	Successor .....	10
XIX.	Governing Law .....	10
XX.	Identity Verification Notice .....	11
XXI.	Rules of Construction .....	11
XXII.	Waiver .....	11
XXIII.	References .....	11
XXIV.	Severability .....	11

**Section B Schedules**

Administration Firm Schedule.....	12
Fund Access Schedule.....	14
Managed Account Services Schedule.....	19
Report Schedule.....	22
Termination Schedule.....	23
Disclosure Schedule.....	24

**Section C Schedule(s)**

Fund Disclosure Schedule

## PROGRAM AGREEMENT

### ARTICLE I - PURPOSE

#### **Non-ERISA 403(b) (Certain Governmental Employers)**

The Sponsor hereby represents and warrants that the Plan complies with and intends to keep such Plan in compliance with Section 403(b) of the Internal Revenue Code of 1986, as amended ("Code"). The Account is intended to qualify for treatment under Section 401(f) of the Code and to be tax-exempt under Section 501(a) of the Code. The Sponsor represents that the Plan is established and maintained for employees of the U.S. government, a State or political subdivision of a State, or a federal or State agency or instrumentality and that the Plan is exempt from Title I and Title IV of ERISA as a governmental plan.

The Sponsor represents and warrants that the Plan complies with and intends to keep such Plan in compliance with the requirements under Section 403(b) of the Code. As such, Sponsor further represents: (i) Sponsor is an employer eligible to offer programs under Section 403(b) of the Code; (ii) the Plan is governed by a written plan document executed and effective in accordance with the Code, which lists Nationwide as the sole approved Provider and which incorporates the Program Agreement (which establishes the Custodial Account); (iii) the Plan document prohibits deferrals from being made to contracts with Providers other than Nationwide; (iv) Sponsor shall notify Nationwide prior to adding any other approved Provider(s) to the Plan document and shall enter into an Information Sharing Agreement with such Provider(s); (v) Sponsor shall not allow investment of any assets of the Plan with a Provider that is not listed as an approved Provider in the Plan document and, in the event such investment does occur or has occurred, Sponsor shall enter into an Information Sharing Agreement with such Provider; and (vi) Sponsor shall monitor the administration of the Plan to ensure that operations are compliant with the terms of the Plan document and with Section 403(b) of the Code and the regulations thereunder, including but not limited to Treasury Regulation Section 1.403(b)-3. For purposes of this section, "Provider" means any insurance company qualified to issue annuity contracts which include payment in the form of an annuity or any provider of custodial accounts in which contributions are or were made under the Plan.

### ARTICLE II - DEFINITIONS

**Account** - The custodial account or trust fund, as applicable, established herein to hold the assets of the Plan.

**Agreement Year** - The first Agreement Year will extend between twelve (12) and thirteen (13) months, beginning on the date of first deposit or transfer through the last day of the same month in the following calendar year. All other Agreement Years will extend twelve (12) months.

**Asset Balance** - The sum of any amounts held in Funding Vehicle(s).

**Average Asset Balance** - Will be determined by averaging the Asset Balances on the last day of two given calendar months.

**Average Participant Balance** - Will be determined initially by dividing the expected first year deposits by the number of expected participant accounts. After the first Agreement Year, the Average Participant Balance will be determined by dividing the Average Asset Balance by the average number of Participants with a balance.

**Benefit Payment** - A distribution that is permitted by the Plan on behalf of a Participant.

**Business Day** - A day on which Nationwide and New York Stock Exchange are both open for business.

**Designated Funds** - Funds which are individually selected by the Plan Sponsor or Plan Administrator per Written Instruction(s) to Nationwide.

## PROGRAM AGREEMENT

### ARTICLE II - DEFINITIONS (CONTINUED)

**Effective Date** - The date on which the Account is created by Nationwide's acceptance of cash or other assets on behalf of the Plan Sponsor. Prior to the Effective Date, Nationwide shall have no responsibility hereunder.

**Employer(s)** - The employer(s) of the Participants in the Plan.

**Exchange(s)** - Purchases and Redemptions from one Funding Vehicle to another Funding Vehicle available in the Account.

**Fund(s)** - Mutual funds or collective investment funds made available in accordance with this Agreement.

**Fund Window** - A collection of Funds, excluding collective investment funds and certain other mutual funds, that are not individually selected by the Plan Sponsor or Plan Administrator as Designated Funds but which may be made available for investment at the direction of the Plan Sponsor or Plan Administrator.

**Funding Successor** - The Plan's trustee or custodian, any successor plan's trustee or custodian or any financial institution providing a Funding Vehicle(s) to the Plan.

**Funding Vehicle(s)** - As permitted by applicable law, may include one or more (i) Group Annuity Contracts, (ii) mutual funds, collective investment funds or other securities made available under the Agreement, (iii) securities held in self-directed brokerage accounts made available by Nationwide or (iv) any other investment vehicle(s) mutually acceptable to Nationwide and the Plan Sponsor or Plan Administrator via an amendment to this Agreement or separate schedule.

**Group Annuity Contract** - Any group annuity contract issued by Nationwide Life Insurance Company, if applicable.

**Key Employee** - Any individual considered a key employee for purposes of Section 416 of the Code. If an individual is considered to be a Key Employee at any time during the term of this Agreement, the individual will always be considered a Key Employee for purposes of this Agreement.

**Money Market Fund** - A fund that invests in short term debt instruments. The Money Market Fund may be sponsored by Nationwide, a Nationwide affiliate or non-affiliate.

**Officer** - Any individual considered an officer for purposes of Section 416 of the Code. If an individual is considered to be an Officer at any time during the term of this Agreement, the individual will always be considered an Officer for purposes of this Agreement.

**Original Signature** - An authentic, hardcopy, non-reproduced signature of the Plan Sponsor or Plan Administrator or Administration Firm.

**Owner** - Any party who (1) owns (or is considered as owning within the meaning of Section 318 of the Code) more than ten (10) percent of the outstanding stock of an employer which is a corporation or stock possessing more than ten (10) percent of the total combined voting power of all stock of such a corporation; or (2) owns more than ten (10) percent of the capital or profits interest in an employer which is not a corporation. For purposes of this definition, the constructive ownership rules of Section 416(i)(1)(B)(iii) of the Code shall apply. If an individual is considered to be an Owner at any time during the term of this Agreement, the individual will always be considered an Owner for purposes of this Agreement.

**Participant** - A person for whom benefits are provided under this Agreement, in accordance with the Plan.

## PROGRAM AGREEMENT

### ARTICLE II - DEFINITIONS (CONTINUED)

**Plan Administrator** - For plans subject to the fiduciary responsibility requirements of ERISA, the person designated by the Plan Sponsor or in the Plan as the named fiduciary for purposes of ERISA. Any such person may execute this Agreement, and, by executing the Agreement, such person represents to Nationwide that it is a named fiduciary as that term is used in Section 402(a) of ERISA. For all other plans, the party, if any, designated by the Plan Sponsor or in the Plan to serve as the Plan Administrator.

**Purchase** - The investment in a Funding Vehicle of a contribution, exchange, rollover, incoming transfer deposit, loan repayment, allocated earnings or other such transactions where permitted by the Plan.

**Redemption** - The sale of a Funding Vehicle for a cash Benefit Payment, exchange, payment of administrative expenses or fees, or other such transactions where permitted by the Plan.

**Required Format** - Acceptable format for submitting information to Nationwide as prescribed by Nationwide and on transaction forms prescribed by Nationwide.

**Signature** - Either the Original Signature or an Original Signature that has been replicated by photocopy, electronic means, or fax.

**Special Trustee** - Where a plan is subject to ERISA, appointed by the Plan Sponsor, the sole responsibility of the Special Trustee is to collect contributions the Employer owes to the Plan. No other Trustee has any duty to ensure that the contributions received comply with the provisions of the Plan or is obliged to collect any contributions from the Employer. No Trustee, other than the Special Trustee, is obliged to ensure that funds deposited are deposited according to the provisions of the Plan. The Special Trustee must accept its position and agree to its obligations hereunder.

**Successor** - The trustee or custodian appointed by the Plan Sponsor who succeeds Nationwide.

**Transfer** - The redemption of a Funding Vehicle to provide payment to a Funding Successor or any payment arising out of a Plan termination, a partial Plan termination, or an event which results in a fifteen (15) percent or greater reduction in the number of Participants in the Plan as a result of action taken by the Plan.

**Trust** - The trust, if any, established to hold the assets of the Plan.

**Trustee** - The named Trustee, if any, of the Trust.

**Written Instruction(s)** - Any notices, instructions or other instruments required to be in writing with Signature (or Original Signature, where so indicated) from Nationwide, Plan Sponsor or Plan Administrator or the designated Administration Firm. Written Instructions may take the form of a letter, electronic communication through an on-line communication system or a facsimile transmission in a format acceptable to Nationwide.

### ARTICLE III - THE ACCOUNT

The Plan Sponsor hereby authorizes Nationwide to take any action required to establish and maintain any Funding Vehicle(s) designated by the Plan Sponsor under this Agreement. The Plan Sponsor advises Nationwide that the Account shall be funded as described herein.

## **PROGRAM AGREEMENT**

### **ARTICLE III - THE ACCOUNT (CONTINUED)**

Nationwide has entered into arrangements with a number of providers to make available certain Funding Vehicles for possible inclusion in the Account. The assets of the Account shall consist of the Funding Vehicle(s) and any outstanding loans made under the terms of the Plan. The Account and any funds invested pursuant to this Agreement are not insured by the Federal Deposit Insurance Corporation ("FDIC"), are not deposits or other obligations of Nationwide and are not guaranteed by Nationwide. The value of the Account is subject to investment risks, including possible loss of principal. Nationwide agrees to hold and administer the Account in accordance with this Agreement. To the extent permitted by the Plan, Nationwide, at the direction of the Plan Sponsor or Administration Firm, shall accept an eligible rollover distribution and/or eligible direct rollover under the then applicable sections of the Code. If the plan is subject to ERISA, the Plan Sponsor has agreed to appoint a Special Trustee whose sole responsibility is to collect delinquent contributions to conform with the Department of Labor's Employee Benefit Security Administration Field Assistance Bulletin (FAB) 2008-01. No other Trustee, including Nationwide shall have any duty to ensure the contributions are timely deposited or is obliged to ensure the funds are deposited according to the provisions of the Plan. Nationwide shall continue to administer the Account in accordance with this Agreement until its obligations are discharged and satisfied.

### **ARTICLE IV - GENERAL ADMINISTRATIVE RESPONSIBILITIES OF NATIONWIDE**

Nationwide is authorized to take any action set forth below with respect to the Account:

Accept instructions in the Required Format from the Plan Sponsor or Administration Firm regarding the allocation, distribution or other disposition of the assets of the Account and all matters relating thereto;

Nationwide is a federal savings bank that is regulated by the Office of the Comptroller of Currency. As such it may cause any portion or all of the Account to be issued, held, or registered in the individual name of Nationwide, in the name of its nominee, in an affiliated securities depository, or in such other form as may be required or permitted under applicable law (however, the records of Nationwide shall indicate the true ownership of such property);

Employ such agents and counsel; including legal counsel, as Nationwide determines to be reasonably necessary to perform its obligations hereunder with respect to the administration of the Account, to handle controversies that may arise under the Agreement, or to defend itself successfully against allegations of a fiduciary breach, and to pay such agents and counsel their compensation from the Account unless such compensation is otherwise paid by the Plan Sponsor;

Commence, maintain, or defend any litigation necessary in connection with the administration of the Account, except that Nationwide shall not be obligated to do so unless it is to be indemnified to its satisfaction against all expenses and liabilities sustained or anticipated by reason thereof;

May enter into, at its sole discretion, agreements with non-affiliated companies to withhold the appropriate taxes from any distribution, remit such taxes with the relevant government authorities, and report such payments on the informational returns prescribed by such authorities;

Forward to the Plan Sponsor, for exercise, all proxies solicited in regards to mutual funds and collective investment funds, if applicable; vote, on behalf of the Plan and in accordance with the instructions provided by the Plan Sponsor, all proxies that are returned by the Plan Sponsor; and abstain from voting proxies that are not returned by the Plan Sponsor; and

Take all other acts necessary for the proper administration of the Account.

## **PROGRAM AGREEMENT**

### **ARTICLE V - INVESTMENT RESPONSIBILITY**

Nationwide shall have no investment management responsibility or liability with respect to the Account or any other assets held under the Plan. Plan contributions or other assets received by Nationwide shall be allocated in accordance with Written Instructions. Nationwide does not warrant or guarantee the performance of any Funding Vehicle(s) selected by the Plan Sponsor or Participants.

The Plan Sponsor, or other party designated under the Plan, shall have full responsibility for the selection of the Funding Vehicle(s) and the management, disposition, and investment of assets of the Account. Nationwide shall comply with Written Instructions concerning those assets, subject to restrictions, if any, imposed by the Funding Vehicle(s) and the operation of any securities markets. Nationwide shall have no duty to review, initiate action, or make recommendations regarding the Account or its investments.

The Plan Sponsor is responsible for reading any and all prospectuses, specimen and final contracts, proposals and/or other materials which disclose information pertaining to applicable charges, interest rates, terms and conditions of any contract between the Plan or Account and any party, including contracts related to the Funding Vehicle(s). Nationwide shall transmit such communications to the Plan Sponsor. Nationwide shall have no duty to respond to communications related to securities or other property held in the Account (including, but not limited to, tender offers and class action communications).

Nationwide shall not be liable for any loss which results from the exercise of investment control by a Plan Sponsor, Participant or beneficiary, or designated investment manager. If a Participant who has investment authority under the terms of the Plan fails to provide investment direction, the Plan Sponsor, or its designee, shall direct the investment of the Participant's account. In the event that Nationwide fails to receive directions from the Plan Sponsor for the investment of any portion of the Account, Nationwide shall be deemed to have received instructions to invest such funds in accordance with the Cash Processing Provision.

No one providing investment advice to the Plan, Plan Sponsor, Participant or other party is acting as an agent of Nationwide.

### **ARTICLE VI - CASH PROCESSING PROVISION**

The Plan Sponsor authorizes Nationwide to establish plan level holding accounts for the Plan to hold Plan assets received by Nationwide that include, but is not limited to: a) incoming transfer or rollover deposits from a Funding Successor without Written Instructions, b) Fund Payments, if applicable, c) non-vested assets and d) unallocated Employer assets. Further, the Plan Sponsor directs Nationwide to invest the assets held in the plan level holding accounts in a Money Market Fund, unless another investment(s) is selected by the Plan Sponsor.

Amounts for outgoing disbursements will be held in a non-interest bearing account at a financial services firm unrelated to Nationwide.

### **ARTICLE VII - LOANS**

To the extent permitted under the Plan and applicable law, Nationwide will forward loan disbursements as directed by the Administration Firm via Written Instructions. The Plan Sponsor, or other fiduciary of the Plan, shall be responsible for the approval and administration of any such loans. The Plan Sponsor acknowledges that all loan obligations should be made payable to the Plan and the Plan retains all lending responsibility. Nationwide will have no responsibility for executing and holding any notes or security agreements which are held as part of the Account, providing any disclosures required by any truth-in-lending laws, or enforcing any security interest in any asset other than the Participant's account under the Account.



## **PROGRAM AGREEMENT**

### **ARTICLE VIII - ACCOUNT RECORDS AND REPORTS**

Nationwide shall maintain accurate records and detailed accounts of all investments, receipts, disbursements, earnings, and other transactions related to the Account, and those records shall be available at all reasonable times to the Plan Sponsor and Administration Firm. The Plan Sponsor may, within sixty (60) days of the date Nationwide mails or otherwise delivers any report to the Plan Sponsor or Administration Firm, object to any aspect of the report. If no objection is raised within such sixty (60) day period the report(s) will be conclusive, and the Plan Sponsor shall agree to bear any loss or expense that may arise as a result of changes in the processing of transactions for the period covered by the report, including the administrative expenses of Nationwide. In the event the Plan Sponsor objects to any aspect of the report within such sixty (60) day period, the preceding sentence will apply with respect to those portions of the report for which no objection was raised. Nationwide will either make an adjustment in the report or provide the Plan Sponsor with an explanation of the item(s) that is the basis for the objection without making an adjustment in the report. Nationwide is under no obligation to make adjustments to any reported information that relates to events occurring twelve (12) or more months prior to the date of such report.

### **ARTICLE IX - FIDUCIARY RESPONSIBILITIES AND LIABILITIES**

Nationwide may rely upon any information provided by the Plan Sponsor or Administration Firm. The Plan Sponsor, and all other service providers and fiduciaries under the Plan and this Agreement intend that each party shall be solely responsible for those specific duties and powers assigned to it. Each party may rely upon any direction, information, or action of another party as being proper under the Plan and this Agreement. Nationwide shall not be required by the Plan Sponsor or an Administration Firm to engage in any action, or make any investment which constitutes a prohibited transaction or is otherwise contrary to the provisions of applicable law, ERISA, the Code, or the terms of the Plan, the Trust, if any, or this Agreement.

Nationwide shall be responsible only for those functions which have been assigned to it under this Agreement and shall have no discretion, authority or control over the management of the Plan, nor any responsibility to perform any duty of the Plan Sponsor, or other fiduciary, required by the Plan or by law. Nationwide shall have no duty to determine the rights or benefits of any person having or claiming an interest under the Plan or this Agreement.

It is understood that the Plan Sponsor and other Plan fiduciaries must discharge their duties with respect to a plan solely in the interest of the Participants and beneficiaries and with the care, skill, prudence and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of like character and like aims.

Except as otherwise provided in the Agreement, including any schedules thereto, any action to be taken by Nationwide under the Agreement shall be taken upon Written Instruction from the Plan Sponsor or Administration Firm. Nationwide shall comply with such instructions and shall incur no liability for any loss which may result from any action or failure of action on its part due to its compliance with such Written Instructions.

## **PROGRAM AGREEMENT**

### **ARTICLE X - CONTRIBUTIONS NOT RECOVERABLE**

Except as described in the Purpose section of this Agreement and to the extent permitted by the Plan and applicable law, under no circumstances shall any part of the Account be recoverable by the Plan Sponsor or be used other than for the exclusive purposes of providing benefits to Participants and their beneficiaries and paying reasonable expenses of the Plan prior to the satisfaction of all liabilities to Participants and their beneficiaries; provided, however, that: a) each contribution of a for-profit Plan Sponsor for any plan year may be conditioned upon its being deductible by the Plan Sponsor for the fiscal year in which (or for which) such contribution was made, and, to the extent disallowed as a deduction under Section 404 of the Code, such contribution may, if the Plan Sponsor so requests and to the extent the Funding Vehicle(s) permits, be returned by Nationwide to the Plan Sponsor within one (1) year after the final disallowance of the deduction by the Internal Revenue Service or the courts; and b) a contribution by a Plan Sponsor or a Participant made as a result of a mistake of fact that is discovered within one (1) year after the contribution is made shall be returned to the Plan Sponsor or Participant as soon as administratively feasible, if the Plan Sponsor so requests and the Funding Vehicle(s) permits.

### **ARTICLE XI - LIMITATION OF LIABILITY**

To the extent permitted by applicable law, Nationwide shall not be liable for any failure or delay in the performance of its obligations under this Agreement arising out of or caused, directly or indirectly, by circumstances beyond its reasonable control, including, without limitation, acts of God; earthquakes; fires; floods; wars; civil or military disturbances; sabotage; epidemics; riots; interruptions, loss or malfunction of utilities, computer (hardware or software) or communications services; accidents; labor disputes; acts of civil or military authority or government actions.

### **ARTICLE XII - RELIANCE ON COUNSEL AND INDEMNIFICATION**

Nationwide may consult with, and act upon the advice of counsel (who may be counsel for the Plan Sponsor), regarding its responsibilities under this Agreement. To the extent permitted under applicable law, the Plan Sponsor shall indemnify and hold harmless Nationwide, its officers, employees, and agents from and against all liabilities, losses, expenses, and claims (including reasonable attorneys' fees and costs of defense) arising as a result of:

Acts or omissions to act with respect to the Plan or Account by persons unrelated to Nationwide; Nationwide's action or inaction with respect to the Plan or Account resulting from reliance on the action or inaction of unrelated persons;

Any violation by any unrelated person of the provisions of ERISA, the Code or applicable laws, unless Nationwide commits a breach of its duties by reason of its gross negligence or willful misconduct;

Any decision by the Plan Sponsor, any Participant or any other fiduciary to acquire, retain, or dispose of any security or other property of the Account, or any failure by the Plan to satisfy the requirements of ERISA Section 404(c), if applicable;

Any violation or breach by a fiduciary or other person associated with the Plan which occurred prior to the Effective Date; or

Nationwide's acts, omissions and conduct, and those of its agents, in their official capacity, except to the extent that such documented loss or expense results from negligence directly and solely attributable to Nationwide or its agents, or from an intentional violation by them of any provision of this Agreement.

Such obligation to indemnify shall extend to any liability or expense that arises as a result of the inaccuracy of any representation made, any action taken or failure to act, or any violation of this Agreement, the terms of the Plan or ERISA by the Plan Sponsor, any fiduciary of the Plan, an Administration Firm, and their agents, employees and officers under this Agreement or otherwise related to the administration of the Account.

## **PROGRAM AGREEMENT**

### **ARTICLE XII - RELIANCE ON COUNSEL AND INDEMNIFICATION (CONTINUED)**

To the extent permitted under applicable law, Nationwide shall indemnify and hold harmless the Plan Sponsor from and against all liabilities, losses, expenses and claims (including reasonable attorney's fees and costs of defense) arising out of Nationwide or any of its officer's, employee's or agent's breach of its (or their) duties by reason of its (or their) gross negligence or willful misconduct.

Nationwide shall not be required to give any bond or other security for the faithful performance of its duties under this Agreement except to the extent required by applicable law.

### **ARTICLE XIII - PLAN SPONSOR AUTHORIZATION FOR USE OF AFFILIATED COMPANIES AND THIRD-PARTY SERVICE PROVIDERS**

Plan Sponsor authorizes Nationwide to, and acknowledges that, Nationwide may enter into agreements and share Plan and Participant information with its affiliates and/or its third-party service providers ("Nationwide Service Providers") in performing responsibilities under this Agreement and any other applicable agreement.

Investments made in accordance with the Agreement may include mutual funds or other investments advised by affiliates of Nationwide. The investment advisors of such investments may be affiliates of Nationwide and may derive investment management and other fees for services provided.

### **ARTICLE XIV - NATIONWIDE'S COMPENSATION AND EXPENSES**

Nationwide will be compensated for services at rates described in the Executive Summary of this Agreement. Nationwide may receive additional reasonable compensation for any extraordinary services or computations required as agreed upon by the Plan Sponsor and Nationwide in advance. Nationwide may withdraw amounts from the Account for its compensation, and for any expenses as described herein, unless such amounts are paid by the Plan Sponsor within sixty (60) days after mailing of a written billing by Nationwide.

### **ARTICLE XV - TAXES**

Until advised to the contrary by the Plan Sponsor, Nationwide shall assume that the Account is exempt from federal, state, local and foreign income taxes. Nationwide, or its designee, shall not be responsible for filing any federal, state, local or foreign tax and informational returns relating to the Plan or Account other than informational returns required as a result of any distribution from the Account.

Nationwide shall notify the Plan Sponsor of any taxes levied upon or assessed against the Account. If Nationwide does not receive Written Instructions within thirty (30) days of such notification, Nationwide will pay the tax from the Account. If the Plan Sponsor wishes to contest the tax assessment, it must give appropriate Written Instructions to Nationwide within thirty (30) days of notification. Nationwide shall not be required to bring any legal actions or proceedings to contest the validity of any tax assessments unless Nationwide is to be indemnified to its satisfaction against loss or expense related to such actions or proceedings, including reasonable attorneys' fees.

### **ARTICLE XVI - AMENDMENT**

Nationwide may amend the Agreement at any time by providing written notice to the Plan Sponsor or Plan Administrator not less than sixty (60) days prior to the effective date of such change. See the Fund Access Schedule for amendment provisions applicable to potential changes to the Plan's Designated Funds, Fund Window, or available Funds under this Agreement. Additionally, please reference the Disclosure Section of the QDIA / Default Fund Selection Schedule for amendment provisions applicable to potential changes to any of the options contained in that Schedule.

## **PROGRAM AGREEMENT**

### **ARTICLE XVI - AMENDMENT (CONTINUED)**

No person except for an authorized officer has the legal capacity to change this Agreement otherwise, or to bind Nationwide to other commitments not covered within this Agreement.

### **ARTICLE XVII - RESIGNATION, REMOVAL AND TERMINATION**

Nationwide may resign at any time after providing at least 60 days notice via Written Instructions to the Plan Sponsor. In the event that any conditions or situations are found to be fraudulent, in violation of the provisions of ERISA, the Code, or other applicable law, Nationwide may resign immediately. In the case of a Plan Transfer, the Plan Sponsor may remove Nationwide and direct the Transfer of assets to a Funding Successor, by delivery of Written Instructions, to take effect at a date specified therein, which shall not be less than 60 days after the delivery of such Written Instructions in the Required Format to Nationwide, unless Funding Vehicle provisions specify otherwise. In the event of a Plan Transfer where Nationwide is the sole Funding Successor of the Plan assets being transferred, the Plan Sponsor may direct the Transfer of assets to Nationwide by delivery of Written Instructions, to take effect at a date specified therein, which shall not be less than 30 days after delivery of such Written Instructions in the Required Format to Nationwide, unless Funding Vehicle provisions specify otherwise. In the case of a Plan termination, the Plan Sponsor may notify Nationwide of a termination of the Plan, by delivery of Written Instructions, to take effect at a date specified therein, which shall not be the lesser of (1) the notification period in the case of termination for the Group Annuity, if any, based on formal underwriting procedures, or (2) 60 days after the delivery of such Written Instructions in the Required Format to Nationwide. Notwithstanding the foregoing, Nationwide may retain responsibilities per the terms of this Agreement over assets remaining at Nationwide beyond the 60 day timeframe, concurrent with Funding Vehicle(s) provisions.

The Agreement will be terminated at such time as the Account is terminated, the Funding Vehicle(s) are redeemed in full, or upon the resignation or removal of Nationwide as Directed Trustee or Custodian, as applicable, of the Account. The discontinuance of contributions to the Account shall not, by itself, terminate the Account.

The Plan Sponsor acknowledges that any applicable fees, charges and/or adjustments, including any fees applicable to Funding Vehicle(s) provisions and/or Account service provider agreements, as applicable, may be deducted from the Account within five (5) Business Days prior to the Plan Transfer date.

### **ARTICLE XVIII - SUCCESSOR**

Upon resignation or removal of Nationwide, the Plan Sponsor shall appoint a Successor and the Plan Sponsor shall notify Nationwide of such appointment by Written Instructions with Signature. Nationwide shall transfer the assets of the Account, subject to any applicable fees as described in the Agreement to such Successor.

If either party has given notice of termination and upon the expiration of the advance notice period no party has accepted an appointment as Successor, Nationwide will have the right to commence an action in the nature of an interpleader (or other appropriate action) and seek to deposit the assets of the Account in a court of competent jurisdiction in Franklin County, Ohio, for administration until a Successor may be appointed and accepts the transfer of the assets. The Plan Sponsor will be responsible for any costs incurred as a result of such action and/or transfer, as well as any expenses of Nationwide which are incurred in carrying out its duties under this Agreement in such a situation.

### **ARTICLE XIX - GOVERNING LAW**

The Account will be administered in the State of Ohio, and its validity, construction, and all rights hereunder shall be governed by ERISA, the Internal Revenue Code, the Home Owners' Loan Act of 1933 and, to the extent not pre-empted, by the laws of Ohio. All contributions to the Account shall be deemed to occur in Ohio.

## **PROGRAM AGREEMENT**

### **ARTICLE XX - IDENTITY VERIFICATION NOTICE**

To help the government fight the funding of terrorism and money laundering activities, Federal law requires all financial institutions to obtain, verify, and record information that identifies certain persons or entities that open an account. When an account is opened, Nationwide may ask for the name, address and other information that will allow Nationwide to identify the entity or person that sponsors the Plan. Nationwide may also ask for a copy of identifying documents, such as a driver's license, government-issued business license, or other documents.

### **ARTICLE XXI - RULES OF CONSTRUCTION**

The Agreement, together with all attached schedules and the Group Annuity Contracts, if applicable, shall constitute the entire Agreement. The Plan, the Trust, if any, and this Agreement shall be read and construed together. By signing this Agreement, the Plan Sponsor represents to Nationwide that the Plan and Trust conform to and are consistent with the provisions of this Agreement. Should the Plan or Trust, if any, need to be amended to conform to the provisions of this Agreement, the Plan Sponsor is responsible for such amendments. The terms of this Agreement shall prevail over terms of the Plan and Trust, if any, in cases of conflict.

### **ARTICLE XXII - WAIVER**

Failure of either party to insist upon strict compliance with any of the conditions of the Agreement shall not be construed as a waiver of any of such conditions, but the same shall remain in full force and effect. No waiver of any provision of the Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any waiver constitute a continuing waiver.

### **ARTICLE XXIII - REFERENCES**

Unless the context clearly indicates to the contrary, a reference to a statute, regulation, document, or provision shall be construed as referring to any subsequently enacted, adopted, or re-designated statute or regulation or executed counterpart.

### **ARTICLE XXIV - SEVERABILITY**

If any provision of the Agreement shall be held by a court of competent jurisdiction to be invalid, illegal, or unenforceable, the remaining provisions shall continue to be effective.

## ADMINISTRATION FIRM SCHEDULE

### **PURPOSE**

The Administration Firm Schedule details the duties, acts, responsibilities and obligations of the Administration Firm.

### **RESPONSIBILITIES OF ADMINISTRATION FIRM**

The Administration Firm agrees to perform the following duties, acts, responsibilities and obligations;

1. To receive communications pertaining to the Plan from Nationwide, Plan Sponsor or Plan Administrator, the Plan Sponsor, or its designee, or any Provider and to forward all such communications to the appropriate parties;
2. To receive information, documentation and all correspondence related to any Funding Vehicle(s) including, but not limited to, investment performance and updated interest rate guarantees which is made available by providers of the Funding Vehicle(s) and deliver such information to the Plan Sponsor or its designee;
3. To timely submit to Nationwide any Plan contributions and related information required by Nationwide for the proper and prompt investment of such contributions;
4. To obtain information regarding values and fund balances of the Funding Vehicle(s), as frequently as necessary for the benefit of the Plan Sponsor and Participants, including, but not limited to, receiving periodic accountings of all transactions under the Funding Vehicle(s) and to authorize Nationwide to exchange amounts within and among Funding Vehicle(s) and to provide all information required by Nationwide for the proper and prompt exchanges of these amounts;
5. To access account balances and to make exchanges and change the fund elections of the Account or of Participants, if Nationwide maintains participant-level records for future contributions, through Nationwide's voice response unit ("VRU") and the Internet, to the extent these capabilities exist. If Nationwide maintains participant-level records, Participants are also authorized to access their account balance information and to make exchanges and changes in their investment elections of future contributions through the VRU and the Internet, to the extent these capabilities exist. It is the responsibility of the Administration Firm to provide copies of the brochures and other written materials describing these services to the Plan Sponsor and Participants;
6. To instruct Nationwide to make loan disbursements or make cash payments to Participants and to provide all information required by Nationwide to make such loan disbursements or cash payments;
7. To notify Nationwide of expenses incurred by the Plan which are to be paid from the amounts held pursuant to the Agreement. Such notice will include all information required by Nationwide to make such a payment;
8. To request that services be performed by Nationwide for which Nationwide may reimburse itself from Funding Vehicle(s) for the cost of such services. The Administration Firm agrees not to request such services without prior written agreement between the Administration Firm and the Plan Sponsor;
9. To provide to the Plan Sponsor or Plan Administrator, Plan Sponsor, or its designee, information necessary for compliance with annual reporting and filing obligations, as applicable, under ERISA and the Code, including Form 5500 Annual Return/Report of Employee Benefit Plan;
10. To observe and comply with the existing laws, rules and regulations applicable to the duties, acts, responsibilities and obligations performed hereunder;



## ADMINISTRATION FIRM SCHEDULE

### RESPONSIBILITIES OF ADMINISTRATION FIRM (CONTINUED)

11. To provide investment direction to Nationwide<sup>®</sup> with respect to contributions held in suspense that do not have current investment direction. The Administration Firm will provide all information required by Nationwide<sup>®</sup> to make such investment and will obtain any necessary Plan Sponsor approvals prior to providing such instruction to Nationwide<sup>®</sup>. Should the Plan Sponsor not provide the Administration Firm with the necessary approvals, the Administration Firm shall not be responsible for providing investment direction for these amounts.

### MODIFICATIONS

The Administration Firm Schedule may be amended at any time due to changes by the Plan Sponsor to the entity serving as Administration Firm or due to Administration Firm name changes, mergers or acquisition. The responsibilities of the named Administration Firm shall be terminated upon receipt and acceptance of an amended Administration Firm Schedule by Nationwide.

## FUND ACCESS SCHEDULE

### PURPOSE

The Fund Access Schedule provides information regarding the available funds, provisions and limitations regarding trading of certain Funding Vehicle(s) and the Asset Fee.

### FUNDS AVAILABLE FOR INVESTMENT

Nationwide makes a variety of Funds available through its program generally that the Plan Sponsor, Plan Administrator or other appropriate fiduciary may select to make available to Participants. The specific Funds that will be made available to Participants in the Plan are selected by the Plan Sponsor, Plan Administrator or other appropriate fiduciary when they enter into this Agreement, pursuant to Written Instructions to Nationwide, and are called Designated Funds. The Plan Sponsor, Plan Administrator or other appropriate fiduciary may change the Plan's Designated Funds at any time, pursuant to Written Instructions to Nationwide. Nationwide may also make available a Fund Window, as defined in the Program Agreement, which the Plan Sponsor, Plan Administrator or other appropriate fiduciary can add or reject. The Participants then decide whether or not to allocate their contributions to one or more of the Designated Funds or a Fund available through the Fund Window.

The Fund(s) made available in Nationwide's program generally are included based on a variety of quantitative and qualitative factors relating to the Funds, as well as the amount of payments made to Nationwide by a Fund, if any, or any of its affiliates, including service fees, administrative fees, expense reimbursement, asset-based sales compensation, and/or other compensation required for the program "Fund Payments". Different Fund menus have varying degrees of Fund Payments associated with them, and Nationwide takes the anticipated Fund Payments into consideration when determining the fees charged for the program.

Nationwide may receive payments from fund companies. Subject to applicable fees or expenses, Nationwide agrees to deposit a portion of the Fund Payments it receives into an Expense Reimbursement Account for the Plan on a monthly basis. The amount of the Fund Payments will be determined by the Plan balance held in the respective Fund(s) on the last Business Day of the prior month. The Plan Sponsor authorizes Nationwide to invest the Fund Payments into a Money Market Fund. The amount of the Fund Payments may be changed by the fund house at any time as described in the Disclosure Schedule. The Plan Sponsor acknowledges that once Fund Payments are deposited into the Expense Reimbursement Account, such amounts are Plan assets.

Allocate Fund Payment to Participants (Default)

The Plan Sponsor authorizes Nationwide to allocate the monthly Fund Payment described above to the Participants who held a balance in the respective Fund(s). The allocation will occur no later than the 15th of the month following the Fund Payment deposit to the Expense Reimbursement Account and will be designated to the Fund(s) relative to the Fund Payment; unless (i) the Participant no longer holds the Fund(s); or (ii) the Fund(s) is no longer available. In such instance, the allocation will be designated to the current investment election on a pro rata basis. If a Participant terminates prior to the allocation, their portion will be spread pro rata to the remaining Participants in the allocation. The allocation process will be established for the Plan as of the Effective Date.

Utilize Expense Reimbursement Account for Permissible Plan Expenses

The Plan Sponsor, Plan Administrator or other appropriate fiduciaries may utilize the Expense Reimbursement Account to pay permissible Plan Expenses relative to the functioning of the Plan. The Plan Sponsor, Plan Administrator or other appropriate fiduciary may direct Nationwide to make payments from the Expense Reimbursement Account by submitting such payment request in the Required Format to Nationwide.

## FUND ACCESS SCHEDULE

The Plan Sponsor, Plan Administrator or other appropriate fiduciary will be responsible for providing appropriate direction to Nationwide to ensure all amounts in the Expense Reimbursement Account are either used to pay for reasonable Plan expenses or allocated to Participants by the end of each Plan year. In the event any amounts remain in the Expense Reimbursement Account ten (10) Business Days prior to the Plan year end date, the Plan Sponsor directs Nationwide to allocate such remaining amounts on a pro rata basis to all Participants with a balance no later than the last Business Day of the Plan year.

Upon termination of this Agreement, the Plan Sponsor hereby acknowledges that no additional payments will be made even for transactions initiated prior to such termination.

### **PROCESS FOR FUND MODIFICATIONS**

#### **Nationwide-Initiated Fund Additions:**

Nationwide will inform the Plan Sponsor, Plan Administrator or other appropriate fiduciary of the addition of any Fund(s) to the menu of Funds in the program generally that are available for selection as a Designated Fund within the Agreement. That notice will be made via mail, electronic delivery, or the plan sponsor website at the time of addition.

#### **Nationwide-Initiated Fund Removals and Substitutions:**

If Nationwide initiates a removal or substitution of a Fund from the menu of Funds available for selection as a Designated Fund (other than in circumstances necessitated by the actions of a Fund as described below), Nationwide will provide the Plan Sponsor, Plan Administrator or other appropriate fiduciary written notice of the change via mail, electronic delivery, or the plan sponsor website at least 30 days prior to the effective date of the change. The notice shall state the effective date of such removal or substitution.

Except as described below (addressing changes following actions by Funds), Nationwide will not remove or substitute a Designated Fund that the Plan Sponsor, Plan Administrator or other appropriate fiduciary has elected to make available to Participants until it has received affirmative consent from the Plan Sponsor, Plan Administrator or other appropriate fiduciary. The Plan Sponsor, Plan Administrator or other appropriate fiduciary has the discretion and authority under the Program Agreement to decide upon (and decide whether to reject) any removal or substitution of Designated Funds that the Plan Sponsor, Plan Administrator or other appropriate fiduciary has elected to make available to Participants. The Plan Sponsor, Plan Administrator or other appropriate fiduciary makes the final determination regarding any removals or substitutions of Designated Funds that have been made available to its Participants and has the responsibility to determine whether a removal or substitution is in the best interests of the Participants. Except in the circumstance of a change that follows an action by the Fund, as described below, Nationwide has no authority to remove or substitute Designated Funds that have been made available to the Participants without the Plan Sponsor's, Plan Administrator's or other appropriate fiduciary's affirmative consent. This paragraph shall not limit the ability of Nationwide to continue its practice of substituting or removing a Fund for new Plan Sponsor customers or for existing Plan Sponsor customers that have not included the Fund as a Designated Fund but could be accessed by a Participant through Fund Window or a Managed Account for a Plan, so long as no Participants in the Plan have currently invested assets in that Fund.

## **FUND ACCESS SCHEDULE**

### **Removals and Substitutions Necessitated by the Actions of Mutual Funds:**

There are circumstances where the substitution or removal of a Designated Fund that the Plan Sponsor, Plan Administrator or other appropriate fiduciary has made available to Participants is necessitated by the actions of a Fund. These situations include, but are not limited to: decisions by Funds to liquidate a Fund, merge Funds with other Funds, change investment advisers or sub-advisers, make other changes (including changes required by law) that prevent Nationwide from offering the Fund, or otherwise require Nationwide to change the Funds that the Plan Sponsor, Plan Administrator or other appropriate fiduciary has made available to Participants. In such cases, where administratively feasible, Nationwide will provide written notice to the Plan Sponsor, Plan Administrator or other appropriate fiduciary via first class mail, fax, or email sixty (60) days prior to the effective date of the change. This communication will: (1) explain the proposed substitution or removal of the Fund that the Plan Sponsor, Plan Administrator or other appropriate fiduciary had previously elected to make available to Plan Participants, and the effective date of that substitution or removal; (2) disclose any resulting changes to the rate of mutual fund payments made to the Company by the Funds, or any of their affiliates; (3) explain the Plan Sponsor's, Plan Administrator's, or other appropriate fiduciary's right to terminate the Program Agreement; and (4) reiterate that, pursuant to the Program Agreement provisions agreed to by the Plan Sponsor, Plan Administrator or other appropriate fiduciary, failure to object or otherwise respond shall be deemed to be consent to the proposed substitution or removal.

Nationwide will, upon request, assist Plan Sponsors, Plan Administrators or other appropriate fiduciaries in obtaining additional information necessary to engage in a full and fair evaluation of changes presented. Nationwide does not provide, and cannot be relied upon to provide, advice or recommendations relative to the Fund change.

The Plan Sponsor, Plan Administrator or other appropriate fiduciary has the exclusive discretion, authority, and obligation to decide upon any removal of Designated Funds. The Plan Sponsor, Plan Administrator or other appropriate fiduciary makes the final determination as to which Funds available in the program generally will be Designated Funds, and has the sole responsibility to determine whether a change in the Designated Funds is in the best interests of the Plan and the Plan Participants. Nationwide has neither the discretion, nor authority, control, or responsibility with respect to those decisions made in connection with the Plan.

### **FUND WINDOW MODIFICATIONS**

If the Plan Sponsor or Plan Administrator selects the Fund Window, and the Fund Window is later removed by the Plan Sponsor or Plan Administrator as a Plan option under the Agreement, any Fund made available through that Fund Window in which Plan Participants have allocated money will become a Designated Fund -- and allocated money will remain in that Designated Fund -- unless the Plan Sponsor or Plan Administrator provides other direction via Written Instructions to Nationwide.

### **PAYMENT OF THE ASSET FEE**

A daily Net Nationwide Asset Fee percentage will be calculated for each fund and Redemptions will be made from the Fund(s) on each Business Day to cover the amount of the daily Net Nationwide Asset Fee.

### **MODIFICATION OF THE ASSET FEE**

The Asset Fee may be adjusted prospectively in accordance with the Amendment provisions of this Agreement. If the Plan Sponsor chooses to reject the Asset Fee changes, the Plan Sponsor may terminate the Agreement consistent with the termination provisions in the applicable agreements between the Plan Sponsor and Nationwide.

### **LIQUIDITY FEATURES**

In the event Redemptions, Exchanges or Transfers cannot be made in cash, such transactions will be made as soon as practicable.

## FUND ACCESS SCHEDULE

### Purchases

Purchases will be made by Nationwide no later than three (3) Business Days following the receipt of Written Instructions in the Required Format.

### Redemptions

Redemptions will be made by Nationwide no later than five (5) Business Days following receipt of Written Instructions in the Required Format unless a participant is invested in a Funding Vehicle with a greater Redemption time standard. In such situation, the greater time standard will be used for Redemption of all Funding Vehicles.

### Exchanges Between Funds or to other Funding Vehicle(s)

The Administration Firm, Participants, or any designee may initiate Exchanges, subject to limitations described below. Exchanges will be made within one (1) Business Day following confirmation of a transaction via electronic means acceptable to Nationwide, or no later than three (3) Business Days following receipt of Written Instructions from the Administration Firm in the Required Format. By providing Written Instructions or permitting Participants to initiate such transactions via a voice response system or the Internet, the Plan Sponsor or Plan Administrator certifies that such transactions are permitted under the Plan.

Notwithstanding the foregoing, Exchanges may be restricted if such restriction is deemed necessary by the Funding Vehicle provider(s) to halt or mitigate the effect of any abusive trading practices, including market timing, that may disrupt portfolio management strategies or harm fund performance with respect to the Funding Vehicle(s). Under no circumstances shall Nationwide be liable to the Plan Sponsor or Plan Administrator, Participant or any other person in the event and to the extent it or the Funding Vehicle provider(s) takes any action deemed necessary to halt or mitigate the effect of such abusive trading practices. The determination of what constitutes abusive trading practices shall be made solely by the provider(s) of the Funding Vehicles through their Administration Firms.

### Nationwide Electronic Trade Monitoring

An Electronic Trade is defined as an exchange, restructure, or series of exchanges completed on a given day via electronic means acceptable to Nationwide. Nationwide may monitor Electronic Trades for individual Participants and apply policies and procedures to limit abusive trading practices.

### Redemption Fees and Trading Restrictions

In addition to the above, those organizations that provide the Funding Vehicle(s) for the Plan may independently monitor trades for excessive and other forms of abusive trading and act accordingly or instruct Nationwide to take certain actions. Consequently, other policies may apply. These policies may take the form of redemption fees and/or other trading restrictions. For further information on redemption fees or trading restrictions, including whether one will be applicable to an individual investment option, please consult the individual fund prospectus for mutual funds or the applicable Declaration of Trust for collective investment funds.

### Transfers

The Plan Sponsor or Plan Administrator may, at any time, provide Written Instructions, in the Required Format, to Nationwide, to request a Transfer. Following the receipt of such Written Instructions in the Required Format, Transfers will be made in accordance with the Resignation, Removal and Termination Section of the Program Agreement, unless 1) the Account contains a Funding Vehicle with a greater Transfer time standard, in such situation, the greater time standard will be used for Transfer of all Funding Vehicle(s), or 2) another Business Day mutually agreeable to Nationwide is selected, in the Required Format, by the Plan Sponsor or Plan Administrator.

In the event Redemptions, Exchanges or Transfers cannot be made in cash, such transactions will be made as soon as practicable

## FUND ACCESS SCHEDULE

### **COMPETING FUNDING VEHICLE(S) RESTRICTIONS**

If the Plan Sponsor selects the Nationwide Fixed Contract, a Group Annuity Contract, as a Funding Vehicle(s), then other Group Annuity Contracts including the Nationwide Life Group Annuity Indexed Fixed, Fixed Select, and Short Term Indexed Fixed Contracts are not available as Funding Vehicle(s) for the Plan. In addition, the Plan Sponsor acknowledges that any investment, including Fund(s), which guarantees principal and/or interest, a Money Market Fund, or any investment which could hold more than 50% short term debt securities may also not be available to be selected as a Funding Vehicle(s). This limitation includes, but is not limited to, any stable value Collective Investment Funds ("CIF").

If the Plan Sponsor selects the Nationwide Fixed Select Annuity Contract, a Group Annuity Contract, as a Funding Vehicle(s), any Competing Fixed Investment, as defined in the Fixed Select Annuity Contract, may not be selected as Designated Funds or a Fund Window fund.



## **MANAGED ACCOUNT SERVICES SCHEDULE ("MAS Schedule")**

### **PURPOSE**

Through an affiliate ("MAS Provider"), Nationwide makes Managed Account Services available to Plans and Participants. By selecting Managed Account Services, the Plan Sponsor certifies that the Plan is consistent with this schedule and allows for Participant direction in whole or part.

### **DEFINITIONS**

Whenever used in this MAS Schedule, all defined terms shall have the meaning set forth in this MAS Schedule or the meaning set forth in the Agreement.

**RIA** - An investment advisor registered with a state regulatory authority and/or the U.S. Securities and Exchange Commission. It is understood and agreed that Nationwide has no responsibility for selection of any registered investment advisor; such selection shall be made by the Plan and the affected Participants.

**Managed Account Services** - Services available to Participants under which the selection of investments for Participant accounts is delegated to an RIA Management Firm for a fee by either the Participant or an authorized fiduciary. Such delegation will give the RIA Management Firm the authority to initiate Purchases, Exchanges and investment mix change requests on behalf of the Participant via a MAS Provider. The RIA Management Firm will also instruct the MAS Provider to make fee Redemptions from the Participant's account balance for Participants receiving this service.

**RIA Management Firm** - Investment management firm responsible for managing Participant portfolios, establishing investment mix percentages and initiating Purchase, Exchange and fee Redemption transactions on behalf of the Participant. The Plan Sponsor has sole responsibility for selection of the RIA Management Firm.

**MAS Provider** - The MAS Provider acts as an intermediary between the RIA Management Firm and Nationwide. The MAS Provider will furnish the RIA Management Firm with participant balances and transaction history and confirmation information from Nationwide. The MAS Provider will also initiate all Purchase, Exchange, investment mix percentage change, and fee Redemption transactions with Nationwide on behalf of the RIA Management Firm.

### **ACCOUNT SET-UP**

The Plan Sponsor enters into an agreement with an RIA Management Firm. Such agreement shall include a procedure for identifying which Participants shall have their accounts serviced by the RIA Management Firm. Once identified, such information shall be provided to the MAS Provider who shall be responsible for maintaining the list of Participants receiving services from the RIA Management Firm.

### **DEFAULT FUND FOR MANAGED ACCOUNTS**

When a Participant does not yet have a balance or an investment election and is enrolled into Managed Account Services (MAS), either through automatic enrollments or through the Participant's enrollment election, the participant's initial deposit may be invested in a default fund selected by the Plan Sponsor or Plan Administrator.

The Plan Sponsor is responsible for delivering MAS Default Fund disclosures to participants. Refer to the QDIA/Default Fund Disclosures section in the Default Fund Selection Schedule for more information regarding Default Fund disclosure requirements.

## **MANAGED ACCOUNT SERVICES SCHEDULE ("MAS Schedule")**

### **RIA MANAGEMENT FIRM FUND SELECTION**

The Plan Sponsor delegates to the RIA Management Firm and its investment advisors the authority and responsibility to add Funds as investment options for those Participants who elected Managed Account Services. The Plan Sponsor acknowledges that the RIA Management Firm may, at its own discretion, utilize certain Funds that are not widely available to Nationwide's customers and may or may not have been listed on the Fund Selection Schedule or Fund Disclosure Schedule, as applicable, as amended from time to time. Additionally, the Plan Sponsor acknowledges that Participants who elect Managed Account Services, upon termination of such services, will continue to remain invested in Funds in which the RIA Management Firm invested while authorized to manage the Participant's account, until such time that Participant decides to modify its allocations. The Plan Sponsor may contact the RIA Management Firm for a list of such Funds.

If applicable, the Plan Sponsor acknowledges that selecting Fund Window Access will make all Funds offered through the Fund Window available as Funding Vehicle(s) for all Participants in the Account, regardless if the Participants utilize Managed Account Services.

### **LIQUIDITY FEATURES**

#### **Exchanges**

The MAS Provider will submit Exchanges to Nationwide via electronic file transfer. The Plan Sponsor acknowledges that any amounts invested in employer-directed assets, restricted assets or assets held in the Self-Directed Brokerage, if applicable, will not be moved as part of the Managed Account Services process, but will instead be maintained in their respective accounts. The Participant must move such assets, via the voice response system, Internet, or call center, to a Fund that is not restricted for use by the RIA Management Firm in order for those assets to be managed as indicated in this MAS Schedule.

#### **Purchases**

The MAS Provider will submit investment mix percentages utilized for Purchases to Nationwide via electronic file transfer.

#### **Redemptions**

The MAS Provider will submit fee Redemptions to Nationwide via electronic file transfer.

### **FEES**

All fees attributable to Managed Account Services shall be agreed to in writing by Plan Sponsor and the RIA Management Firm and shall be assessed as an annual asset fee to Participants utilizing Managed Account Services. The Plan Sponsor acknowledges that the total annual asset fee may include, but not be limited to, services provided by the RIA Management Firm, the MAS Provider, a solicitor, and other parties that may provide administrative services. The RIA Management Firm will instruct Nationwide via the MAS Provider to deduct such fee Redemptions from Participant account balances on a periodic basis. Neither Nationwide nor the MAS Provider is responsible for monitoring fee Redemption amounts. Nationwide and the MAS Provider are entitled to conclusively rely on such instructions from the RIA Management Firm.

### **USE OF AFFILIATED COMPANIES**

The MAS Provider is an affiliate of Nationwide and derives fees for services provided. The RIA Management Firm may be an affiliate of Nationwide that derives fees for services provided.

## **MANAGED ACCOUNT SERVICES SCHEDULE ("MAS Schedule")**

### **TERMINATION OF MANAGED ACCOUNT SERVICES**

Notwithstanding the terms of the agreement entered into between the Plan Sponsor and the RIA Management Firm, the Plan Sponsor may terminate Plan level access to Managed Account Services by providing Written Instructions to Nationwide. Participants will then be responsible for directing their benefits within the Account. A Participant may terminate Managed Account Services by notifying the RIA Management Firm. Nationwide will not maintain records on which Participants have elected Managed Account Services. Should the Agreement between Nationwide and MAS Provider terminate, the Plan Sponsor will receive sixty (60) days written notice that the Managed Account Services will be terminated. Managed Account Services will also terminate as a result of the dissolution of the RIA Management Firm or the MAS Provider.

### **DISCLAIMER**

By making Managed Account Services available to plans, Nationwide neither endorses nor encourages the use of any RIA Management Firm. Under no circumstance shall Nationwide be liable to the Plan Sponsor, Participant or any other person in the event and to the extent it takes any action it deems necessary to halt or mitigate the effect of any short term (market timing) or other trading practices that may disrupt portfolio management strategies or harm fund performance with respect to the underlying mutual funds offered through Nationwide products or programs. The determination of what constitutes short-term (market timing) or other disruptive trade practices shall be made solely by such mutual funds through their Administration Firms. Notwithstanding the foregoing sentence, Nationwide reserves the right to develop and institute additional administrative procedures and/or restrictions on the RIA Management Firm and its representatives with respect to its exchange practices. In the event Nationwide determines that the RIA Management Firm has failed to comply with such procedures, Nationwide shall provide the RIA Management Firm and the Plan Sponsor with a thirty (30) day advance notice and thereafter disregard the RIA Management Firm's exchange instructions.

The Plan Sponsor acknowledges that employees of Nationwide or its affiliates may from time to time distribute materials related to the services offered by the RIA Management Firm; provided, however, that any such employees of Nationwide or its affiliates will act solely in an administrative capacity for the benefit of the Plan Sponsor and that neither Nationwide, its affiliates, nor any of their employees shall be deemed to be an agent, affiliate, endorser or solicitor of the RIA Management Firm.

### **INDEMNIFICATION**

Plan Sponsor agrees to indemnify and hold harmless Nationwide and MAS Provider from and against any loss, damage, liability, claim, cost or expense, including legal fees, which Nationwide may incur as a result of the completion of any Purchase, Exchange, investment mix change, or fee Redemption or other transaction initiated by the RIA Management Firm, any employee or agent of the RIA Management Firm, or the RIA unless the RIA Management Firm is an affiliate of Nationwide.

### **RELIANCE ON INSTRUCTIONS**

Nationwide and MAS Provider are entitled to conclusively rely on instructions transmitted by the RIA Management Firm, any employee or agent of the RIA Management Firm, or the RIA.

## REPORT SCHEDULE

### **PURPOSE**

This Schedule provides information regarding the payment of the Account Fee to Nationwide and the frequency of reports, if applicable.

### **DEFINITIONS**

**Account Fee** - the Annual Account Fee or the Initial Account Fee

### **ACCOUNT FEE DEDUCTED FROM ACCOUNT ASSETS**

Nationwide will deduct the amount of the Account Fee from the Account in equal installments either monthly, quarterly, semi-annually or annually as instructed by the Administration Firm. Upon termination of the Agreement, Nationwide shall deduct the portion of the Account Fee remaining unpaid from the Account prior to liquidating or transferring the assets of the Account.

### **ACCOUNT FEE REMITTED BY PLAN SPONSOR**

Nationwide shall bill the Plan Sponsor for the amount of the Annual Account Fee on or about December first (1st) for services to be provided by Nationwide for the following calendar year. The Plan Sponsor shall pay the Annual Account Fee within sixty (60) days of the date on which the written bill is mailed by Nationwide or such amount will be deducted from the Account. No portion of the Account Fee is refundable upon termination of the Agreement.

### **FREQUENCY OF REPORTS**

Quarterly reports, if applicable, will be provided as of the close of business on the last day of the fiscal period of the Plan covered by the report, and will be provided within sixty (60) days of such date. The certified annual Account report, if applicable, will be provided within one hundred and twenty (120) days of the last day of the fiscal period of the Plan.

## TERMINATION SCHEDULE

### **PURPOSE**

The Termination Schedule details events that will result in the assessment of Termination Fees as outlined in the Executive Summary.

### **TERMINATION FEE:**

In the event of the following:

Transfer of assets to a new investment vehicle or investment provider;

Benefit Payments to Key Employees, Officers and/or Owners for in-service withdrawals (except loans, financial hardships of \$50,000 or less taken at least twelve (12) months prior to separation of service, and amounts required to be distributed as a result of compliance with Section 401(a)(9) of the Internal Revenue Code), disability payments if such disability does not meet the Social Security definition of disability, or upon severance of employment or retirement;

Outstanding loan balances of Key Employees, Officers and/or Owners upon payment of a Benefit Payment on or after severance of employment; or

Payments made as a result of a termination of a Plan or in the event of a fifteen (15) percent or greater reduction in number of Participants under the Plan since the Effective Date of the Agreement, which is the result of any change in the Plan or action taken by the Plan Sponsor

the Plan Sponsor shall pay to Nationwide, or Nationwide may withdraw from the Account assets, as reimbursement for expenses it has incurred, a Termination Fee equal to the percentage set forth in the table in the Termination Fee section of the Executive Summary.

## DISCLOSURE SCHEDULE

The following information outlines various fees, expenses and compensation items that may be applicable to your Plan. This information provides the identification of the payer, payee, and description of the services provided for each payment and the method of each payment. The information also describes where additional information about each particular item may be found. Please review the footnotes for important information about classification of each item as Direct or Indirect Compensation. Except as indicated, Nationwide is not acting in a fiduciary capacity for the services described below.

For purposes of this Disclosure Schedule only, Nationwide shall mean Nationwide Trust Company, FSB or Nationwide Life Insurance Company.

The information below as well as additional fee disclosure information may be reviewed on the website [www.nationwide.com/planlogin](http://www.nationwide.com/planlogin) at anytime after the Effective Date. Information about the designated investment alternatives required to be disclosed by Nationwide and reviewed by you will be available on the website the day following the Effective Date. The signatories on behalf the Plan Sponsor on this document are responsible for reviewing this disclosure information prior to sending any contributions to Nationwide.

In addition, if changes occur to the items described below, you will be notified of any such change by Nationwide. Such notification may be in the form of a communication directing you to [www.nationwide.com/planlogin](http://www.nationwide.com/planlogin) to review changes which will be clearly indicated. The notification may also be in the form of an Amendment to this Agreement.

If the covered service provider is Nationwide Trust Company, FSB and payments are made to Nationwide Life Insurance Company, Nationwide Life Insurance Company is an affiliate of Nationwide Trust Company, FSB. Please consult your contract(s) with Nationwide to determine the applicable covered service provider and additional information about services and fees,

### Description of cost/compensation, services rendered and method of payment.

**Asset Fee / Standard Asset Fee<sup>1</sup>** - The purpose of the Asset Fee / Standard Asset Fee is to recover Nationwide's expenses including compensation paid to financial advisors, administrative service fee payments to Administration Firms and any expense credits issued to the Plan. Additionally, this fee pays for services provided by Nationwide including access to a wide array of investment options, recordkeeping platform, customer service, etc. The Asset Fee / Standard Asset Fee is assessed daily or monthly from Plan assets as a percentage of assets invested in applicable Funding Vehicle(s). Payments are made to Nationwide Trust Company, FSB. Additional information may be found in the Executive Summary and Fund Access Schedule of this Agreement.

**Fixed Annuity spread<sup>1</sup>** - The purpose of the Fixed Annuity spread is to recover Nationwide's expenses including compensation paid to Financial Advisors, Administrative Service Fee/Override payments to Administration Firms and any expense credits issued to the Plan. Additionally, the Fixed Annuity spread pays for services provided by Nationwide including access to a recordkeeping platform, customer service, etc. The Fixed Annuity spread reduces the gross crediting rate to the assets in the Fixed Annuity Contract. Payments are made to Nationwide Life Insurance Company. Additional information may be found in the Group Annuity Contract.

**Market Value Adjustment<sup>1</sup>** - Upon certain withdrawal or exchange transactions out of the Fixed Annuity, Nationwide may assess a Market Value Adjustment. The transaction is equal to the amount requested, increased or decreased by the Market Value Adjustment. The purpose of the Market Value Adjustment is to reimburse Nationwide for losses or to provide gains to the Plan due to the sale of underlying investments necessary to fund the transaction. Payments are made to Nationwide Life Insurance Company. Additional information may be found in the Group Annuity Contract.

**Termination Fee<sup>1</sup>** - A fee charged, when applicable as described in the Termination Schedule, on certain withdrawals to recoup certain expenses incurred by Nationwide in establishing the Plan. The fee is typically deducted from the plan but may be billed to the Sponsor if requested. Payments are made to Nationwide Trust Company, FSB. Additional information may be found in the Executive Summary and the Termination Schedule of this Agreement and/or the Group Annuity Contract.



## DISCLOSURE SCHEDULE

### Description of cost/compensation, services rendered and method of payment. (CONTINUED)

**Loan Maintenance Fee<sup>2</sup>** - A monthly fee charged to the Administration Firm, an independent contractor, as previously identified in this Agreement, for all loans that are set up and managed on Nationwide's Loan Management System. The fee may be billed to the Administration Firm or deducted from the Plan based on the direction from the Administration Firm. Payments are made to Nationwide Trust Company, FSB. The fee is \$1.00 per month per active loan.

**Withdrawal Fee<sup>1</sup>** - This fee applies to In-Kind Transfers of stock and other brokerage investments. The fee is charged to Participant accounts when an In-Kind Transfer is requested. Payments are made to Nationwide Trust Company, FSB. The fee is \$100 per In-Kind Transfer.

**Annual Account Fee<sup>3</sup>** - Nationwide Trust Company, FSB provides custodial services. If the Plan Sponsor elects the option of a Certified Annual Report, the Plan Sponsor receives an annual certification letter for the Plans annual report. If the Plan Sponsor elects the No Certified Annual Report option, this fee is not charged. The Annual Account Fee may be deducted from Plan assets or billed to the Plan Sponsor as elected by the Plan Sponsor in this Agreement. Payments are made to Nationwide Trust Company, FSB.

Fiduciary status: As a custodian, Nationwide Trust Company, FSB is subject to the proper directions of a named fiduciary which are made in accordance with the terms of the Plan and not contrary to Employee Retirement Income Security Act of 1974 (ERISA). As a custodian Nationwide has residual fiduciary responsibility for determining whether a given direction is proper and whether following the direction would result in a violation of ERISA.

**Gross Expense Ratio<sup>4</sup>** - The percentage of fund assets paid for operating expenses and management fees, including 12-b-1 fees, administrative fees, and all other asset-based costs incurred by the fund, except brokerage costs. Fund expenses are reflected in the fund's net asset value (NAV). Payments are made to the applicable fund house. Additional information may be found in the applicable fund prospectus.

**Redemption Fee<sup>4</sup>** - A fee charged by fund houses to a Participant who trades in and out of certain funds within a specified time frame. The fee is paid to the applicable fund house. This fee is charged so that short term trading is not utilized to the detriment of other shareholders. Payments are made to the applicable fund house. Additional information may be found in the applicable fund prospectus.

**Mutual Fund Payments<sup>5</sup>** - Nationwide receives payments from mutual fund companies for services provided. Payments are made to Nationwide Investment Services Corp and then in full to Nationwide Trust Company, FSB. Additional information can be found in the applicable mutual fund prospectus.

**Recordkeeping Charges** - Nationwide includes the cost of recordkeeping services in the fees explained in this document. However, the Regulations require that if a Service Provider does not assess an explicit charge that covers the cost of recordkeeping then they must provide an estimate of what the charge would be if an explicit charge did apply. Recordkeeping services include; maintaining participant balances, executing trades between Funding Vehicles, accepting deposits, processing distributions, regulatory reporting, and customer service. If Nationwide were to assess an explicit charge for these services, a reasonable estimate would be a charge of \$600 annually and \$3 per participant. Additionally, a charge \$250 for the first year only that the Plan is at Nationwide would apply. These charges are determined using cost accounting methodology for the services provided defined as recordkeeping services. The charges also include a profit margin to Nationwide which typically ranges from 20-30%. It is important to understand that the fees discussed in this section are a representation of charges that would apply if Nationwide were to charge an explicit fee for all recordkeeping services. The fees represented in this paragraph are NOT paid by the Plan or Plan Sponsor and NOT received by Nationwide or any of its affiliates.

## DISCLOSURE SCHEDULE

### Description of cost/compensation, services rendered and method of payment. (CONTINUED)

**Corrective Processing** - Nationwide may receive additional compensation or recognize losses due to various corrective processing. Such corrective processing may include but is not limited to mutual fund price corrections, rounding errors, and transaction processing corrections on behalf of the Participant, Plan Sponsor, Administration Firm, Mutual Fund providers or Nationwide. Nationwide's general policy is to make the corrections so that the resulting impact to the Plan would be as if the error had not occurred, which includes any gains/losses due to the Plan. However, if the corrections required are due to transaction processing errors by parties other than Nationwide, we may require such parties to pay for any losses caused by completing the corrective processing. After such corrective processing, there may be gains or losses that Nationwide Life Insurance Company or Nationwide Trust Company, FSB, as applicable, may recognize as Nationwide effectuates the correction in the market.

#### Footnotes:

- <sup>1</sup> Items noted above are considered direct compensation to Nationwide and are paid directly from Plan assets.
- <sup>2</sup> Items noted above are considered direct compensation to Nationwide and are paid directly from Plan assets, if Nationwide is directed to deduct from Plan assets. If Nationwide is directed to bill these items and is paid by another party other than directly from the Plan assets, then the items will be considered indirect compensation.
- <sup>3</sup> Items noted above are considered direct compensation to Nationwide and are paid directly from Plan assets if directed to deduct by the Plan Sponsor. If items are billed and paid by the Plan Sponsor they would not be considered direct nor indirect compensation.
- <sup>4</sup> Items noted above are considered direct compensation to a party other than Nationwide as indicated above and are paid directly from Plan.
- <sup>5</sup> Items noted above are considered indirect compensation to Nationwide and are paid from a party other than directly from Plan assets.

## DISCLOSURE SCHEDULE

### DISCLOSURES

#### **Mutual Fund Payments**

##### *Our Relationships with the Mutual Funds*

Nationwide Financial Services, Inc.'s life insurance and trust company subsidiaries (collectively referred to as the "Nationwide companies") offer various product menus to group retirement plan customers depending on a variety of quantitative and qualitative factors relating to the Mutual Funds through the Nationwide Group Retirement Series, which include: i) mutual fund platforms offered by Nationwide Trust Company, FSB, and ii) unregistered group variable annuity contracts issued by Nationwide Life Insurance Company. (The group annuity contracts and the mutual fund platforms are referred to collectively as "retirement products" and include Nationwide Retirement Resource, Nationwide Retirement Innovator, Nationwide Retirement Clear Advantage, Nationwide Retirement Flexible Advantage, Nationwide Retirement Innovator Advantage, Nationwide Retirement Advisor and Nationwide Retirement Manager).

The variable accounts, trust accounts, or custodial accounts (the "Accounts") that accompany the retirement products offer a variety of investment options, and purchase and sell shares of certain mutual funds in the aggregate each day so that the performance of the investment options corresponds to the performance of those mutual funds. When the Accounts aggregate these transactions, the mutual fund does not incur the expense of processing individual transactions that it would incur if it sold its shares to the public directly. This expense is instead incurred by the Nationwide companies.

The Nationwide companies also incur the distribution costs of selling the retirement products, which benefits the mutual funds by providing contract owners and participants with investment options that correspond to the underlying mutual funds.

An investment adviser or subadviser of a mutual fund or its affiliates may provide the Nationwide companies with wholesaling services that assist in the distribution of the retirement products and may pay to participate in educational and/or marketing activities. These activities may provide the adviser or subadviser (or their affiliates) with increased exposure to persons involved in the distribution of the retirement products.

##### *Types of Payments the Nationwide Companies Receive*

In light of the above, certain mutual funds or their affiliates make payments to the Nationwide companies (the "payments"). The amount of these payments is typically based on an agreed-upon percentage of assets multiplied by the amount of the assets that the Accounts invest in the mutual funds, but in some cases may involve a per participant fee or a combination of asset-based fee and per participant fee. These payments may be used for any corporate purpose, which includes reducing the price of the retirement products, paying expenses that the Nationwide companies incur in promoting, marketing, and administering the retirement products, and achieving a profit.

The Nationwide companies receive the following types of payments:

- Mutual fund 12b-1 fees, which are deducted from mutual fund assets;
- Sub-transfer agent fees or fees pursuant to administrative service plans adopted by the mutual fund, which may be deducted from mutual fund assets; and
- Payments by a mutual fund's Financial Advisor or subadvisor (or its affiliates). Such payments may be derived, in whole or in part, from the advisory fee that is deducted from mutual fund assets and reflected in the mutual fund charges.

Furthermore, the Nationwide companies benefit from assets invested in Nationwide's affiliated mutual funds (i.e., Nationwide Mutual Funds) because their affiliates also receive compensation from the mutual funds for investment advisory, administrative, transfer agency, distribution, and/or other services. Thus, the Nationwide companies may receive more revenue with respect to affiliated mutual funds than unaffiliated mutual funds.

The Nationwide companies took these anticipated payments into consideration in determining the charges they impose under the retirement products (apart from fees and expenses imposed by the mutual funds). Without these payments, the Nationwide companies would have imposed higher charges on their retirement products.

## DISCLOSURE SCHEDULE

### Mutual Fund Payments (CONTINUED)

#### *Amount of Payments the Nationwide Companies Receive*

Most mutual funds or their affiliates have agreed to make payments to the Nationwide companies, although the applicable percentages may vary from mutual fund to mutual fund and some may not make any payments at all. Because the amount of the actual payments the Nationwide companies receive generally depends on the amount of assets invested by the Accounts in the mutual funds, the Nationwide companies may receive higher payments from mutual funds with lower percentages (but greater assets) than from mutual funds that have higher percentages (but fewer assets).

#### *Identification of Mutual Funds for Our Retirement Products*

The Nationwide companies identify a menu of potential mutual funds that correspond to the investment options for their retirement products. They may consider several criteria when identifying those mutual funds, including some or all of the following: investment objectives, investment process, investment performance, risk characteristics, investment capabilities, experience and resources, investment consistency, and fund expenses. Another factor the Nationwide companies consider during this process is whether the mutual fund's adviser or subadviser is one of their affiliates or whether the mutual fund, its adviser, its subadviser(s), or an affiliate will make payments such as those described above. The identification criteria vary by line of business and retirement product. In some cases, the Nationwide companies identify mutual funds based on requests and recommendations made by retirement plan sponsors and/or their advisors.

There may be mutual funds with lower fees, as well as other retirement products that offer mutual funds with lower fees. You should consider all of the fees and charges of a retirement product in relation to the features and benefits of that product when making your decision to invest. Please note that product and mutual fund fees and charges have a direct effect on the investment performance of your retirement product. A fund prospectus contains the investment objectives, risks, charges and expenses. Please read the fund prospectus carefully before investing.

### **Compensation to Distributors and Other Entities**

Nationwide has arrangements with various distributors and other entities in connection with the marketing and sale of the Funding Vehicle(s) offered through this Agreement. Nationwide may pay these distributors and other entities compensation in the form of an asset-based sales commission and a separate marketing allowance or related payment.

The amount of any sales commission payable by Nationwide to the Plan's sales representative is subject to negotiation between the Plan Sponsor and the sales representative. In addition to the sales commissions and other compensation described above, Nationwide may pay additional compensation based on various agreed-upon production goals and persistency payments to administrative firms. The cost of sales commissions, or any other compensation paid by Nationwide, is directly or indirectly reflected in the fees charged by Nationwide for your plan.

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There may be mutual funds with lower fees, as well as other retirement products that offer mutual funds with lower fees. You should consider all of the fees and charges of a retirement product in relation to the features and benefits of that product when making your decision to invest. Please note that product and mutual fund fees and charges have a direct effect on the investment performance of your retirement product. A fund prospectus contains the investment objectives, risks, charges and expenses. Please read the fund prospectus carefully before investing.

## DISCLOSURE SCHEDULE

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The amount of any sales commission payable by Nationwide to the Plan's sales representative is subject to negotiation between the Plan Sponsor and the sales representative. In addition to the sales commissions and other compensation described above, Nationwide may pay additional compensation based on various agreed-upon production goals and persistency payments to administrative firms. The cost of sales commissions, or any other compensation paid by Nationwide, is directly or indirectly reflected in the fees charged by Nationwide for your plan.

## FUND DISCLOSURE SCHEDULE

### Purpose

The Fund Disclosure Schedule provides important information regarding Fund(s) including but not limited to fund expenses and payments in accordance with 408(b)(2). Please note this Fund Disclosure Schedule should not be used to select Fund(s) as available Funding Vehicle(s) and any notations or selections made on this Schedule shall **not** be deemed to be appropriate direction and shall be disregarded by Nationwide.

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
AB BD INFL STRAT I	EEOA	N/A	0.00	0.83
AB CORE OPFR I	CNTA	N/A	0.00	0.89
AB DISC GR I	ABOA	N/A	0.00	0.76
AB DISC VAL I	ABPA	N/A	0.00	0.88
AB DISC VAL Z	HEEA	N/A	0.00	0.80
AB EMRG MKT MULT ASST I	DCPA	N/A	0.00	1.50
AB EQ INC I	ABQA	N/A	0.00	0.84
AB GLBL BD I	CNUA	N/A	0.00	0.57
AB GLBL RSK ALLOC I	ABHA	N/A	0.00	1.14
AB GLBREALESTINVT I	CNVA	N/A	0.00	1.42
AB HI INC I	CNWA	N/A	0.00	0.69
AB HI INC Z	HEFA	N/A	0.00	0.59
AB INC ADV	EENA	N/A	0.00	1.61
AB INTMD BD I	CNXA	N/A	0.00	0.89
AB LGCAP GR I	CNZA	N/A	0.00	0.59
AB REL VAL I	ABKA	N/A	0.00	0.68
AB SMCAP GR ADV	BRAA	N/A	0.00	0.89
AB SUSTNBL INTL THMTC I	CNYA	N/A	0.00	0.84
ABERDEEN FOCUSMCPEQINST	AAJA	N/A	0.00	2.13
ABRDN EMGMKSTNBLLDRS INST	AAQA	N/A	0.00	N/A
ABRDN EMRG MKT A	BWTA	N/A	0.00	1.60
ABRDN EMRG MKT INST	CBVA	N/A	0.00	1.19
ABRDN EMRGMKTEXCHINA INST	AAOA	N/A	0.00	2.13
ABRDN HI INC OPFR INST	CYNA	N/A	0.00	1.05
ABRDN US SSTNBLELDRS INST	ABYA	N/A	0.00	1.04
ABRDN USSMCAPEQ INST	GYVA	N/A	0.00	1.14
AICF CAMBIAR OPFR INV	COPA	N/A	0.00	1.00
AICF CAMBIAR SMCAP INV	CSMA	N/A	0.00	1.27
AKRE FOCSTL	FOIA	N/A	0.00	1.31



**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
ALGER CAP APP FOCS Y	ETTA	N/A	0.00	0.64
ALGER CAP APP I2	DBDA	N/A	0.00	0.95
ALGER CAP APP INST I	ALRA	N/A	0.00	1.25
ALGER MDCAP GR INST I	ALMA	N/A	0.00	1.45
ALGER SMCAP FOCS Y	EEPA	N/A	0.00	0.90
ALGER SPECTRA Z	DBEA	N/A	0.00	1.17
ALGER WTHRBIE SPEC GR Y	ETUA	N/A	0.00	0.96
ALLSPR ASST ALLOC A	HCBA	N/A	0.00	1.08
ALLSPR DISC ALLCAP GR A	EOFA	N/A	0.00	N/A
ALLSPR EMRG MKT EQ R6	HCDA	N/A	0.00	1.15
ALLSPR GR A	SGFA	N/A	0.00	1.19
ALLSPR LGCAP COR A	EOAA	N/A	0.00	1.22
ALLSPR MDCAP GR INST	BDDA	N/A	0.00	0.92
ALLSPR SMIDCAPGR INST	BCXA	N/A	0.00	0.91
ALLSPRING LARGEVALINST	BCOA	N/A	0.00	0.89
ALPS CRCOMMGCPSTCOMSTRAT	CJNA	N/A	0.00	1.34
ALPS GBLB OPFR I	CJOA	N/A	0.00	1.31
ALPS KTK INDIA GR I	EWPA	N/A	0.00	1.60
ALPS RVRFRNTASTALLCGRIN I	CMLA	N/A	0.00	0.25
ALPS SMITH SHRT DUR BD I	GNSA	N/A	0.00	0.56
ALPS SMITH TTL RTN BD I	GNTA	N/A	0.00	0.74
AMANA DEVL WLD INV	CTGA	N/A	0.00	1.22
AMANA GR INST	CTHA	N/A	0.00	0.67
AMANA GR INV	CTIA	N/A	0.00	0.91
AMANA INC INV	CTKA	N/A	0.00	1.02
AMANA PARTCPTN INST	ERIA	N/A	0.00	0.56
AMBCN ARK TRANS INNOV Y	GDWA	N/A	0.00	1.19
AMBCN BAL R5	AADA	N/A	0.00	0.78
AMBCN INTL EQ R6	FXRA	N/A	0.00	0.77
AMBCN LGCAP VAL R6	FXSA	N/A	0.00	0.61
AMBCN MAN LGCAPVAL R5	CJPA	N/A	0.00	0.87
AMBCN MAN LGCAPVAL R6	FXQA	N/A	0.00	0.84

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
AMBCN SMCAP VAL R5	IAVA	N/A	0.00	0.79
AMBCN SMCAP VAL R6	GDXA	N/A	0.00	0.76
AMBCN SP FLOTNGRTINC R5	EHXA	N/A	0.00	0.98
AMBCN STEPHNSMDCAPGR R6	FXUA	N/A	0.00	0.89
AMBCN STEPHNSSMCAPGR R6	FXVA	N/A	0.00	1.05
AMCENT BAL R5	DVZA	N/A	0.00	0.71
AMCENT COR PLS R5	ADMA	N/A	0.00	0.35
AMCENT DIVRS BD R6	DWBA	N/A	0.00	0.35
AMCENT DSCPLD COR VAL I	AIGA	N/A	0.00	0.46
AMCENT DSCPLD GR R5	DWAA	N/A	0.00	0.81
AMCENT EMRG MKT R6	DWCA	N/A	0.00	0.92
AMCENT EQ GR R5	DWDA	N/A	0.00	0.46
AMCENT EQ INC R6	DRGA	N/A	0.00	0.58
AMCENT FDMNTL EQ A	ADAA	N/A	0.00	1.04
AMCENT FOCS DYNMC	GBZA	N/A	0.00	0.86
AMCENT FOCS GLBL R6	DWEA	N/A	0.00	0.74
AMCENT GLBL BD R6	HEGA	N/A	0.00	0.59
AMCENT GLBL REALEST R6	DWFA	N/A	0.00	0.77
AMCENT GLBL SMCAP R6	HEHA	N/A	0.00	0.76
AMCENT GNMA R5	ADQA	N/A	0.00	0.35
AMCENT GOVT BD R5	BPEA	N/A	0.00	0.27
AMCENT GR R6	DWGA	N/A	0.00	0.62
AMCENT HERTG R6	DWHA	N/A	0.00	0.65
AMCENT HI INC R6	HEIA	N/A	0.00	0.54
AMCENT HI YLD R5	CTQA	N/A	0.00	0.58
AMCENT HI YLD R6	HEJA	N/A	0.00	0.53
AMCENT IN RTRMT R6	EHMA	N/A	0.00	0.49
AMCENT INFL ADJ BD R5	ANBA	N/A	0.00	0.34
AMCENT INFL ADJ BD R6	GIQA	N/A	0.00	0.29
AMCENT INTL GR R6	DWJA	N/A	0.00	0.91
AMCENT INTL VAL R6	HEKA	N/A	0.00	0.76
AMCENT LG CO VAL R6	DWKA	N/A	0.00	0.49

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
AMCENT MDCAP VAL R6	DWLA	N/A	0.00	0.63
AMCENT ONECHOICE2025 R6	EESA	N/A	0.00	0.50
AMCENT ONECHOICE2030 R6	EEUA	N/A	0.00	0.52
AMCENT ONECHOICE2035 R6	EEWA	N/A	0.00	0.55
AMCENT ONECHOICE2040 R6	EEYA	N/A	0.00	0.57
AMCENT ONECHOICE2045 R6	EFAA	N/A	0.00	0.59
AMCENT ONECHOICE2050 R6	EFCA	N/A	0.00	0.60
AMCENT ONECHOICE2055 R6	EFEA	N/A	0.00	0.61
AMCENT ONECHOICE2060 R6	EFGA	N/A	0.00	0.62
AMCENT ONECHOICE2065 R6	GDYA	N/A	0.00	0.64
AMCENT REALEST R6	DWNA	N/A	0.00	0.80
AMCENT SEL R6	DWOA	N/A	0.00	0.64
AMCENT SHRT DUR R5	AFQA	N/A	0.00	0.38
AMCENT SHTDRINFLPRTBD R5	AIPA	N/A	0.00	0.50
AMCENT SHTDRINFLPRTBD R6	HELA	N/A	0.00	0.45
AMCENT SMCAP GR R6	DWPA	N/A	0.00	0.82
AMCENT SMCAP GR R6	DWPD	N/A	0.00	0.82
AMCENT SMCAP VAL R6	DWQA	N/A	0.00	0.74
AMCENT ST GOVT R5	AFTA	N/A	0.00	0.35
AMCENT SUSTNBL EQ R5	DWRA	N/A	0.00	0.59
AMCENT SUSTNBL EQ R6	GKIA	N/A	0.00	0.44
AMCENT ULTRA R6	DWSA	N/A	0.00	0.60
AMCENT UTIL INV	ABUA	N/A	0.00	0.66
AMCENT VAL R6	DWTA	N/A	0.00	0.67
AMFDS 2010 TRGTDTRTRMT R6	RFTA	N/A	0.00	0.01
AMFDS 2015 TRGTDTRTRMT R6	RFJA	N/A	0.00	0.01
AMFDS 2020 TRGTDTRTRMT R6	RRCA	N/A	0.00	0.01
AMFDS 2025 TRGTDTRTRMT R6	RFDA	N/A	0.00	0.01
AMFDS 2030 TRGTDTRTRMT R6	RFEA	N/A	0.00	0.01
AMFDS 2035 TRGTDTRTRMT R6	RFFA	N/A	0.00	0.01
AMFDS 2040 TRGTDTRTRMT R6	RFGA	N/A	0.00	0.01
AMFDS 2045 TRGTDTRTRMT R6	RFHA	N/A	0.00	0.01

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
AMFDS 2050 TRGTDTRTRMT R6	RFIA	N/A	0.00	0.01
AMFDS 2055 TRGTDTRTRMT R6	BEGA	N/A	0.00	0.01
AMFDS 2060 TRGTDTRTRMT R6	CXSA	N/A	0.00	0.01
AMFDS 2065 TRGTDTRTRMT R6	GCEA	N/A	0.00	0.01
AMFDS AM BAL R6	RLBA	N/A	0.00	0.25
AMFDS AM HI INC TR R6	RITA	N/A	0.00	0.33
AMFDS AM MUT R6	RMFA	N/A	0.00	0.27
AMFDS AMCAP R6	RAFA	N/A	0.00	0.33
AMFDS BD FD AM R6	RBFA	N/A	0.00	0.24
AMFDS CAP INC BLDR R6	RIRA	N/A	0.00	0.27
AMFDS CAP WLD BD R6	RCWA	N/A	0.00	0.48
AMFDS CAP WLD GR INC R6	RWIA	N/A	0.00	0.41
AMFDS CNSRV GR INC R6	CXTA	N/A	0.00	0.01
AMFDS DEVL WLD GR INC R6	ENAA	N/A	0.00	0.76
AMFDS EUROPACFC GR R6	RERA	N/A	0.00	0.46
AMFDS FDMNTL INV R6	RFNA	N/A	0.00	0.28
AMFDS GLBL BAL R6	BUXA	N/A	0.00	0.48
AMFDS GLBL GR R6	HEMA	N/A	0.00	0.01
AMFDS GR FD AM R6	RGAA	N/A	0.00	0.30
AMFDS GR INC R6	FLLA	N/A	0.00	0.01
AMFDS GR R6	FLNA	N/A	0.00	0.01
AMFDS INC FD AM R6	RIDA	N/A	0.00	0.26
AMFDS INFL LNKD BD R6	ENBA	N/A	0.00	0.29
AMFDS INFL LNKD BD R6	ENBD	N/A	0.00	0.29
AMFDS INT GR INC R6	BVQA	N/A	0.00	0.54
AMFDS INTMD BD FD AM R6	RBOA	N/A	0.00	0.25
AMFDS INTMD BD FD AM R6	RBOD	N/A	0.00	0.25
AMFDS INVMT CO AM R6	RICA	N/A	0.00	0.27
AMFDS MOD GR INC R6	FLQA	N/A	0.00	0.01
AMFDS MRTG R6	HENA	N/A	0.00	0.28
AMFDS MULTSCTR INC R6	GEAA	N/A	0.00	0.38
AMFDS NEW ECON R6	RNGA	N/A	0.00	0.41

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
AMFDS NEW PRSPCT R6	RNPA	N/A	0.00	0.42
AMFDS NEW WLD R6	RNWA	N/A	0.00	0.58
AMFDS RTRMT INC CNSRV R6	EHZA	N/A	0.00	0.02
AMFDS RTRMT INC ENHCD R6	EIBA	N/A	0.00	0.02
AMFDS RTRMT INC MOD R6	EIEA	N/A	0.00	0.02
AMFDS SMCAP WLD R6	RLGA	N/A	0.00	0.66
AMFDS ST BD FD AM R6	RMMA	N/A	0.00	0.29
AMFDS US GOVT SEC R6	RGVA	N/A	0.00	0.26
AMFDS WSHNGTN MUT INV R6	RWMA	N/A	0.00	0.26
AMG TMSQUAREINTSMCAP Z	DJSA	N/A	0.00	1.02
AMGGW&K COR BD ESG I	CEUA	N/A	0.00	0.66
AMGGW&K ENHCD COR BD ESG	CVBA	N/A	0.00	0.80
AMGGW&K SMCAP COR I	CERA	N/A	0.00	0.96
AMGMGRS BW BLUE FD I	BLUA	N/A	0.00	1.22
AMGMGRS BW FD I	BRWA	N/A	0.00	0.95
AMGMGRS DBLINE CORPLSBD I	DJTA	N/A	0.00	0.57
AMGMGRS FRPT MDCAP I	AGJA	N/A	0.00	0.83
AMGMGRS LOOMIS BD N	CETA	N/A	0.00	0.70
AMGMGRS MNTG CLDWL GR I	AGPA	N/A	0.00	0.80
AMGMGRS SKYLINE SPEC EQ N	CFIA	N/A	0.00	1.19
AMGMGRS SPEC EQ Z	CTWA	N/A	0.00	1.05
AMGMGRS YCKTMN FD I	CCPA	N/A	0.00	0.70
AMGMGRS YCKTMN FOCS I	CCOA	N/A	0.00	1.06
AQR EQ MKT NUTRL I	DWUA	N/A	0.00	1.55
AQR GLBL EQ I	DOGA	N/A	0.00	0.83
AQR INTL DEFN STYLE I	DOHA	N/A	0.00	0.64
AQR LGCAP DEFN STYLE I	DOKA	N/A	0.00	0.38
AQR LNG SHRT EQ I	DOLA	N/A	0.00	1.37
AQR MGD FTR STRAT I	DCQA	N/A	0.00	1.27
ARIEL APP INV	BZHA	N/A	0.00	1.12
ARIEL FD INV	BZJA	N/A	0.00	0.99
ARIEL FOCS INV	BZIA	N/A	0.00	1.16

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
ARISTLE SMMDCAP I2	GCPA	N/A	0.00	1.04
ARTISAN INTL VAL INST	DRMA	N/A	0.00	0.95
ARTISAN INTL VAL INV	GHEA	N/A	0.00	1.18
AS ABSRTN INST	CZPA	N/A	0.00	0.38
AS ADJ RT GOVT INST	BCNA	N/A	0.00	0.53
AS CMN STK INST	BCTA	N/A	0.00	0.94
AS COR BD INST	BDZA	N/A	0.00	0.47
AS DIVRS CAP BLDR INST	BCYA	N/A	0.00	0.78
AS DSCPLD US COR INST	BCVA	N/A	0.00	0.52
AS DSCPLD US COR R6	GKGA	N/A	0.00	0.42
AS EMRG GR INST	BDAA	N/A	0.00	1.08
AS ENDVR SEL INST	BDCA	N/A	0.00	N/A
AS FNDMTL SMCAP GR INST	BEBA	N/A	0.00	1.18
AS GLBL SMCAP INST	BDGA	N/A	0.00	1.29
AS GOVT SEC INST	BDHA	N/A	0.00	0.58
AS GR INST	BDIA	N/A	0.00	0.86
AS HI YLD BD INST	DMEA	N/A	0.00	0.70
AS INDX ASST ALLOC ADMN	GKHA	N/A	0.00	1.05
AS INTL EQ INST	WENA	N/A	0.00	1.12
AS LG CO GR INST	BDLA	N/A	0.00	0.86
AS LG CO VAL INST	BSTA	N/A	0.00	0.64
AS OPFR INST	BDOA	N/A	0.00	0.87
AS PREC MTLN INST	BDPA	N/A	0.00	0.86
AS PRMR LG CO GR INST	BDQA	N/A	0.00	0.82
AS SHRT DUR GOVT BD INST	BDRA	N/A	0.00	0.49
AS SMCO VAL INST	BDUA	N/A	0.00	0.98
AS SPEC MDCAP VAL INST	BDXA	N/A	0.00	0.80
AS SPEC SMCAP VAL INST	BWHA	N/A	0.00	0.93
AS ULTRA ST INC INST	SDXA	N/A	0.00	0.35
AS UTIL TELCOM INST	BECA	N/A	0.00	0.82
AVEMARIA BD	AFVA	N/A	0.00	0.41
AVEMARIA FOCS	GCHA	N/A	0.00	1.09



## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
AVEMARIA GR	AVGA	N/A	0.00	0.91
AVEMARIA RIS DIVD	AVDA	N/A	0.00	0.91
AVEMARIA VAL	AVMA	N/A	0.00	0.93
AVNTS COR FXD INC INST	GLWA	N/A	0.00	0.16
AVNTS EMRG MKT EQ INST	GLXA	N/A	0.00	0.34
AVNTS INTL EQ INST	GLYA	N/A	0.00	0.23
AVNTS INTL SMCAP VAL INST	GLZA	N/A	0.00	0.36
AVNTS ST FXD INC INST	GMBA	N/A	0.00	0.15
AVNTS US EQ INST	GMGA	N/A	0.00	0.15
AVNTS US LGCAP VAL INST	GTQA	N/A	0.00	0.16
AVNTS US SMCAP VAL INST	GMHA	N/A	0.00	0.25
AVNTS US SMCAP VAL INST	GMHD	N/A	0.00	0.25
AZZAD ETHICAL	ETIA	N/A	0.00	1.14
AZZAD WISE CAP	ETJA	N/A	0.00	0.97
BAIRD AGGREGTE BD INST	BXBA	N/A	0.00	0.30
BAIRD COR PLS BD INST	DJUA	N/A	0.00	0.30
BAIRD INTMD BD INST	BPFA	N/A	0.00	0.30
BAIRD MDCAP INST	CBWA	N/A	0.00	0.81
BAIRD ST BD INST	DJVA	N/A	0.00	0.30
BAIRD ULTRA SHRT BD INST	FOKA	N/A	0.00	0.30
BAL ESG R1	GDLA	N/A	0.00	N/A
BARON ASST INST	AGQA	N/A	0.00	1.05
BARON ASST R6	GNUA	N/A	0.00	1.05
BARON DISC INST	DWWA	N/A	0.00	1.06
BARON EMRG MKT INST	DWXA	N/A	0.00	1.11
BARON FIFTH AVE GR INST	CDDA	N/A	0.00	0.78
BARON GR INST	AGUA	N/A	0.00	1.05
BARON OPPr INST	AGYA	N/A	0.00	1.06
BARON PTNRS INST	AGZA	N/A	0.00	1.99
BARON REALEST INST	CDEA	N/A	0.00	1.06
BARON SMCAP INST	AHAA	N/A	0.00	1.05
BLKRK 20/80 TRGTALLOc INS	GEDA	N/A	0.00	0.27

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
BLKRK 20/80 TRGTALLOC K	EFKA	N/A	0.00	0.16
BLKRK 20/80 TRGTALLOC K	EFKD	N/A	0.00	0.16
BLKRK 40/60 TRGTALLOC INS	GEEA	N/A	0.00	0.26
BLKRK 40/60 TRGTALLOC K	EFLA	N/A	0.00	0.14
BLKRK 60/40 TRGTALLOC INS	GEFA	N/A	0.00	0.22
BLKRK 60/40 TRGTALLOC K	GEGD	N/A	0.00	0.10
BLKRK 80/20 TRGTALLOC INS	DHZA	N/A	0.00	0.25
BLKRK 80/20 TRGTALLOC K	GEHD	N/A	0.00	0.10
BLKRK ADV SMCAP COR K	HEOA	N/A	0.00	0.51
BLKRK ADVTG GLBL INST	AHOA	N/A	0.00	1.12
BLKRK ADVTG LGCAP COR INS	AHZA	N/A	0.00	0.63
BLKRK ADVTG LGCAP GR INST	AJAA	N/A	0.00	0.75
BLKRK ADVTG LGCAPVAL INST	AIJA	N/A	0.00	0.70
BLKRK ADVTG SMCAP GR INST	BPGA	N/A	0.00	0.82
BLKRK ADVTGUSTTLMKT INST	AJFA	N/A	0.00	0.79
BLKRK BAL CAP INST	MCPA	N/A	0.00	0.55
BLKRK BASIC VAL INST	MBXA	N/A	0.00	0.56
BLKRK CAP APP INST	EIFA	N/A	0.00	0.73
BLKRK CAP APP K	AHEA	N/A	0.00	0.65
BLKRK COMDTY STRAT INST	FEKA	N/A	0.00	0.83
BLKRK COMDTY STRAT K	HEPA	N/A	0.00	0.72
BLKRK COR BD PORT INST	EIHA	N/A	0.00	0.54
BLKRK COR BD PORT K	BOJA	N/A	0.00	0.43
BLKRK EMRG MKT INST	AHNA	N/A	0.00	1.00
BLKRK EMRG MKT K	GMKA	N/A	0.00	0.84
BLKRK EQ DIVD INST	AHGA	N/A	0.00	0.71
BLKRK EUROFD INST	AHHA	N/A	0.00	1.48
BLKRK EVDRIV EQ INST	GEIA	N/A	0.00	1.20
BLKRK FLOTNG RT INC INST	CJVA	N/A	0.00	0.68
BLKRK GLBL ALLOC INST	AHKA	N/A	0.00	0.88
BLKRK GLBL ALLOC K	HERA	N/A	0.00	0.78
BLKRK GLBL DIVD INST	CJXA	N/A	0.00	0.79

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
BLKRK GBLB DIVD K	HESA	N/A	0.00	0.71
BLKRK GLBLEQMKTNUSTR INST	CYOA	N/A	0.00	1.54
BLKRK GNMA INST	EIIA	N/A	0.00	1.08
BLKRK GNMA K	BOEA	N/A	0.00	0.98
BLKRK HI YLD INST	EIJA	N/A	0.00	0.58
BLKRK HI YLD K	BOFA	N/A	0.00	0.48
BLKRK HLTH SCNC OPPR INST	SHSA	N/A	0.00	0.84
BLKRK HLTH SCNC OPPR INV	BSAA	N/A	0.00	1.09
BLKRK IMPCT MRTG INST	FMWA	N/A	0.00	1.91
BLKRK INC INST	FELA	N/A	0.00	0.85
BLKRK INFL PRTCT BD INST	EIKA	N/A	0.00	1.01
BLKRK INFL PRTCT BD K	BOGA	N/A	0.00	0.85
BLKRK INFL PRTCT BD K	BOGD	N/A	0.00	0.85
BLKRK INTL DIVD INST	AHWA	N/A	0.00	1.07
BLKRK IS DVLRLSTINDX INS	EFXA	N/A	0.00	0.20
BLKRK IS DVLRLSTINDX K	HEVA	N/A	0.00	0.14
BLKRK IS MSCI TTLINTLIND	DJZA	N/A	0.00	0.12
BLKRK IS RSL2000SMCPIND K	DJYA	N/A	0.00	0.07
BLKRK IS RSLSMDCAPINDX K	DONA	N/A	0.00	0.09
BLKRK IS S P 500 INDX INS	CECA	N/A	0.00	0.10
BLKRK IS S P 500 INDX K	DJXA	N/A	0.00	0.03
BLKRK IS TTLSTKMKKT INDX K	DOOA	N/A	0.00	0.02
BLKRK IS USAGGREGTBDINDX	DOPA	N/A	0.00	0.05
BLKRK ISMSCIEAFEINTIND K	DWYA	N/A	0.00	0.05
BLKRK ISRSL1000LCPIND INS	CPOA	N/A	0.00	0.13
BLKRK ISRSSL MDCAPINDX K	DJWA	N/A	0.00	0.05
BLKRK LGCAP FOCS GR INST	FOEA	N/A	0.00	0.77
BLKRK LGCAP FOCS GR K	HAWA	N/A	0.00	0.67
BLKRK LGCAP INDX K	DIBA	N/A	0.00	0.07
BLKRK LOW DUR BD INST	EILA	N/A	0.00	0.43
BLKRK LOW DUR BD K	BOHA	N/A	0.00	0.37
BLKRK MDCAP DIVD INST	AIQA	N/A	0.00	0.82

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
BLKRK MDCAP GR EQ INST	AIWA	N/A	0.00	0.84
BLKRK MULT ASST INC INST	CKHA	N/A	0.00	0.66
BLKRK NATRL RSRC TR INST	AJBA	N/A	0.00	0.90
BLKRK REALEST SEC INST	FEOA	N/A	0.00	1.10
BLKRK STRAT GLBL BD INST	GYWA	N/A	0.00	0.79
BLKRK STRAT INC OPFR I	CKIA	N/A	0.00	0.76
BLKRK SUSTNBL BAL K	HETA	N/A	0.00	0.49
BLKRK TCTCL OPFR INST	AHBA	N/A	0.00	0.84
BLKRK TECH OPFR INST	GPQA	N/A	0.00	0.98
BLKRK TECH OPFR K	HEUA	N/A	0.00	0.87
BLKRK TTL RTN INST	EIMA	N/A	0.00	0.45
BLKRK TTL RTN K	BOIA	N/A	0.00	0.37
BLKRK UNCNSTRND EQ INST	AHMA	N/A	0.00	0.95
BLLIEGFRD EMRG MKT K	FLWA	N/A	0.00	0.81
BLLIEGFRD INTL EQ K	FLYA	N/A	0.00	0.60
BNYMEL APP Y	GMNA	N/A	0.00	0.59
BNYMEL BD MKT INDX I	DBTA	N/A	0.00	0.17
BNYMEL DEVL MKT REALEST SEC I	BFXA	N/A	0.00	1.15
BNYMEL EQ INC I	CODA	N/A	0.00	0.80
BNYMEL GLBL FXD INC I	DOUA	N/A	0.00	0.54
BNYMEL GLBL RTN I	COFA	N/A	0.00	0.94
BNYMEL INTL BD I	BGAA	N/A	0.00	0.77
BNYMEL MDCAP INDX INV	FESA	N/A	0.00	0.51
BNYMEL RSRCH GR Z	COHA	N/A	0.00	0.86
BNYMEL SEL MGR SMCAP GR I	COIA	N/A	0.00	N/A
BNYMEL SEL MGR SMCAP VAL	COJA	N/A	0.00	N/A
BNYMEL SMMDCAP GR I	COLA	N/A	0.00	0.76
BRWN INTL ALL CO INV	ERJA	N/A	0.00	1.88
BRWN MD CO INV	ERKA	N/A	0.00	1.75
BRWNADV SMC PFDMNTL VAL INS	GIRA	N/A	0.00	1.10
BRWNADV SUSTNBL GR INST	GEJA	N/A	0.00	0.63
BSTNPRT LNGSHRTRS RCH INST	DKAA	N/A	0.00	1.88

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
BTS TCTCL FXD INC I	ERLA	N/A	0.00	1.48
BUF DISC RTL	BFTA	N/A	0.00	1.01
BUF DIVD FOCS RTL	DOQA	N/A	0.00	0.93
BUF FLEX INC RTL	BUFA	N/A	0.00	1.01
BUF GR RTL	BUGA	N/A	0.00	0.92
BUF INTL RTL	DORA	N/A	0.00	1.03
BUF MDCAP RTL	BUMA	N/A	0.00	1.03
CALAMOS EVOL WLD GR INST	BFIA	N/A	0.00	1.38
CALAMOS TTL RTN BD INST	BFKA	N/A	0.00	0.99
CALAMOS VAL INST	BFLA	N/A	0.00	1.37
CALAMOS GLBL EQ I	CIGA	N/A	0.00	1.25
CALAMOS GLBL GR INC I	CGCA	N/A	0.00	1.24
CALAMOS GR I	CRXA	N/A	0.00	1.07
CALAMOS GR INC I	CGIA	N/A	0.00	0.81
CALAMOS HI INC OPRR INST	BFJA	N/A	0.00	1.18
CALAMOS INTL GR I	CXGA	N/A	0.00	1.24
CALAMOS MKT NUTRL INC I	CMNA	N/A	0.00	0.95
CALVERT MDCAP I	CEFA	N/A	0.00	1.01
CARILN CLARIVST CAP APP I	HCCA	N/A	0.00	0.91
CARILN EAGLE GR INC R6	DYCA	N/A	0.00	0.64
CARILN EAGLE MDCAP GR I	BPIA	N/A	0.00	0.73
CARILN EAGLE SMCAP GR R6	DYDA	N/A	0.00	0.83
CARILN REAMS COR BD I	CJDA	N/A	0.00	0.76
CARILN REAMS COR PLS BD I	CJEA	N/A	0.00	N/A
CARILN REAMS UNCNSTRNDBD	CJFA	N/A	0.00	N/A
CARILN SCOUT MDCAP R6	HASA	N/A	0.00	N/A
CASH BAL CIT FEE R1	GBHA	N/A	0.00	N/A
CATLYST BFR SHLD I	GPRA	N/A	0.00	1.80
CATLYST MLBRN HDG STRAT I	FXZA	N/A	0.00	1.92
CAUSWY INTL VAL INST	EWRA	N/A	0.00	0.90
CHMPLN MDCAP INST	GYXA	N/A	0.00	0.84
CLEARBRIDGE VALUE FUND I	LMNA	N/A	0.00	0.80

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
CLRBRDG LGCAP GR R1	ETKA	N/A	0.00	N/A
CLVRT BAL I	BUYA	N/A	0.00	0.68
CLVRT BD I	AJGA	N/A	0.00	0.56
CLVRT EQ I	CEYA	N/A	0.00	0.66
CLVRT EQ R6	GISA	N/A	0.00	0.59
CLVRT GLBL ENRGY SOLTNS I	BFMA	N/A	0.00	1.18
CLVRT INC I	CINA	N/A	0.00	0.68
CLVRT INTL EQ I	CWVA	N/A	0.00	0.95
CLVRT INTL OPRR I	FOPA	N/A	0.00	1.06
CLVRT INTL RSP INDX I	GHMA	N/A	0.00	0.40
CLVRT INTL RSP INDX R6	FSUA	N/A	0.00	0.37
CLVRT SHRT DUR INC INST	BZLA	N/A	0.00	0.52
CLVRT SMCAP I	CSVA	N/A	0.00	0.94
CLVRT SOC INDX I	CISA	N/A	0.00	0.35
CNSTGA SM CAP INST	DOSA	N/A	0.00	0.98
COHENSTRS INST REAL	HCFA	N/A	0.00	0.76
COHENSTRS INTL REAL INST	BFPA	N/A	0.00	1.19
COHENSTRS PRFRD SEC INC I	DMIA	N/A	0.00	0.85
COHENSTRS REAL Z	GIUA	N/A	0.00	0.84
COHENSTRS REALEST SEC INS	DICA	N/A	0.00	0.84
COHENSTRS REALEST SEC Z	DRQA	N/A	0.00	0.75
COL ACORN INST2	CPPA	N/A	0.00	0.87
COL ACORN INTL INST2	CPQA	N/A	0.00	1.05
COL ADPTV RSK ALLOC INST2	CQGA	N/A	0.00	0.78
COL ADPTV RSK ALLOC INST3	HFAA	N/A	0.00	0.74
COL BAL INST2	CPRA	N/A	0.00	0.64
COL BAL INST3	GIWA	N/A	0.00	0.60
COL CAP ALLOC BAL INST3	HFBA	N/A	0.00	0.08
COL COMDTY STRAT INST3	HFDA	N/A	0.00	0.72
COL CONTRA COR INST2	CPSA	N/A	0.00	0.68
COL CONV SEC INST2	CPTA	N/A	0.00	0.86
COL CONV SEC INST3	GHHA	N/A	0.00	0.81



## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
COL CORP INC INST2	CPUA	N/A	0.00	0.57
COL DIVD INC INST2	CPVA	N/A	0.00	0.60
COL DIVD OPFR INST2	CPWA	N/A	0.00	0.71
COL EMRG MKT BD INST2	CPXA	N/A	0.00	0.75
COL EMRG MKT INST3	FEVA	N/A	0.00	1.10
COL FLOTNG RT INST2	CPYA	N/A	0.00	0.78
COL GLBL TECH ADV	ETVA	N/A	0.00	0.94
COL GLBL TECH GR INST3	HFEA	N/A	0.00	0.83
COL GLBL VAL INST3	HFFA	N/A	0.00	0.77
COL HI YLD BD INST2	CQAA	N/A	0.00	0.72
COL INC BLDR INST2	CQBA	N/A	0.00	0.10
COL INTGRTD LGCAP GR ADV	GQVA	N/A	0.00	0.98
COL INTGRTD LGCAP VAL ADV	GQUA	N/A	0.00	1.00
COL INTL DIVD INC INST3	HFGA	N/A	0.00	0.86
COL LGCAP VAL A	ADEA	N/A	0.00	0.99
COL LTD DUR CR INST2	CQEA	N/A	0.00	0.53
COL MDCAP INDX INST2	FMLA	N/A	0.00	0.28
COL OVRSEAS VAL INST2	DHWA	N/A	0.00	0.87
COL OVRSEAS VAL INST3	GUGA	N/A	0.00	0.82
COL REALEST EQ INST3	HFHA	N/A	0.00	0.87
COL SEL GLBL EQ INST3	GAMA	N/A	0.00	0.92
COL SEL LGCAP GR INST2	CQHA	N/A	0.00	0.81
COL SEL LGCAP VAL INST2	CQIA	N/A	0.00	0.75
COL SEL MDCAP VAL INST2	CQFA	N/A	0.00	0.81
COL SEL SMCAP VAL INST2	CQJA	N/A	0.00	0.99
COL SLIGMN TECHINFO INST3	HFJA	N/A	0.00	0.86
COL SMCAP INDX INST2	EMZA	N/A	0.00	0.20
COL SMCAP VAL I INST 3	GNWA	N/A	0.00	0.86
COL SMCAP VAL II INST 3	GQWA	N/A	0.00	0.88
COL STRAT INC INST2	CQKA	N/A	0.00	0.64
COL THRMST INST2	CQLA	N/A	0.00	0.28
COL THRMST INST3	HFKA	N/A	0.00	0.24

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
COL US TRSRY INDX INST3	HFLA	N/A	0.00	0.40
COLOVRSVALMYWYRTRMTINTLVA	FZBA	N/A	0.00	N/A
COLU QULT INC INST2	CQMA	N/A	0.00	0.60
COMRC GR	FOQA	N/A	0.00	0.71
CONGRESS LGCAP GR RTL	ETWA	N/A	0.00	0.94
CONGRESS MDCAP GR RTL	ETXA	N/A	0.00	1.04
CONGRESS MDCAP INST	GIXA	N/A	0.00	0.79
CONGRESS SMCAP GR INST	HAAA	N/A	0.00	1.07
COR PLUS BD R1	GBIA	N/A	0.00	N/A
CRI BD INSTR6	HEWA	N/A	0.00	0.36
CRI EQ INDX INST	HEXA	N/A	0.00	0.11
CRI INTL EQ INST	HEYA	N/A	0.00	0.81
CRI SMCAP INST	HEZA	N/A	0.00	0.29
CRMWLL CNTRSQR REALEST IN	CEVA	N/A	0.00	1.12
CRMWLL CNTRSQRREALESTINST	HCGA	N/A	0.00	1.03
CRMWLL LNGSHRT INST	CGSA	N/A	0.00	2.35
CRSUISSETR COMDTY RTNSTR	BFQA	N/A	0.00	1.04
DAVENPORT CORE LDRS FUND	DNXA	N/A	0.00	0.87
DAVIS FIN Y	AJMA	N/A	0.00	0.73
DAVIS NY VNTR Y	DNVA	N/A	0.00	0.67
DAVIS OPPTY	AJNA	N/A	0.00	0.68
DAVIS REALEST Y	AJOA	N/A	0.00	0.75
DBLINE COR FXD INC I	CYRA	N/A	0.00	0.47
DBLINE ENHCD CAPE I	DYBA	N/A	0.00	0.54
DBLINE LOW DUR BD I	CYSA	N/A	0.00	0.43
DBLINE TTL RTN BD N	BZOA	N/A	0.00	0.75
DE IVY CLIMATE SOLTNS R6	DYWA	N/A	0.00	1.07
DE CORP BD INST	CBXA	N/A	0.00	0.67
DE DIVD INC INST	BFRA	N/A	0.00	0.80
DE DIVRS INC A	DPDA	N/A	0.00	0.87
DE DIVRS INC INST	AJPA	N/A	0.00	0.62
DE EMRG MKT INST	BFUA	N/A	0.00	1.34

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
DE EXTND DUR BD INST	AJQA	N/A	0.00	0.80
DE GLBL EQ INST	EDRA	N/A	0.00	N/A
DE HI YLD OPPR INST	DHIA	N/A	0.00	N/A
DE HLTHCARE I	ENEA	N/A	0.00	1.00
DE IVY COR BD I	AOIA	N/A	0.00	N/A
DE IVY GLBL BD R6	HDXA	N/A	0.00	0.74
DE IVY GLBL EQ II I	EMYA	N/A	0.00	N/A
DE IVY GLBL EQ II R6	DYYA	N/A	0.00	N/A
DE IVY REAL EST SEC I	APHA	N/A	0.00	1.14
DE IVY SCNC TECH I	ITIA	N/A	0.00	0.91
DE LTD TRM DIVRS INC A	GZYA	N/A	0.00	0.95
DE LTD TRM DIVRS INC INST	BUZA	N/A	0.00	0.70
DE MID CAP GR EQ INST	AJUA	N/A	0.00	N/A
DE REIT INST	AJRA	N/A	0.00	1.16
DE SEL GR INST	AJSA	N/A	0.00	N/A
DE SMCAP COR INST	DIEA	N/A	0.00	0.84
DE SMCAP VAL INST	AJTA	N/A	0.00	0.86
DE VAL INST	AJVA	N/A	0.00	0.69
DFA COMDTY STRAT INST	DIFA	N/A	0.00	0.39
DFA EMRG MKT COR EQ INST	BTMA	N/A	0.00	0.39
DFA EMRG MKT SMCAP	DSXA	N/A	0.00	0.79
DFA EMRG MKT SMCAP	DSXD	N/A	0.00	0.79
DFA EMRG MKT SOCCOREQ INS	BXCA	N/A	0.00	0.44
DFA EMRG MKT VAL	DFEA	N/A	0.00	0.15
DFA EMRG MKT	DXMA	N/A	0.00	0.45
DFA FIVE YR GLBL FXD INC	DGBA	N/A	0.00	0.22
DFA GLBL ALLOC 25 75 INST	DGTA	N/A	0.00	0.39
DFA GLBL ALLOC 60 40 INST	DGSA	N/A	0.00	0.42
DFA GLBL EQ INST	DGEA	N/A	0.00	0.43
DFA GLBL REALEST SEC INST	BTNA	N/A	0.00	0.31
DFA GLBL SMCO INST	HFQA	N/A	0.00	0.64
DFA GLBLCORPLSFXDINC INST	GNXA	N/A	0.00	0.24

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
DFA INFL PRTCT SEC INST	BZMA	N/A	0.00	0.11
DFA INTL COR EQ INST	BRCA	N/A	0.00	0.23
DFA INTL LGCAP GR	ERMA	N/A	0.00	0.28
DFA INTL SM CO INST	DFIA	N/A	0.00	0.39
DFA INTL SMCAP GR INST	DRRA	N/A	0.00	0.49
DFA INTL SMCAP GR INST	DRRD	N/A	0.00	0.49
DFA INTL SMCAP VAL	DISA	N/A	0.00	0.43
DFA INTL SOC COR EQ INST	EIWA	N/A	0.00	0.26
DFA INTL SUSTNBL COR 1	BXDA	N/A	0.00	0.24
DFA INTL VAL	DFVA	N/A	0.00	0.49
DFA INTL VECTR EQ INST	EIXA	N/A	0.00	0.34
DFA INTMD GOVT FXDINC INS	DXGA	N/A	0.00	0.12
DFA INVMT GRD FXD INST	CQNA	N/A	0.00	0.20
DFA LGCAP INTL	DFAA	N/A	0.00	0.17
DFA ONE YR FXD INC	DIHA	N/A	0.00	0.13
DFA REALEST SEC	DRSA	N/A	0.00	0.20
DFA SELHDGGLBLFXDINC INST	HFXA	N/A	0.00	0.16
DFA SOC FXD INC INST	EIYA	N/A	0.00	0.22
DFA ST EXTND QULTY INST	BZNA	N/A	0.00	0.20
DFA ST GOVT	DFYA	N/A	0.00	0.18
DFA SUSTNBL COR 1	BXFA	N/A	0.00	0.17
DFA TRGT CR INST	GNYA	N/A	0.00	0.22
DFA TWO YR GLBL FXD INC	DXFA	N/A	0.00	0.17
DFA TWO YR GLBL FXD INC	DXFD	N/A	0.00	0.17
DFA US COR EQ I	DFOA	N/A	0.00	0.15
DFA US CORE EQ 2 INST	BTOA	N/A	0.00	0.19
DFA US LG CO	DXXA	N/A	0.00	0.09
DFA US LGCAP EQ INST	CVEA	N/A	0.00	0.13
DFA US LGCAP GR INST	DXZA	N/A	0.00	0.18
DFA US LGCAP VAL INST	DFLA	N/A	0.00	0.32
DFA US MICRO CAP INST	DSCA	N/A	0.00	0.41
DFA US SMCAP GR INST	DYAA	N/A	0.00	0.32

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
DFA US SMCAP INST	DFTA	N/A	0.00	0.28
DFA US SMCAP VAL INST	DVUA	N/A	0.00	0.31
DFA US SOC COR EQ 2	BXEA	N/A	0.00	0.22
DFA US TRGT VAL INST	DFXA	N/A	0.00	0.30
DFA US VECTR EQ INST	BTPA	N/A	0.00	0.28
DFA WLDEXUS COREQ INST	EIZA	N/A	0.00	0.30
DFA WLDEXUS TRGT VAL INST	EJAA	N/A	0.00	0.48
DFA WLDEXUS VAL INST	EJBA	N/A	0.00	0.55
DFA WLDEXUSGOVTFXDINC INS	DRTA	N/A	0.00	0.20
DFDENT MDCAP GR INST	FQQA	N/A	0.00	0.87
DFDENT PRMR GR INV	FQSA	N/A	0.00	1.13
DIAMOND HILL LGCAP I	AJWA	N/A	0.00	0.67
DIAMOND HILL LNG SHRT INS	BFWA	N/A	0.00	1.49
DIAMOND HILL MDCAP I	CQOA	N/A	0.00	0.77
DIAMOND HILL SEL I	GIYA	N/A	0.00	0.87
DIAMOND HILL SMCAP I	AJXA	N/A	0.00	0.97
DODGECOX INC X	HGBA	N/A	0.00	0.36
DODGECOX INTL STK I	DGLA	N/A	0.00	0.62
DODGECOX STK I	DODA	N/A	0.00	0.51
DODGECOX STK X	HGCA	N/A	0.00	0.46
DOMINI IMPCT INTL EQ INST	EFUA	N/A	0.00	0.92
DVNPRT EQ OPP	DNWA	N/A	0.00	0.88
DVNPRT SMCAP FOCS	EFNA	N/A	0.00	0.89
DVNPRT VAL INC	DNZA	N/A	0.00	0.87
DWS CAP GR S	DWZA	N/A	0.00	0.68
DWS COR EQ S	DXAA	N/A	0.00	0.56
DWS CROCI EQ DIVD INST	PKIA	N/A	0.00	0.76
DWS CROCI INTL S	CYPA	N/A	0.00	0.93
DWS CROCI US S	DXBA	N/A	0.00	0.68
DWS EMRG MKT EQ S	ENGA	N/A	0.00	1.22
DWS ENHCDCOMDTSTRAT INST	DXCA	N/A	0.00	1.06
DWS EQ 500 INDX INST	SBTA	N/A	0.00	N/A

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
DWS ESG COR EQ S	DXVA	N/A	0.00	0.72
DWS FLOTNG RT INST	CQPA	N/A	0.00	0.93
DWS FLOTNG RT S	DXEA	N/A	0.00	1.09
DWS GLBL HI INC S	DXJA	N/A	0.00	0.76
DWS GLBL INC BLDR INST	CQQA	N/A	0.00	0.67
DWS GLBL INC BLDR S	DXKA	N/A	0.00	0.73
DWS GLBL INFR S	DXOA	N/A	0.00	1.21
DWS GLBL MACRO S	DXHA	N/A	0.00	1.05
DWS GLBL SMCAP INST	BGGA	N/A	0.00	1.18
DWS GLBLREALEST SEC S	DXQA	N/A	0.00	1.16
DWS GNMA S	DXRA	N/A	0.00	0.61
DWS HI INC S	DXTA	N/A	0.00	0.79
DWS LTN AM EQ S	BGJA	N/A	0.00	1.32
DWS RREEF REALESSEC INST	PRXA	N/A	0.00	0.62
DWS RREEF REALEST SEC R6	GIZA	N/A	0.00	0.54
DWS RREEF REALEST SEC S	CEJA	N/A	0.00	0.75
DWS SCNC TECH S	DXWA	N/A	0.00	0.72
DWS SMCAP COR INST	EFSA	N/A	0.00	0.90
DWS SMCAP COR S	DKEA	N/A	0.00	0.94
DWS SMCAP GR S	DXYA	N/A	0.00	1.01
EDGWD GR INST	GPSA	N/A	0.00	1.03
EMERALD BK FIN INST	BZRA	N/A	0.00	1.43
EMERALD GR A	HSPA	N/A	0.00	1.10
EMERALD GR INST	ANKA	N/A	0.00	0.79
EV ATLNTA CAP FOCS GR INS	BTQA	N/A	0.00	0.78
EV ATLNTA CAP SMID CAP I	AKEA	N/A	0.00	0.89
EV DIVD BLDR INST	BGMA	N/A	0.00	0.76
EV FLOTNG RT HI INC INST	BGQA	N/A	0.00	0.83
EV FLOTNG RT INST	BGOA	N/A	0.00	0.81
EV GLBL MACRO ABS RTN INS	BVAA	N/A	0.00	1.13
EV GLBL SOVRGN OPPI I	CKQA	N/A	0.00	0.72
EV GOVT OPPI INST	DIJA	N/A	0.00	1.15



## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
EV GR I	AKFA	N/A	0.00	0.80
EV HI INC OPPI I	GYA	N/A	0.00	0.70
EV INC FD OF BOSTON INST	BGSA	N/A	0.00	0.75
EV INC FD OF BOSTON R6	DRUA	N/A	0.00	0.66
EV LGCAP VAL L	BGTA	N/A	0.00	0.78
EV MUNI OPPI I	DCSA	N/A	0.00	0.74
EV PMETRIC EMRG MKT INST	CSDA	N/A	0.00	1.43
EV PMETRIC INTL EQ INST	CSEA	N/A	0.00	0.58
EV RICHBRNSTN EQSTRAT INS	CVHA	N/A	0.00	0.95
EV SMCAP I	AKGA	N/A	0.00	0.96
EV STRAT INC I	AKHA	N/A	0.00	0.95
EV WW HLTH SCNC A	ETHA	N/A	0.00	1.17
EVENTDE COR BD I	HCHA	N/A	0.00	0.81
EVENTDE EXPO TECH I	HCKA	N/A	0.00	1.50
EVENTDE GILEAD I	ERNA	N/A	0.00	1.18
EVENTDE HLTH LF SCNC I	GPUA	N/A	0.00	1.30
EVENTDE LGCAP FOCS I	HCLA	N/A	0.00	2.64
EVENTDE LTD TRM BD I	GPVA	N/A	0.00	0.71
EVENTDE MULTASST INC I	EROA	N/A	0.00	0.90
F&T BEH SMCAP EQ R6	GBFA	N/A	0.00	0.64
FAM DIVD FOCS INV	DYEA	N/A	0.00	1.21
FAM VAL INST	DYFA	N/A	0.00	1.14
FED HRMS CLVR SM VAL INST	AKNA	N/A	0.00	1.21
FED HRMS CORP BD INST	AKJA	N/A	0.00	0.74
FED HRMS EQ INC INST	CCUA	N/A	0.00	0.90
FED HRMS GLBL ALLOC INST	AKIA	N/A	0.00	1.16
FED HRMS GOV OBLGTNS PRMR	DJRA	N/A	0.00	0.15
FED HRMS GOV OBLGTNS PRMR	DJRD	N/A	0.00	0.15
FED HRMS GOVULTRASHRT INS	FGUA	N/A	0.00	0.43
FED HRMS INST HIYLDBD INS	FIHA	N/A	0.00	0.54
FED HRMS INTL EQ INST	AZOA	N/A	0.00	1.08
FED HRMS INTL LDRS INST	BVCA	N/A	0.00	1.08

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
FED HRMS INTMDCORPBD INST	AKQA	N/A	0.00	0.81
FED HRMS INTSTRVLDVD INS	BVDA	N/A	0.00	1.00
FED HRMS KAUFMAN INST	GPYA	N/A	0.00	1.47
FED HRMS KAUFMAN SMCAP R6	FLZA	N/A	0.00	0.91
FED HRMS KAUFMANLGCAP INS	BVEA	N/A	0.00	0.94
FED HRMS MDCPINDX R6	HGFA	N/A	0.00	0.43
FED HRMS MDT LGCAPVAL INS	AKVA	N/A	0.00	0.76
FED HRMS MDT MDCAPGR R6	FFBA	N/A	0.00	0.93
FED HRMS MDT SMCAP GR INS	BVFA	N/A	0.00	1.08
FED HRMS MDT SMCAPCOR INS	ENJA	N/A	0.00	1.03
FED HRMS MDTMDCPGRSTR INS	BVGA	N/A	0.00	1.02
FED HRMS PRUDNT BEAR INST	AKWA	N/A	0.00	1.55
FED HRMS SELTTLRTNBD INST	FGMA	N/A	0.00	3.08
FED HRMS SHINTDTRLRTBD INS	FGCA	N/A	0.00	0.47
FED HRMS SHINTDTRLRTBD R6	GHGA	N/A	0.00	0.42
FED HRMS SHRT TRM INC INS	HADA	N/A	0.00	0.49
FED HRMS SHRT TRM INC SVC	BVHA	N/A	0.00	0.74
FED HRMS ST GOV INST	FGZA	N/A	0.00	0.67
FED HRMS ST INTMD GOV INS	BPKA	N/A	0.00	0.79
FED HRMS STRAT INC INST	AKXA	N/A	0.00	0.82
FED HRMS STRTVALDIVD INST	BTSA	N/A	0.00	0.80
FED HRMS TRSRYOBLGTN INST	EWTA	N/A	0.00	0.28
FED HRMS TTL RTN BD INST	FGRA	N/A	0.00	0.45
FED HRMS TTL RTN BD R6	HCMA	N/A	0.00	0.40
FED HRMS TTLRTN GOVBD R6	HGGA	N/A	0.00	0.50
FED HRMS TTLRTNGVTBD INST	FGGA	N/A	0.00	0.55
FED HRMS ULTRASHRTBD INST	FGLA	N/A	0.00	0.44
FED US TRSRYCSHRSRVS INST	HARA	N/A	0.00	0.28
FEDHRMS CLVR SMVAL R6	HGDA	N/A	0.00	1.11
FID 500 INDX	EVMA	N/A	0.00	0.02
FID ASST MGR 20 I	EUAA	N/A	0.00	0.55
FID ASST MGR 30 I	EUBA	N/A	0.00	0.58

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
FID ASST MGR 40 I	EUCA	N/A	0.00	0.57
FID ASST MGR 50 I	EUDA	N/A	0.00	0.64
FID ASST MGR 60 I	EUFA	N/A	0.00	0.74
FID BLUE CHIP GR	CTYA	N/A	0.00	0.69
FID DIVRS INTL K	HGNA	N/A	0.00	0.54
FID EMRG MKT INDX	EVNA	N/A	0.00	0.08
FID EMRG MKT K	HGOA	N/A	0.00	0.77
FID EXTD MKT INDX	EVOA	N/A	0.00	0.04
FID GLBL EXUS INDX	EVPA	N/A	0.00	0.06
FID INFL PRTCT BD INDX	EVQA	N/A	0.00	0.05
FID INTL BD INDX	GEQA	N/A	0.00	0.06
FID INTL INDX	EVSA	N/A	0.00	0.04
FID INTL SMCAP	HCRA	N/A	0.00	1.17
FID INTL SUSTNBL INDX	GHFA	N/A	0.00	0.20
FID INTMD TRSRY BD INDX	FKWA	N/A	0.00	0.03
FID LG CAP GR INDX	EVVA	N/A	0.00	0.04
FID LG CAP VAL INDX	EVWA	N/A	0.00	0.04
FID LT TRSRYBD INDX	HGPA	N/A	0.00	0.03
FID MDCAP GR INDX	FPDA	N/A	0.00	0.05
FID MDCAP INDX	EVYA	N/A	0.00	0.03
FID MDCAP VAL INDX	FPEA	N/A	0.00	0.05
FID MULT ASST INDX	DKJA	N/A	0.00	0.10
FID NEW MILLNM	HGQA	N/A	0.00	0.87
FID NSDQ CMPST INDX	DSBA	N/A	0.00	0.34
FID OVRSEAS K	HGRA	N/A	0.00	0.62
FID REALEST INDX	EVZA	N/A	0.00	0.07
FID REALEST	HGSA	N/A	0.00	0.72
FID SEL SMICNDTR	HAEA	N/A	0.00	0.68
FID SMCAP GR INDX	FPFA	N/A	0.00	0.05
FID SMCAP INDX	EWBA	N/A	0.00	0.03
FID SMCAP STK K6	HGTA	N/A	0.00	0.60
FID SMCAP VAL INDX	FPHA	N/A	0.00	0.05

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
FID ST TRSRY BD INDX	EWGA	N/A	0.00	0.03
FID SUSTNBL BD INDX	HGUA	N/A	0.00	0.10
FID TRSRY MNY MKT	GYZA	N/A	0.00	0.42
FID TTL INTL INDX	GERA	N/A	0.00	0.06
FID TTL MKT INDX	EWCA	N/A	0.00	0.02
FID US BD INDX	EWDA	N/A	0.00	0.02
FID US SUSTNBL	HGVA	N/A	0.00	0.11
FIDADV ASST MGR 70 INST	AKZA	N/A	0.00	0.70
FIDADV ASST MGR 85 I	ERPA	N/A	0.00	0.72
FIDADV BAL I	FIOA	N/A	0.00	0.57
FIDADV BIO INST	CYTA	N/A	0.00	0.74
FIDADV BIO Z	HGHA	N/A	0.00	0.61
FIDADV CANADA INST	ALFA	N/A	0.00	1.03
FIDADV CHINA REG INST	ALHA	N/A	0.00	0.94
FIDADV CNSMR DISCRTNY INS	BGUA	N/A	0.00	0.77
FIDADV CNSMR STPLS INST	CBYA	N/A	0.00	0.74
FIDADV COMM SVC I	HCOA	N/A	0.00	0.76
FIDADV CONV SEC INST	BZSA	N/A	0.00	0.77
FIDADV DIVD GR INST	ALNA	N/A	0.00	0.76
FIDADV DIVRS INTL I	FVIA	N/A	0.00	0.94
FIDADV DIVRS STK INST	CKSA	N/A	0.00	0.59
FIDADV EMRG ASIA INST	BGWA	N/A	0.00	0.99
FIDADV EMRG MKT Z	ERQA	N/A	0.00	0.89
FIDADV ENRGY I	FIXA	N/A	0.00	0.74
FIDADV EQ GR INST	FEXA	N/A	0.00	0.71
FIDADV EQ GR Z	HCPA	N/A	0.00	0.59
FIDADV EQ INC INST	ALOA	N/A	0.00	0.65
FIDADV EURO INST	CPHA	N/A	0.00	0.68
FIDADV FLOT RT HI INC INS	ALUA	N/A	0.00	0.70
FIDADV FOCS EMRG MKT Z	ERQD	N/A	0.00	0.89
FIDADV FREE 2005 INST	ALWA	N/A	0.00	N/A
FIDADV FREE 2010 INST	ALYA	N/A	0.00	0.48

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
FIDADV FREE 2015 INST	AMLA	N/A	0.00	0.53
FIDADV FREE 2020 INST	ALZA	N/A	0.00	0.57
FIDADV FREE 2025 INST	AMAA	N/A	0.00	0.61
FIDADV FREE 2030 INST	AMDA	N/A	0.00	0.65
FIDADV FREE 2035 INST	AMGA	N/A	0.00	0.70
FIDADV FREE 2040 INST	AMHA	N/A	0.00	0.74
FIDADV FREE 2045 INST	AMJA	N/A	0.00	0.75
FIDADV FREE 2050 INST	AMKA	N/A	0.00	0.75
FIDADV FREE 2055 INST	BTUA	N/A	0.00	0.75
FIDADV FREE 2060 INST	CVJA	N/A	0.00	0.75
FIDADV FREE 2065 INST	FMXA	N/A	0.00	0.75
FIDADV FREE INC INST	AMNA	N/A	0.00	0.47
FIDADV GLBL CAP APP INST	AMPA	N/A	0.00	0.88
FIDADV GOLD I	FOWA	N/A	0.00	0.76
FIDADV GR INC INST	AMQA	N/A	0.00	0.66
FIDADV GR OPFR INST	AMSA	N/A	0.00	0.47
FIDADV GR OPFR Z	HCQA	N/A	0.00	0.35
FIDADV HI INC ADVTG I	BZTA	N/A	0.00	0.73
FIDADV HI INC ADVTG Z	HGIA	N/A	0.00	0.64
FIDADV HI INC INST	EZJA	N/A	0.00	0.85
FIDADV HLTH CARE I	FOYA	N/A	0.00	0.72
FIDADV INDSTRLS I	FOZA	N/A	0.00	0.76
FIDADV INTL CAP APP INST	AMWA	N/A	0.00	0.80
FIDADV INTL DISC I	FMYA	N/A	0.00	0.67
FIDADV INTL GR INST	CKUA	N/A	0.00	0.94
FIDADV INTL REALEST INST	AMYA	N/A	0.00	0.92
FIDADV INTL SMCAP I	GVQA	N/A	0.00	1.16
FIDADV INVMT GRD BD INST	AMZA	N/A	0.00	0.50
FIDADV JPN INST	ANCA	N/A	0.00	0.94
FIDADV LEVR CO STK I	FAJA	N/A	0.00	0.79
FIDADV LGCAP INST	ANEA	N/A	0.00	0.90
FIDADV MDCAP II I	FIMA	N/A	0.00	0.74

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
FIDADV MEGCAP STK INST	CQRA	N/A	0.00	0.63
FIDADV MRTG SEC I	FMSA	N/A	0.00	0.52
FIDADV MTRLS I	DRVA	N/A	0.00	0.75
FIDADV NEW INSGHTS I	BGXA	N/A	0.00	0.44
FIDADV NEW MKT INC I	EZIA	N/A	0.00	0.85
FIDADV REALEST I	FHEA	N/A	0.00	0.84
FIDADV REALEST INC INST	ERRA	N/A	0.00	0.73
FIDADV REALEST Z	HGJA	N/A	0.00	0.60
FIDADV SMCAP GR Z	ENMA	N/A	0.00	0.93
FIDADV SMCAP I	ANGA	N/A	0.00	1.10
FIDADV SMCAP VAL I	FMZA	N/A	0.00	1.03
FIDADV ST BD I	DMBA	N/A	0.00	0.44
FIDADV STK SEL SMCAP Z	FGNA	N/A	0.00	0.83
FIDADV STK SEL SMCAP Z	FGND	N/A	0.00	0.83
FIDADV STKSEL ALL CAP INS	CBMA	N/A	0.00	0.64
FIDADV STKSEL MDCAP INST	ANFA	N/A	0.00	0.73
FIDADV STRAT DIVD INC A	BVJA	N/A	0.00	0.98
FIDADV STRAT DIVD INC INS	BVKA	N/A	0.00	0.73
FIDADV STRAT INC I	FSRA	N/A	0.00	0.72
FIDADV TECH Z	HGKA	N/A	0.00	0.60
FIDADV TELCOM I	FPBA	N/A	0.00	0.80
FIDADV TTL BD INST	BVOA	N/A	0.00	0.50
FIDADV UTIL I	FPCA	N/A	0.00	0.75
FIDADV UTIL Z	HGLA	N/A	0.00	0.62
FIDADV VAL INST	ANIA	N/A	0.00	0.94
FIDADV VAL STRAT INST	ANJA	N/A	0.00	0.90
FIDADV WW Z	HGMA	N/A	0.00	0.55
FIT AGGR	EZDA	N/A	0.00	N/A
FIT BAL	EZFA	N/A	0.00	N/A
FLEXPTH INDX AGGR 2025 R1	EQCA	N/A	0.00	N/A
FLEXPTH INDX AGGR 2035 R1	EQDA	N/A	0.00	N/A
FLEXPTH INDX AGGR 2045 R1	EQEA	N/A	0.00	N/A



**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
FLEXPTH INDX AGGR 2055 R1	EQFA	N/A	0.00	N/A
FLEXPTH INDX AGGRRTRMT R1	EQGA	N/A	0.00	N/A
FLEXPTH INDX CNSRV 2025 R	EQHA	N/A	0.00	N/A
FLEXPTH INDX CNSRV 2035 R	EQIA	N/A	0.00	N/A
FLEXPTH INDX CNSRV 2045 R	EQJA	N/A	0.00	N/A
FLEXPTH INDX CNSRV 2055 R	EQKA	N/A	0.00	N/A
FLEXPTH INDX CNSRVTRMT R	EQLA	N/A	0.00	N/A
FLEXPTH INDX MOD 2025 R1	EQMA	N/A	0.00	N/A
FLEXPTH INDX MOD 2035 R1	EQNA	N/A	0.00	N/A
FLEXPTH INDX MOD 2045 R1	EQOA	N/A	0.00	N/A
FLEXPTH INDX MOD 2055 R1	EQPA	N/A	0.00	N/A
FLEXPTH INDX MODRTRMT R1	EQQA	N/A	0.00	N/A
FLEXPTH INDX+ AGGR 2025 R	EQRA	N/A	0.00	N/A
FLEXPTH INDX+ AGGR 2035 R	EQSA	N/A	0.00	N/A
FLEXPTH INDX+ AGGR 2045 R	EQTA	N/A	0.00	N/A
FLEXPTH INDX+ AGGR 2055 R	EQUA	N/A	0.00	N/A
FLEXPTH INDX+ AGGRRTRMT R	EQVA	N/A	0.00	N/A
FLEXPTH INDX+ MOD 2025 R1	ERBA	N/A	0.00	N/A
FLEXPTH INDX+ MOD 2035 R1	ERCA	N/A	0.00	N/A
FLEXPTH INDX+ MOD 2045 R1	ERDA	N/A	0.00	N/A
FLEXPTH INDX+ MOD 2055 R1	EREA	N/A	0.00	N/A
FLEXPTH INDX+ MODRTRMT R1	ERFA	N/A	0.00	N/A
FLEXPTH INDX+CNSRV 2025 R	EQWA	N/A	0.00	N/A
FLEXPTH INDX+CNSRV 2035 R	EQXA	N/A	0.00	N/A
FLEXPTH INDX+CNSRV 2045 R	EQYA	N/A	0.00	N/A
FLEXPTH INDX+CNSRV 2055 R	EQZA	N/A	0.00	N/A
FLEXPTH INDX+CNSRVTRMT R	ERAA	N/A	0.00	N/A
FLXFOCS AGGR 2025 R1	FVTA	N/A	0.00	N/A
FLXFOCS AGGR 2035 R1	FVUA	N/A	0.00	N/A
FLXFOCS AGGR 2045 R1	FVVA	N/A	0.00	N/A
FLXFOCS AGGR 2055 R1	FVWA	N/A	0.00	N/A
FLXFOCS AGGR 2065 R1	GSFA	N/A	0.00	N/A

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
FLXFOCS AGGR RTRMT R1	FVYA	N/A	0.00	N/A
FLXFOCS CNSRV 2025 R1	FVZA	N/A	0.00	N/A
FLXFOCS CNSRV 2035 R1	FWAA	N/A	0.00	N/A
FLXFOCS CNSRV 2045 R1	FWBA	N/A	0.00	N/A
FLXFOCS CNSRV 2055 R1	FWCA	N/A	0.00	N/A
FLXFOCS CNSRV 2065 R1	GSKA	N/A	0.00	N/A
FLXFOCS CNSRV RTRMT R1	FWDA	N/A	0.00	N/A
FLXFOCS MOD 2025 R1	FWEA	N/A	0.00	N/A
FLXFOCS MOD 2035 R1	FWFA	N/A	0.00	N/A
FLXFOCS MOD 2045 R1	FWGA	N/A	0.00	N/A
FLXFOCS MOD 2055 R1	FWHA	N/A	0.00	N/A
FLXFOCS MOD 2065 R1	GSQA	N/A	0.00	N/A
FLXFOCS MOD RTRMT R1	FWIA	N/A	0.00	N/A
FMI INTL INST	EUHA	N/A	0.00	0.80
FMI LGCAP INST	GJAA	N/A	0.00	0.71
FNKLIN MUT US VAL ADV	ANMA	N/A	0.00	0.65
FNKLN DYNATECH ADV	EUIA	N/A	0.00	0.58
FNKLN GLBL ALLOC R6	HGXA	N/A	0.00	0.65
FNKLN GOLD PREC MTLs ADV	CRRA	N/A	0.00	0.67
FNKLN GR A	FKGA	N/A	0.00	0.80
FNKLN GR ADV	BHCA	N/A	0.00	0.55
FNKLN GR OPPR ADV	BHDA	N/A	0.00	0.66
FNKLN GR SER R6	FTCA	N/A	0.00	0.47
FNKLN INC ADV	BHEA	N/A	0.00	0.46
FNKLN INC R6	EXKA	N/A	0.00	0.41
FNKLN INTL GR ADV	FNEA	N/A	0.00	0.91
FNKLN LOW DUR TTL RTN ADV	CXUA	N/A	0.00	0.71
FNKLN MGD INC R6	HGYA	N/A	0.00	0.59
FNKLN MUT BECN R6	HGWA	N/A	0.00	0.73
FNKLN REALEST SEC ADV	EPJA	N/A	0.00	0.91
FNKLN REALEST SEC R6	HGZA	N/A	0.00	0.72
FNKLN RIS DIVD ADV	BHGA	N/A	0.00	0.59

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
FNKLN SMCAP GR ADV	BHHA	N/A	0.00	0.83
FNKLN SMCAP GR R6	EXMA	N/A	0.00	0.67
FNKLN SMMD CAP GR ADV	ANOA	N/A	0.00	0.62
FNKLN STRAT INC ADV	BHJA	N/A	0.00	0.69
FNKLN TTL RTN ADV	CVNA	N/A	0.00	0.69
FNKLN US GOVT SEC ADV	BHKA	N/A	0.00	0.55
FNKLN US SMCAP EQ IS	HHAA	N/A	0.00	0.94
FNKLN UTIL R6	HHBA	N/A	0.00	0.52
FNKLN UTIL SER ADV	ANPA	N/A	0.00	0.56
FNKLNMSF MUT BECN Z	BKUA	N/A	0.00	0.77
FNKLNMSF MUT GBL DISC Z	AWDA	N/A	0.00	0.96
FNKLNMSF MUT INTL VAL Z	BKVA	N/A	0.00	0.97
FNKLNMSF MUT SHRS Z	AWGA	N/A	0.00	0.75
FNKLN TMP CHINA WLD ADV	GJBA	N/A	0.00	1.49
FNKLN TMP DEVL MKT TR ADV	BBUA	N/A	0.00	1.30
FNKLN TMP DEVL MKT TR R6	HHCA	N/A	0.00	1.15
FNKLN TMP FORGN ADV	BBVA	N/A	0.00	0.87
FNKLN TMP GBL BD ADV	CAUA	N/A	0.00	0.72
FNKLN TMP GBL BD R6	DUBA	N/A	0.00	0.60
FNKLN TMP GBL TTL RTN ADV	CNIA	N/A	0.00	0.92
FNKLN TMP GR ADV	BBXA	N/A	0.00	0.78
FNKLN TMP WLD ADV	DLJA	N/A	0.00	0.79
FPA CRSENT INST	BXGA	N/A	0.00	1.08
FPA NEW INC	CVKA	N/A	0.00	0.59
FROST GR EQ INST	BHLA	N/A	0.00	0.63
FROST LOW DUR BD INST	BHNA	N/A	0.00	0.44
FROST TTL RTN BD INST	BHOA	N/A	0.00	0.47
FRSTEGLE GBL INC BLDR R6	GUBA	N/A	0.00	0.89
FRSTEGLE GBL R6	EDIA	N/A	0.00	0.79
FRSTEGLE GOLD R6	EDJA	N/A	0.00	0.85
FRSTEGLE OVRSEAS R6	GUAA	N/A	0.00	0.80
FRSTEGLE US VAL R6	GUCA	N/A	0.00	0.84

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
GABELLI EQ INC INST	BXHA	N/A	0.00	1.18
GABELLI GOLD INST	CXXA	N/A	0.00	1.30
GABELLI SMCAP GR INST	CXWA	N/A	0.00	1.14
GABELLI VAL 25 INST	BXIA	N/A	0.00	1.25
GABELLITTON CONV SEC INST	FNFA	N/A	0.00	1.57
GABELLITTONWSTWD MTYMTS I	ECKA	N/A	0.00	1.26
GABELLITTONWSTWDSMCPEQINS	BHPA	N/A	0.00	1.35
GDMN ENHCD INC INST	GQZA	N/A	0.00	0.37
GDMNSCS ABSRTN TRK R6	HHDA	N/A	0.00	0.71
GDMNSCS BAL STRAT R6	HHEA	N/A	0.00	0.26
GDMNSCS CAP GR INST	BHRA	N/A	0.00	0.80
GDMNSCS COMDTY STRAT INST	GSBA	N/A	0.00	0.68
GDMNSCS DYNMC BD INST	CKXA	N/A	0.00	0.79
GDMNSCS EMMKTEQINSGTS INS	EJGA	N/A	0.00	1.15
GDMNSCS EMRG MKT DB INST	CUAA	N/A	0.00	0.96
GDMNSCS EMRG MKT EQ INST	FPIA	N/A	0.00	1.12
GDMNSCS EQ INC INST	BHTA	N/A	0.00	0.82
GDMNSCS FINSQTRSINSTR INS	HCSA	N/A	0.00	0.20
GDMNSCS GLBLCORFXDINC INS	GCXA	N/A	0.00	0.86
GDMNSCS GLBLCORFXDINC R6	HHFA	N/A	0.00	0.85
GDMNSCS GOVT INC INST	BHSA	N/A	0.00	0.78
GDMNSCS GQGPTNRINTLOPPR R	GANA	N/A	0.00	0.78
GDMNSCS GR INC STRAT R6	HHGA	N/A	0.00	0.23
GDMNSCS GR OPR INST	BHUA	N/A	0.00	1.02
GDMNSCS GR STRAT R6	HHHA	N/A	0.00	0.24
GDMNSCS HI YLD INST	BHVA	N/A	0.00	0.78
GDMNSCS INC BLDR INST	GSXA	N/A	0.00	0.60
GDMNSCS INFL PRTCTSEC INS	GSPA	N/A	0.00	0.41
GDMNSCS INSMCPINSIGHT INS	COOA	N/A	0.00	0.93
GDMNSCS INTLEQINSGHT INST	DSNA	N/A	0.00	0.87
GDMNSCS INVMT GRD CR INST	GGDA	N/A	0.00	0.46
GDMNSCS LGCAP VAL INST	BHWA	N/A	0.00	0.87

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
GDMNSCS LGCAPVALINSGHTS R	EUKA	N/A	0.00	0.65
GDMNSCS LGCPGR INSHT INST	GSTA	N/A	0.00	0.63
GDMNSCS MDCAP VAL INST	GSMA	N/A	0.00	0.84
GDMNSCS REALEST INST	BHXA	N/A	0.00	1.19
GDMNSCS REALEST SEC R6	HHIA	N/A	0.00	1.18
GDMNSCS RIS DIVD GR INST	CKVA	N/A	0.00	0.92
GDMNSCS SHRT DUR GOVT INS	GUIA	N/A	0.00	0.57
GDMNSCS SMCAP VAL INST	ANQA	N/A	0.00	1.03
GDMNSCS SMCPEQINSGHTS INS	BHYA	N/A	0.00	0.94
GDMNSCS SMCPPGRINSHTS INST	ERTA	N/A	0.00	1.09
GDMNSCS SMCPPVALINSHTS INS	GITA	N/A	0.00	0.90
GDMNSCS SMMDCAP GR INST	BXJA	N/A	0.00	0.93
GDMNSCS STRAT INC INST	CKXD	N/A	0.00	0.79
GDMNSCS TECH OPFR INST	FMUA	N/A	0.00	1.06
GDMNSCS US EQ INSGHT INST	GIVA	N/A	0.00	0.61
GDMNSCS US MRTG INST	GSEA	N/A	0.00	0.55
GDMNSCS US MRTG R6	GJCA	N/A	0.00	0.54
GLNMDEQUANUSLGCPCOREQ ADV	DYHA	N/A	0.00	0.86
GLNMDEQUANUSLGCPPGREQ INST	EFVA	N/A	0.00	0.66
GQGPTRNS EMRG MKT EQ R6	HCTA	N/A	0.00	0.98
GRNCENT EQ INST	GESA	N/A	0.00	0.95
GUGHM FLOTNG RT STRAT INS	CKZA	N/A	0.00	0.88
GUGHM HI YLD INST	BTAA	N/A	0.00	0.95
GUGHM MGD FTR INST	BTDA	N/A	0.00	1.61
GUGHM MULTHDGSTRAT INST	BTFA	N/A	0.00	1.60
GUGHM SMCAP VAL INST	BTGA	N/A	0.00	3.17
GUGHM TTL RTN BD INST	DKKA	N/A	0.00	0.71
GUGHM TTL RTN BD R6	GJDA	N/A	0.00	0.62
GUGHM WLD EQ INC INST	BTEA	N/A	0.00	1.24
GUIDSTN DEFN MKT STRAT IN	EWHA	N/A	0.00	0.92
GUIDSTN EMRG MKT EQ INV	EWIA	N/A	0.00	1.38
GUIDSTN EQ INDX INST	GJEA	N/A	0.00	0.12

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
GUIDSTN EQ INDX INV	EWJA	N/A	0.00	0.39
GUIDSTN GLBL BD - INV	EWKA	N/A	0.00	0.88
GUIDSTN GR EQ INST	GJFA	N/A	0.00	0.66
GUIDSTN INTL EQ INDX INST	GJHA	N/A	0.00	0.20
GUIDSTN MED DUR BD INST	GJIA	N/A	0.00	0.38
GUIDSTN MED DUR BD INV	EWMA	N/A	0.00	0.66
GUIDSTN SMCAP EQ INST	GJOA	N/A	0.00	0.93
GUIDSTN VAL EQ INST	GJPA	N/A	0.00	0.66
GUIDSTN VAL EQ INV	EWNA	N/A	0.00	0.92
HARBOR BD INST	HABA	N/A	0.00	0.38
HARBOR CAP APP INST	HACA	N/A	0.00	0.72
HARBOR DIVRSINTLALLCP INS	EULA	N/A	0.00	0.90
HARBOR INTL GR INST	HAXA	N/A	0.00	0.93
HARBOR INTL INST	HAIA	N/A	0.00	0.89
HARBOR LGCAP VAL INST	BICA	N/A	0.00	0.73
HARBOR MDCAP GR INST	HAMA	N/A	0.00	0.99
HARBOR MDCAP VAL INST	BIDA	N/A	0.00	0.91
HARTFORD BAL INC R5	ERUA	N/A	0.00	0.65
HARTFORD CAP APP R6	GJRA	N/A	0.00	0.70
HARTFORD DIVD GR R6	EXUA	N/A	0.00	0.63
HARTFORD EQ INC R6	FMFA	N/A	0.00	0.65
HARTFORD GR OPFR R6	EXVA	N/A	0.00	0.74
HARTFORD INTL EQ R6	EXXA	N/A	0.00	0.54
HARTFORD INTL OPFR R6	HATA	N/A	0.00	0.69
HARTFORD INTL VAL R6	FHDA	N/A	0.00	0.82
HARTFORD MDCAP R6	EYMA	N/A	0.00	0.75
HARTFORD MULTASSTINCGR R6	FHFA	N/A	0.00	0.65
HARTFORD SHRT DUR R5	EXZA	N/A	0.00	0.55
HARTFORD SM CO R6	GCKA	N/A	0.00	0.89
HARTFORD STRAT INC R5	FMMA	N/A	0.00	0.64
HARTFORD TTL RTN BD R6	EYAA	N/A	0.00	0.32
HARTFORD WLD BD R6	GZAA	N/A	0.00	0.63



## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
HEARTLAND MDCAP VAL INST	FHGA	N/A	0.00	0.95
HEARTLAND VAL INST	HNTA	N/A	0.00	0.89
HEARTLAND VAL PLS INST	BIFA	N/A	0.00	0.92
HENESY FOCS INST	CUDA	N/A	0.00	1.13
HENESY GAS UTIL INDX INV	CUEA	N/A	0.00	1.00
HOODRVER SMCAP GR INST	GOAA	N/A	0.00	1.07
HRDNGLVNER EMRG MKTS ADV	DDIA	N/A	0.00	1.23
HRDNGLVNER INTL EQ INST	DIKA	N/A	0.00	0.81
HRDNGLVNERFRNTEMRMKTS INS	DDJA	N/A	0.00	1.74
HRTFRD COR EQ R6	FYIA	N/A	0.00	0.36
HRTFRD SCHDRINTMLCPVL SDR	FYJA	N/A	0.00	0.75
HRTFRD SCHDRINTMLCPVL SDR	FYJD	N/A	0.00	0.75
HRZN ACTIV ASST ALLOC INS	DYIA	N/A	0.00	1.12
HRZN ACTIV INC INST	DYJA	N/A	0.00	0.91
HRZN ACTIV RSK ASST INST	DYKA	N/A	0.00	1.11
HSSMAN STRAT TTL RTN	DMMA	N/A	0.00	0.78
HW DIVRS VAL INST	BIHA	N/A	0.00	1.04
HW LGCAP VAL INST	BIJA	N/A	0.00	0.99
HW MDCAP VAL I	BIKA	N/A	0.00	1.00
IMPAX ELLEVGLBWMNLDR INST	DGAA	N/A	0.00	0.52
IMPAX GLBLENVIR MKT INST	PGNA	N/A	0.00	0.91
IMPAX HI YLD BD INST	GFCA	N/A	0.00	0.68
IMPAX SMCAP INST	DGHA	N/A	0.00	0.91
IMPAX SUSTNBL ALLOC INST	PAIA	N/A	0.00	0.05
IMPAX US SUSTNBLECON INST	BYPA	N/A	0.00	0.63
IMPAXINTLSUSTNBLECON INST	DGDA	N/A	0.00	0.45
INC AM BAL 5FL N	HKHA	N/A	0.00	N/A
INC AM RTRMT 5 FL MAS	HKBA	N/A	0.00	N/A
INC AMER 5FL IN RETIRE FD	GIOA	N/A	0.00	N/A
INC AMERICA 5FORLIFE 2025	GHZA	N/A	0.00	N/A
INC AMERICA 5FORLIFE 2030	GIBA	N/A	0.00	N/A
INC AMERICA 5FORLIFE 2035	GIFA	N/A	0.00	N/A

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
INC AMERICA 5FORLIFE 2040	GIHA	N/A	0.00	N/A
INC AMERICA 5FORLIFE 2045	GIIA	N/A	0.00	N/A
INC AMERICA 5FORLIFE 2050	GIJA	N/A	0.00	N/A
INC AMERICA 5FORLIFE 2055	GIKA	N/A	0.00	N/A
INC AMERICA 5FORLIFE 2060	GILA	N/A	0.00	N/A
INC AMERICA 5FORLIFE 2065	GINA	N/A	0.00	N/A
INVSCO AM FRNCHS Y	CEDA	N/A	0.00	0.74
INVSCO ASIA PCFC GR Y	BIMA	N/A	0.00	1.20
INVSCO BAL RSK ALLOC R6	HHJA	N/A	0.00	0.98
INVSCO BAL RSK ALLOC Y	BVRA	N/A	0.00	1.09
INVSCO CAP APP R6	GMYA	N/A	0.00	0.65
INVSCO CHARTER R5	BXKA	N/A	0.00	0.76
INVSCO CMSTK SEL Y	CGRA	N/A	0.00	0.78
INVSCO COMSTK R5	AOAA	N/A	0.00	0.51
INVSCO COMSTK R6	EYPA	N/A	0.00	0.44
INVSCO CONV SEC Y	BIQA	N/A	0.00	0.69
INVSCO COR PLS BD Y	DYLA	N/A	0.00	0.58
INVSCO CORP BD R5	BOOA	N/A	0.00	0.44
INVSCO DISC MDCAPGR R6	GHKA	N/A	0.00	0.66
INVSCO DISC MDCAPGR Y	OEGA	N/A	0.00	0.79
INVSCO DIVD INC A1	HBHA	N/A	0.00	0.92
INVSCO DIVD INC Y	FZLA	N/A	0.00	0.68
INVSCO DIVRS DIVD R5	BXMA	N/A	0.00	0.54
INVSCO EMRG MKT ALLCAP R5	GTDA	N/A	0.00	1.04
INVSCO ENRGY R5	BRFA	N/A	0.00	0.95
INVSCO EQ INC R5	AOCA	N/A	0.00	0.48
INVSCO EQ INC Y	VATA	N/A	0.00	0.53
INVSCO EQ WGT S P 500 Y	BVSA	N/A	0.00	0.27
INVSCO EQV EMRGMKTALCP R6	HHKA	N/A	0.00	0.97
INVSCO EURO GR Y	ANTA	N/A	0.00	1.17
INVSCO FDMNTLALTRNTV Y	BLIA	N/A	0.00	1.12
INVSCO FLOTNG RT ESG R5	CLJA	N/A	0.00	0.82

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
INVSCO GBLB A	PGZA	N/A	0.00	1.06
INVSCO GBLB ALLOC Y	AYKA	N/A	0.00	1.02
INVSCO GBLB COR EQ R5	AWSA	N/A	0.00	0.96
INVSCO GBLB OPFR R5	HAFA	N/A	0.00	0.82
INVSCO GBLB OPFR R6	HAHA	N/A	0.00	0.75
INVSCO GBLB OPFR Y	OGIA	N/A	0.00	0.88
INVSCO GBLB REALEST R5	BXPA	N/A	0.00	0.98
INVSCO GBLB REALESTINC R6	HHLA	N/A	0.00	0.82
INVSCO GBLB Y	OGLA	N/A	0.00	0.83
INVSCO GBLBSTRAT INC Y	OSYA	N/A	0.00	0.81
INVSCO GOLDSPECMNRLS Y	AYLA	N/A	0.00	0.82
INVSCO GR INC R5	AOEA	N/A	0.00	0.49
INVSCO GR INC Y	VMXA	N/A	0.00	0.54
INVSCO HI YLD R5	AHIA	N/A	0.00	0.71
INVSCO HLTH CARE Y	ANVA	N/A	0.00	0.80
INVSCO INC ALLOC R5	ILAA	N/A	0.00	0.16
INVSCO INC R5	AGOA	N/A	0.00	0.66
INVSCO INTL BD Y	OIBA	N/A	0.00	0.90
INVSCO INTL DIVRS Y	BVZA	N/A	0.00	0.17
INVSCO INTL GR R5	BXSA	N/A	0.00	0.99
INVSCO INTL SMMD CO R6	HHMA	N/A	0.00	0.99
INVSCO MN ST MDCAP Y	POPA	N/A	0.00	0.82
INVSCO MN ST SEL Y	BLHA	N/A	0.00	0.82
INVSCO MN ST SMCAP R6	HHNA	N/A	0.00	0.71
INVSCO MN ST SMCAP Y	DNTA	N/A	0.00	0.83
INVSCO MN ST Y	MGYA	N/A	0.00	0.57
INVSCO MULTI-ASST INC Y	FZKA	N/A	0.00	0.62
INVSCO NASDAQ 100 INDX R6	GJSA	N/A	0.00	1.12
INVSCO OPP INTL GR Y	OIGA	N/A	0.00	0.86
INVSCO QULTY INC Y	FZVA	N/A	0.00	0.63
INVSCO REALEST A	AREA	N/A	0.00	1.26
INVSCO REALEST R6	EDKA	N/A	0.00	0.80

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
INVSCO RIS DIVD Y	BWBA	N/A	0.00	0.74
INVSCO SEL RSK HI GR INV	OYAA	N/A	0.00	0.13
INVSCO SHRTDURINFLPRTCT R	SHTA	N/A	0.00	0.36
INVSCO SMCAP EQ R5	SMEA	N/A	0.00	0.89
INVSCO SMCAP EQ R6	GJTA	N/A	0.00	0.82
INVSCO SMCAP VAL A	VSAA	N/A	0.00	1.09
INVSCO SMCAP VAL R6	HCVA	N/A	0.00	0.70
INVSCO SMCAP VAL Y	HBDA	N/A	0.00	0.84
INVSCO SNR FLOTNG RT Y	CIRA	N/A	0.00	0.84
INVSCO ST BD R5	ISTA	N/A	0.00	0.47
INVSCO STLPHTMLP INC Y	CLUA	N/A	0.00	1.16
INVSCO STLPHTMLPALPH Y	CNSA	N/A	0.00	1.35
INVSCO STLPHTMLPSL40 Y	CLYA	N/A	0.00	0.93
INVSCO TECH INV	VSTA	N/A	0.00	1.00
INVSCO VAL OPP A	HBBA	N/A	0.00	1.08
INVSCOR COR BD Y	CVZA	N/A	0.00	0.54
INVSCOSTLPMLPALPHPLS Y	CWBA	N/A	0.00	3.72
IVY APOLLOMULASSTINC I	DYMA	N/A	0.00	0.98
IVY ASST STRAT N	DYQA	N/A	0.00	0.77
IVY BAL N	DYRA	N/A	0.00	0.77
IVY COR EQ I	AOJA	N/A	0.00	0.75
IVY EMRG MKT EQ I	APDA	N/A	0.00	1.26
IVY GLBL BD I	AOOA	N/A	0.00	0.84
IVY GLBL GR N	DZAA	N/A	0.00	0.92
IVY HI INC N	DZCA	N/A	0.00	0.62
IVY INTL COR EQ N	DZFA	N/A	0.00	0.93
IVY LGCAP GR N	DZGA	N/A	0.00	0.65
IVY MDCAP GR N	DZOA	N/A	0.00	0.86
IVY MDCAP INC OPPR I	DZPA	N/A	0.00	1.00
IVY NATRL RSRC N	DZRA	N/A	0.00	0.92
IVY SCNC TECH N	EACA	N/A	0.00	0.84
IVY SMCAP COR N	EDZA	N/A	0.00	0.99

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
IVY SMCAP GR N	EADA	N/A	0.00	0.91
IVY VAL N	EAEA	N/A	0.00	N/A
JAMES BAL GLDN RNBW INST	DKMA	N/A	0.00	0.98
JENSN QULTY GR J	JNEA	N/A	0.00	0.82
JNHNCK BAL I	BIXA	N/A	0.00	0.75
JNHNCK BD I	DPJA	N/A	0.00	0.48
JNHNCK CLSC VAL R2	CDGA	N/A	0.00	1.27
JNHNCK DSCPID VAL I	DPLA	N/A	0.00	0.78
JNHNCK DSCPID VAL INTL I	DPNA	N/A	0.00	0.92
JNHNCK DSCPLD VAL MDCAP R	FHKA	N/A	0.00	0.76
JNHNCK FDMNTLLGCAP COR I	BIZA	N/A	0.00	0.78
JNHNCK FLOTNG RT INC INST	CLKA	N/A	0.00	0.90
JNHNCK HI YLD I	DOAA	N/A	0.00	0.68
JNHNCK INC I	BJCA	N/A	0.00	0.54
JNHNCK US GLBL LDRS GR I	BJDA	N/A	0.00	0.90
JNHNCK US QULTY GR I	DHUA	N/A	0.00	0.74
JNSHNDRSN ABSRTNINCOPPR N	DDQA	N/A	0.00	1.64
JNSHNDRSN BAL N	DDLA	N/A	0.00	0.57
JNSHNDRSN CONTRA I	CUFA	N/A	0.00	0.73
JNSHNDRSN CONTRA N	ENOA	N/A	0.00	0.62
JNSHNDRSN DEVL WLD BD N	GJVA	N/A	0.00	0.59
JNSHNDRSN ENTRP I	APKA	N/A	0.00	0.76
JNSHNDRSN ENTRP N	DDMA	N/A	0.00	0.66
JNSHNDRSN FLEX BD N	DDNA	N/A	0.00	0.45
JNSHNDRSN FRTY N	DDOA	N/A	0.00	0.49
JNSHNDRSN FRTY T	DVOA	N/A	0.00	0.73
JNSHNDRSN GLBL ALOC MOD I	HHVA	N/A	0.00	0.23
JNSHNDRSN GLBL EQ INC N	HHWA	N/A	0.00	0.73
JNSHNDRSN GLBL LF SCNC I	CUGA	N/A	0.00	0.77
JNSHNDRSN GLBL LF SCNC N	ENPA	N/A	0.00	0.67
JNSHNDRSN GLBL REALEST N	GDOA	N/A	0.00	0.84
JNSHNDRSN GLBL RSRCH I	YJWA	N/A	0.00	0.62

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
JNSHNDRSN GBLB RSRCH N	ENQA	N/A	0.00	0.56
JNSHNDRSN GBLBSUSTNBLEQ N	HHXA	N/A	0.00	1.97
JNSHNDRSN GBLBTECH INNOV	DSQA	N/A	0.00	0.67
JNSHNDRSN GR INC I	APZA	N/A	0.00	0.70
JNSHNDRSN GR INC N	ENRA	N/A	0.00	0.63
JNSHNDRSN HI YLD N	DILA	N/A	0.00	0.65
JNSHNDRSN MDCAP VAL I	YJMA	N/A	0.00	0.59
JNSHNDRSN MDCAP VAL S	YJVA	N/A	0.00	0.99
JNSHNDRSN MULT SCTR INC N	EXOA	N/A	0.00	0.62
JNSHNDRSN OVRSEAS N	DDRA	N/A	0.00	0.79
JNSHNDRSN RESP INTL DIVD N	HHYA	N/A	0.00	1.12
JNSHNDRSN RSRCH N	DDTA	N/A	0.00	0.49
JNSHNDRSN SMCAP VAL N	DGJA	N/A	0.00	0.57
JNSHNDRSN TRITON N	DDUA	N/A	0.00	0.66
JNSHNDRSN US MGD VLTLTY I	CXQA	N/A	0.00	0.66
JNSHNDRSN US MGD VLTLTY N	DVPA	N/A	0.00	0.58
JNSHNDRSN VNTR N	DDVA	N/A	0.00	0.67
JOHCM EMRG MKT OPFR ADV	DQVA	N/A	0.00	1.11
JOHCM INTL SEL INST	DQWA	N/A	0.00	0.98
JPM COR BD R6	AQFA	N/A	0.00	0.34
JPM COR PLS BD I	FZXA	N/A	0.00	0.63
JPM COR PLS BD R5	DSRA	N/A	0.00	0.48
JPM COR PLS BD R6	AQHA	N/A	0.00	0.38
JPM DEVL INTL VAL R5	DSZA	N/A	0.00	0.86
JPM DEVL INTL VAL R6	HHOA	N/A	0.00	0.76
JPM DIVRS R6	HHPA	N/A	0.00	0.65
JPM EMRG MKT EQ R6	EAHA	N/A	0.00	0.81
JPM EQ INC R5	EAIA	N/A	0.00	0.55
JPM EQ INDX R6	HHQA	N/A	0.00	0.13
JPM EQ PREM INC R6	HCWA	N/A	0.00	0.35
JPM GBLB ALLOC R6	HHRA	N/A	0.00	0.67
JPM GOVT BD R6	EAJA	N/A	0.00	0.39



**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
JPM GR ADVTG R6	EAKA	N/A	0.00	0.64
JPM HI YLD R6	AQMA	N/A	0.00	0.59
JPM INTL EQ R6	EAMA	N/A	0.00	0.60
JPM INTREPID GR R5	AQTA	N/A	0.00	0.50
JPM INTREPID MDCAP R6	EANA	N/A	0.00	0.71
JPM INTREPID VAL R5	AQWA	N/A	0.00	0.59
JPM INV BAL R6	HHSA	N/A	0.00	0.08
JPM INV GR INC R6	HHTA	N/A	0.00	0.07
JPM LGCAP GR R6	BUJA	N/A	0.00	0.51
JPM LGCAP VAL R5	CEEA	N/A	0.00	0.61
JPM MDCAP GR R5	EAPA	N/A	0.00	0.85
JPM MDCAP VAL R6	EAQA	N/A	0.00	0.74
JPM MRTG BCKD SEC R6	CFSA	N/A	0.00	0.35
JPM SHRT DUR BD R6	ASWA	N/A	0.00	0.31
JPM SMARTRET 2020 R6	EAUA	N/A	0.00	0.02
JPM SMARTRET 2025 R6	EAVA	N/A	0.00	0.01
JPM SMARTRET 2030 R6	EAWA	N/A	0.00	0.01
JPM SMARTRET 2035 R6	EAXA	N/A	0.00	0.01
JPM SMARTRET 2040 R6	EAYA	N/A	0.00	0.02
JPM SMARTRET 2045 R6	EAZA	N/A	0.00	0.02
JPM SMARTRET 2050 R6	EBAA	N/A	0.00	0.02
JPM SMARTRET 2055 R6	EBBA	N/A	0.00	0.03
JPM SMARTRET 2060 R6	EBDA	N/A	0.00	0.06
JPM SMARTRET BLND 2065 R6	HCTXA	N/A	0.00	6.59
JPM SMARTRET INC R6	EDYA	N/A	0.00	0.03
JPM SMCAP BLND R6	HHUA	N/A	0.00	0.77
JPM SMCAP EQ R5	CRTA	N/A	0.00	0.84
JPM SMCAP VAL R6	ATYA	N/A	0.00	0.76
JPM STRAT INC OPFR R5	AUNA	N/A	0.00	0.66
JPM TTL RTN R5	CRUA	N/A	0.00	0.69
JPM UM BEHVAL FD R6	EGBA	N/A	0.00	0.85
JPM US EQ R5	AUOA	N/A	0.00	0.57

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
JPM US LGCAP COR PLS R5	AUPA	N/A	0.00	1.64
JPM US SM CO R6	EGDA	N/A	0.00	0.72
JPM US VAL R6	GZBA	N/A	0.00	0.50
JPM USTRSRYPLS MNYMKT MRG	HAJA	N/A	0.00	0.58
JPM USTRSRYPLS MNYMKT PRM	HAKA	N/A	0.00	0.43
JPM VAL ADVTG R6	EBHA	N/A	0.00	0.64
JPMORGAN USRSRCHENHCDEQ R	CXYA	N/A	0.00	0.33
KENSGTN DEF INST	HCYA	N/A	0.00	2.22
KENSGTN DYNMC GR INST	HDYA	N/A	0.00	1.38
KENSGTN MGD INC INST	HDZA	N/A	0.00	1.37
KNGHTSCBUS COR BD I	FBQA	N/A	0.00	0.62
KNGHTSCBUS INTL EQ I	FBRA	N/A	0.00	1.13
KNGHTSCBUS LGCAP GR I	FBSA	N/A	0.00	0.90
KNGHTSCBUS LGCAP VAL I	FBTA	N/A	0.00	0.90
KNGHTSCBUS LTD DUR I	FBUA	N/A	0.00	0.62
KNGHTSCBUS SMCAP I	FBVA	N/A	0.00	0.94
L&G COMDTY STRAT INST	HCZA	N/A	0.00	1.92
L&G COMDTY STRAT INST	HCZD	N/A	0.00	1.92
LAZARD EMRG MKT EQ R6	FHMA	N/A	0.00	1.12
LAZARD EMRGMKTEQ ADV INST	GZCA	N/A	0.00	0.98
LAZARD GLBL LISTDINFR INS	COQA	N/A	0.00	0.96
LAZARD INTL EQ INST	CORA	N/A	0.00	0.84
LAZARD INTL EQ SEL INST	BJEA	N/A	0.00	1.01
LAZARD INTL SMCAP EQ INST	BJFA	N/A	0.00	2.14
LAZARD INTL STRAT EQ INST	BJGA	N/A	0.00	0.82
LAZARD US SMMDCAP EQ INST	BJIA	N/A	0.00	1.25
LAZARD US STRAT EQ INST	BJJA	N/A	0.00	0.80
LEGGM BW CORP CR IS	FTAA	N/A	0.00	0.49
LEGGM BW GLBL OPBR BD INS	CAAA	N/A	0.00	0.67
LEGGM BW HI YLD IS	HHZA	N/A	0.00	0.55
LEGGM CLRBRDG APP I	SAPA	N/A	0.00	0.64
LEGGM CLRBRDG DIVD STRAT	BJMA	N/A	0.00	0.74

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
LEGGM CLRBRDG GR I	CABA	N/A	0.00	0.83
LEGGM CLRBRDG INTL GR I	LMXA	N/A	0.00	0.80
LEGGM CLRBRDG INTL GR IS	GCMA	N/A	0.00	0.72
LEGGM CLRBRDG INTL VAL I	COCA	N/A	0.00	1.07
LEGGM CLRBRDG LGCAP GR I	BJOA	N/A	0.00	0.75
LEGGM CLRBRDG MDCAP COR I	BJPA	N/A	0.00	0.78
LEGGM CLRBRDG MDCAP COR I	SBYA	N/A	0.00	0.86
LEGGM CLRBRDG MDCAP GR I	CKLA	N/A	0.00	1.00
LEGGM CLRBRDG SEL I	GCNA	N/A	0.00	1.10
LEGGM CLRBRDG SMCAP GR I	LSPA	N/A	0.00	0.91
LEGGM CLRBRDG SMCAP VAL I	LSMA	N/A	0.00	1.06
LEGGM CLRBRDGINVLGCAPVAL	AIFA	N/A	0.00	0.59
LEGGM CLRBRDGSPCINVT TR	LMSA	N/A	0.00	0.86
LEGGM QS INTL EQ INST	LGEA	N/A	0.00	1.12
LEGGM WSTRAS COR BD I	WTXA	N/A	0.00	0.53
LEGGM WSTRAS CORPLSBD I	WAPA	N/A	0.00	0.52
LEGGM WSTRAS CORPLSBD IS	GAPA	N/A	0.00	0.42
LEGGM WSTRAS HI YLD I	WAYA	N/A	0.00	0.83
LEGGM WSTRAS INC I	BJTA	N/A	0.00	0.63
LEGGM WSTRAS INFINDPLSBD	WIXA	N/A	0.00	0.61
LEGGM WSTRAS MRTGTTLRTN I	LSGA	N/A	0.00	0.66
LEGGM WSTRAS SHTDURHIINC	CNKA	N/A	0.00	0.72
LEGGM WSTRAS ST BD IS	CBEA	N/A	0.00	0.42
LEGGMWSTRASLRTUNCNST INS	CEAA	N/A	0.00	0.80
LGCAP GR III I1	HDP A	N/A	0.00	N/A
LOCOR LNGSHRTCOMDTYSTRATI	HDA A	N/A	0.00	1.69
LOOMIS BD INST	LSBA	N/A	0.00	0.71
LOOMIS BD N	FHNA	N/A	0.00	0.63
LOOMIS COR PLS BD Y	CVUA	N/A	0.00	0.50
LOOMIS GBL ALLOC Y	DBHA	N/A	0.00	0.92
LOOMIS GBL BD INST	LBGA	N/A	0.00	0.78
LOOMIS INFL PRTCT SEC I	GVPA	N/A	0.00	0.56

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
LOOMIS LTDTRM GOVT AGENCY	CGJA	N/A	0.00	0.53
LOOMIS SMCAP VAL ADMN	LSAA	N/A	0.00	1.46
LOOMIS SMCAP VAL N	FHOA	N/A	0.00	0.87
LRDABT AFLTD R5	DDWA	N/A	0.00	0.45
LRDABT ALPHA STRAT R5	DDXA	N/A	0.00	0.29
LRDABT BD DBNTR R5	DDYA	N/A	0.00	0.58
LRDABT CONV R5	DECA	N/A	0.00	0.90
LRDABT COR FXD INC I	BJZA	N/A	0.00	0.36
LRDABT COR FXD INC R5	DEDA	N/A	0.00	0.36
LRDABT DEVL GR R6	FTXA	N/A	0.00	0.59
LRDABT DIVD GR R5	DDZA	N/A	0.00	0.65
LRDABT DIVD GR R6	GJWA	N/A	0.00	0.59
LRDABT EMRG MKT BD R5	DEJA	N/A	0.00	0.79
LRDABT EMRG MKT CORP DB R	DEIA	N/A	0.00	1.46
LRDABT GR LDRS R5	DEPA	N/A	0.00	0.66
LRDABT GR OPFR R5	DEQA	N/A	0.00	0.90
LRDABT HI YLD R5	DERA	N/A	0.00	0.72
LRDABT INC R5	DESA	N/A	0.00	0.53
LRDABT INFL FOCS R5	DEUA	N/A	0.00	0.51
LRDABT INTL OPFR R5	DEVA	N/A	0.00	1.00
LRDABT MDCAP STK R5	DEWA	N/A	0.00	0.78
LRDABT MULT ASST INC R5	DFBA	N/A	0.00	0.25
LRDABT MULTASST BALOPFR R	DEXA	N/A	0.00	0.26
LRDABT SHRT DUR INC R5	DFDA	N/A	0.00	0.39
LRDABT SMCAP VAL R5	DFHA	N/A	0.00	0.94
LRDABT SMCAP VAL R6	GZDA	N/A	0.00	0.88
LRDABT TTL RTN R5	DFJA	N/A	0.00	0.45
LRDABT TTL RTN R6	GZEA	N/A	0.00	0.36
LRDABT VAL OPFR R5	DFKA	N/A	0.00	0.93
LSV SMCAP VAL INST	EBJA	N/A	0.00	0.85
LSV VAL EQ INST	EBKA	N/A	0.00	0.68
LUTHLD COR INVMT RTL	CJMA	N/A	0.00	1.39

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
M&P GR INV	GAWA	N/A	0.00	0.64
MASSMUT SEL BLUE CHIP GR	EJSA	N/A	0.00	0.65
MASSMUT SMCAP GR EQ I	GZFA	N/A	0.00	0.86
MDCAP GR R1	GBJA	N/A	0.00	N/A
MDCAP VAL II R1	HDLA	N/A	0.00	N/A
MEDLST MBS TTL RTN INST	EJZA	N/A	0.00	0.92
MEDLST SHRT DUR INST	EKCA	N/A	0.00	0.66
MEEDER MRFLD INSTL	DQEA	N/A	0.00	0.95
MEEDER MRFLD	FLMA	N/A	0.00	1.18
MEEDER SEC ROTN INST	DQFA	N/A	0.00	1.50
MEEDER SEC ROTN RET	FLGA	N/A	0.00	1.70
MFS AGGR GR ALLOC R4	FPOA	N/A	0.00	0.14
MFS AGGR GR ALLOC R6	HIAA	N/A	0.00	0.05
MFS BLND RSRCH COR EQ R4	MUEA	N/A	0.00	0.56
MFS BLNDRSRCHEMRGMKTEQ R6	HIBA	N/A	0.00	2.08
MFS CNSRV ALLOC R4	FPPA	N/A	0.00	0.09
MFS COMDTY R6	HICA	N/A	0.00	0.82
MFS COR EQ R4	AUYA	N/A	0.00	0.67
MFS CORP BD R6	FHQA	N/A	0.00	0.43
MFS DIVRS INC R4	AUZA	N/A	0.00	0.69
MFS EMRG MKT DB R4	BVWA	N/A	0.00	0.82
MFS GLBL EQ R6	FHRA	N/A	0.00	0.88
MFS GLBL GR R4	AVCA	N/A	0.00	1.08
MFS GLBL HI YLD R4	MHOA	N/A	0.00	1.00
MFS GLBL OPPr BD R6	GUJA	N/A	0.00	0.62
MFS GLBL REALEST R6	HIDA	N/A	0.00	0.86
MFS GLBL TTL RTN R4	AVHA	N/A	0.00	0.96
MFS GLBL TTL RTN R6	HALA	N/A	0.00	0.87
MFS GOV SEC R6	HIFA	N/A	0.00	0.43
MFS GR ALLOC R4	FPQA	N/A	0.00	0.11
MFS GR ALLOC R6	HIHA	N/A	0.00	0.04
MFS GR R4	AVIA	N/A	0.00	0.61

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
MFS HI INC R6	HIJA	N/A	0.00	0.52
MFS INC R6	FYMA	N/A	0.00	0.55
MFS INTL DIVRS R6	FHSA	N/A	0.00	0.01
MFS INTL EQ R6	HDBA	N/A	0.00	0.69
MFS INTL GR R6	EXPA	N/A	0.00	0.72
MFS INTL INTRINSIC VAL R6	FHTA	N/A	0.00	0.68
MFS LFTM 2065 R6	GXAA	N/A	0.00	7.93
MFS MASS INV GR STK R6	EBLA	N/A	0.00	0.37
MFS MASS INV TR R4	MTDA	N/A	0.00	0.46
MFS MDCAP GR R6	DTJA	N/A	0.00	0.67
MFS MDCAP VAL R6	DJJA	N/A	0.00	0.63
MFS MOD ALLOC R4	FPSA	N/A	0.00	0.09
MFS NEW DISC R6	FHVA	N/A	0.00	0.91
MFS RSRCH INTL R6	FHWA	N/A	0.00	0.70
MFS RSRCH R4	MFRA	N/A	0.00	1.07
MFS TECH R6	GZGA	N/A	0.00	0.81
MFS TTL RTN BD R6	EYXA	N/A	0.00	0.43
MFS TTL RTN R4	MSFA	N/A	0.00	0.47
MFS UTIL R4	MMUA	N/A	0.00	0.78
MFS UTIL R6	HIKA	N/A	0.00	0.69
MFS VAL R6	DJKA	N/A	0.00	0.45
MNGFRME AGGR R1	HKCA	N/A	0.00	N/A
MNGFRME CNSRV R1	HKDA	N/A	0.00	N/A
MNGFRME MOD AGGR R1	HKFA	N/A	0.00	N/A
MNGFRME MOD CNSRV R1	HKGA	N/A	0.00	N/A
MNGFRME MOD R1	HKEA	N/A	0.00	N/A
MNNPR DSCPLD VAL SER I	CDSA	N/A	0.00	0.55
MNNPR HI YLD BD SER Z	GTPA	N/A	0.00	0.50
MNNPR OVRSEAS SER I	CDTA	N/A	0.00	0.75
MNNPR RNIER INTL DISC Z	EUNA	N/A	0.00	1.00
MNNPR UNCONSTRND BD SER I	DKPA	N/A	0.00	0.49
MNNPR UNCONSTRND BD SER S	CDRA	N/A	0.00	0.72



## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
MNSTY CNDRIAM EMRGMKTDB I	BKJA	N/A	0.00	1.21
MNSTY EPCH INTL CHOICE I	BKLA	N/A	0.00	0.97
MNSTY EPOCH GLBL EQ YLD I	BKIA	N/A	0.00	0.91
MNSTY EPOCH US EQ YLD I	DVQA	N/A	0.00	0.81
MNSTY INC BLDR I	DTHA	N/A	0.00	0.78
MNSTY MCKAY HIYLD CORPBD I	DTFA	N/A	0.00	0.71
MNSTY MCKAY HIYLD CORPBDR6	GVOA	N/A	0.00	0.56
MNSTY MCKAY TTL RTN BD I	CUKA	N/A	0.00	0.65
MNSTY MCKAY UNCNSTRNDBD I	CULA	N/A	0.00	0.79
MNSTY WNSLOW LGCAP GR I	BKNA	N/A	0.00	0.73
MNSTY WNSLOW LGCAP GR R2	MLTA	N/A	0.00	1.08
MRLY STBL VAL 25 I	GMTA	N/A	0.00	0.25
MS INSIGHT I	FHXA	N/A	0.00	0.93
MS MULT ASST REALRTN R6	HIRA	N/A	0.00	20.91
MSIF ADTVG I	GEXA	N/A	0.00	1.01
MSIF ASIA OPPI I	GEYA	N/A	0.00	1.22
MSIF DEVL OPPI I	GEWA	N/A	0.00	1.69
MSIF DISC I	MCGA	N/A	0.00	0.74
MSIF EMRG MKT EQ I	CITA	N/A	0.00	1.12
MSIF EMRG MKT LDRS R6	HIQA	N/A	0.00	1.08
MSIF EMRG MKT R6	HIPA	N/A	0.00	1.00
MSIF GLBL FXD INC OPPI I	CIZA	N/A	0.00	0.60
MSIF GLBL OPPI I	DCOA	N/A	0.00	0.95
MSIF GLBL STRAT R6	HINA	N/A	0.00	0.70
MSIF HI YLD R6	HIOA	N/A	0.00	1.10
MSIF INCPTN I	CIUA	N/A	0.00	1.11
MSIF INST GLBL STRAT I	CIWA	N/A	0.00	0.85
MSIF INST GR I	CIXA	N/A	0.00	0.56
MSIF INST INTL EQ I	CIYA	N/A	0.00	1.02
MSIF INTL ADVTG I	GCOA	N/A	0.00	1.00
MSIF INTL OPPI I	GFAA	N/A	0.00	0.94
MYGUIDE AMFDS TD 2010 R	GXXA	N/A	0.00	N/A

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
MYGUIDE AMFDS TD 2015 R	GXZA	N/A	0.00	N/A
MYGUIDE AMFDS TD 2020 R	GYBA	N/A	0.00	N/A
MYGUIDE AMFDS TD 2025 R	GYDA	N/A	0.00	N/A
MYGUIDE AMFDS TD 2030 R	GYFA	N/A	0.00	N/A
MYGUIDE AMFDS TD 2035 R	GYHA	N/A	0.00	N/A
MYGUIDE AMFDS TD 2040 R	GYJA	N/A	0.00	N/A
MYGUIDE AMFDS TD 2045 R	GYLA	N/A	0.00	N/A
MYGUIDE AMFDS TD 2050 R	GYNA	N/A	0.00	N/A
MYGUIDE AMFDS TD 2055 R	GYPA	N/A	0.00	N/A
MYGUIDE AMFDS TD 2060 R	GYRA	N/A	0.00	N/A
MYGUIDE AMFDS TD 2065 R	GYTA	N/A	0.00	N/A
NATIXIS GATEWAY A	GATA	N/A	0.00	0.94
NATIXIS GATEWAY Y	BHQA	N/A	0.00	0.73
NATIXIS LOOMIS STRAT INC	BJUA	N/A	0.00	0.75
NATIXIS LOOMISINVM TGRBD N	ENTA	N/A	0.00	0.47
NATIXIS LOOMISINVM TGRDBD	LSIA	N/A	0.00	0.56
NCHLS LTD EDTN N	NNLA	N/A	0.00	1.16
NEUBER ABSRTN MULTMGR INS	CIMA	N/A	0.00	2.46
NEUBER COR BD INST	AWJA	N/A	0.00	0.43
NEUBER EMRG MKT EQ INST	AWKA	N/A	0.00	1.34
NEUBER EQ INC INST	AWLA	N/A	0.00	0.72
NEUBER GENESIS INST	NBBA	N/A	0.00	0.84
NEUBER GENESIS R6	FIYA	N/A	0.00	0.74
NEUBER HI INC A	NHIA	N/A	0.00	1.11
NEUBER HI INC BD INST	AWOA	N/A	0.00	0.71
NEUBER INTL EQ INST	CZSA	N/A	0.00	1.03
NEUBER INTL EQ R6	DTPA	N/A	0.00	0.93
NEUBER INTL SEL INST	AWQA	N/A	0.00	0.98
NEUBER INTRINSIC VAL INST	BRVA	N/A	0.00	0.95
NEUBER LGCAP GR INST	AWNA	N/A	0.00	0.68
NEUBER LGCP VAL INST	AWUA	N/A	0.00	0.60
NEUBER LNG SHRT INST	CIPA	N/A	0.00	1.28

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
NEUBER MDCAP GR A	NXGA	N/A	0.00	1.06
NEUBER MDCAP GR INST	AWTA	N/A	0.00	0.69
NEUBER MDCAPINTRINVAL INS	AWWA	N/A	0.00	1.34
NEUBER MULTCAP OPPR INST	BRYA	N/A	0.00	0.87
NEUBER REALEST INST	BRZA	N/A	0.00	1.03
NEUBER SHRT DUR BD INST	AWZA	N/A	0.00	N/A
NEUBER SMCAP GR A	NXCA	N/A	0.00	1.53
NEUBER SMCAP GR INST	FDMA	N/A	0.00	1.13
NEUBER STRAT INC INST	AXNA	N/A	0.00	0.60
NEUBER STRAT INC R6	DTQA	N/A	0.00	0.50
NEUBER SUSTNBL EQ INST	AXDA	N/A	0.00	0.70
NNTYONE EMRG MKTEQ I	GZHA	N/A	0.00	1.09
NNTYONE GLBL ENVIR I	GZJA	N/A	0.00	1.43
NNTYONE GLBL FRNCHS I	GZIA	N/A	0.00	0.98
NNTYONE INTL FRNCHS I	GZKA	N/A	0.00	12.98
NRTHSQR MULT STRAT I	AZKA	N/A	0.00	0.99
NRTHSQR OAKRIDGE SMCAPGR	AZLA	N/A	0.00	1.12
NRTHSQR TCTCL GR I	DLFA	N/A	0.00	1.50
NRTHSTR DIVD I	DQLA	N/A	0.00	1.45
NUVN COR BD R6	ECMA	N/A	0.00	0.29
NUVN COR IMPCT BD R6	DLRA	N/A	0.00	0.36
NUVN COR IMPCT BD RTRMT	DLSA	N/A	0.00	0.61
NUVN COR PLS BD R6	ECNA	N/A	0.00	0.30
NUVN DIVD VAL I	AXOA	N/A	0.00	0.75
NUVN GLBL INFR R6	EBOA	N/A	0.00	0.99
NUVN GR INC R6	DLNA	N/A	0.00	0.41
NUVN HI YLD INC I	CFCA	N/A	0.00	0.82
NUVN HI YLD R6	EGXA	N/A	0.00	0.37
NUVN INTL EQ INDX R6	EGYA	N/A	0.00	0.05
NUVN LFCYCIND 2010 R6	DMOA	N/A	0.00	0.22
NUVN LFCYCIND 2015 R6	DMPA	N/A	0.00	0.20
NUVN LFCYCIND 2020 R6	DMQA	N/A	0.00	0.19

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
NUVN LFCYCIND 2025 R6	DMUA	N/A	0.00	0.18
NUVN LFCYCIND 2030 R6	DMWA	N/A	0.00	0.18
NUVN LFCYCIND 2035 R6	DMXA	N/A	0.00	0.17
NUVN LFCYCIND 2040 R6	DMYA	N/A	0.00	0.17
NUVN LFCYCIND 2045 R6	DMZA	N/A	0.00	0.17
NUVN LFCYCIND 2050 R6	DNBA	N/A	0.00	0.17
NUVN LFCYCIND 2055 R6	DNCA	N/A	0.00	0.18
NUVN LFCYCIND 2060 R6	DNDA	N/A	0.00	0.19
NUVN LFCYCIND 2065 R6	GFIA	N/A	0.00	0.38
NUVN LFCYCINDRTINC R6	DNEA	N/A	0.00	0.22
NUVN LGCAP GR INDX R6	DJNA	N/A	0.00	0.05
NUVN LGCAP GR R6	EOCA	N/A	0.00	0.41
NUVN LGCAP RESP EQ R6	DLUA	N/A	0.00	0.18
NUVN LGCAP RESP EQ RTRMT	DLVA	N/A	0.00	0.43
NUVN LGCAP VALINDX R6	DJOA	N/A	0.00	0.05
NUVN MDCAP GR OPFR I	BKXA	N/A	0.00	1.00
NUVN MDCAP VAL 1 I	AXUA	N/A	0.00	1.00
NUVN MDCAP VAL R6	DLPA	N/A	0.00	0.46
NUVN MGD ALLOC R6	DLOA	N/A	0.00	0.03
NUVN NWQ FLEX INC R6	EGPA	N/A	0.00	0.72
NUVN NWQ SMCAP VAL I	CSBA	N/A	0.00	1.06
NUVN PRFRD SEC INC I	FJCA	N/A	0.00	0.76
NUVN REALASST INC R6	EGQA	N/A	0.00	0.83
NUVN REALEST SEC A	FEEA	N/A	0.00	1.31
NUVN REALEST SEC R6	DLQA	N/A	0.00	0.50
NUVN REALEST SEC R6	EGRA	N/A	0.00	0.93
NUVN SB DIVD GR R6	GPOA	N/A	0.00	0.62
NUVN SMCAP SEL I	BKYA	N/A	0.00	1.16
NUVN SMCAP VAL I	EBPA	N/A	0.00	1.03
NUVN ST BD I	FBFA	N/A	0.00	0.36
NUVN STRAT INC I	AXYA	N/A	0.00	0.71
NW AMUNDI STRAT INC R6	DFZA	N/A	0.00	0.71

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
NW BAILARD COGN VAL R6	CGUA	N/A	0.00	0.94
NW BAILARD INT EQ R6	CGXA	N/A	0.00	0.89
NW BAILARDTCHSCNC R6	CHAA	N/A	0.00	0.91
NW BD INDX R6	NBXA	N/A	0.00	0.31
NW BD INST SVC	NBZA	N/A	0.00	0.59
NW BD R6	DTLA	N/A	0.00	0.51
NW BNYMEL CORPLSBD ESG R6	CEXA	N/A	0.00	0.51
NW BNYMEL DYNMCUSEQINC R6	FYRA	N/A	0.00	0.70
NW DEST 2025 R6	NWOA	N/A	0.00	0.14
NW DEST 2030 R6	NWPA	N/A	0.00	0.14
NW DEST 2035 R6	NWQA	N/A	0.00	0.14
NW DEST 2040 R6	NWRA	N/A	0.00	0.14
NW DEST 2045 R6	NWSA	N/A	0.00	0.14
NW DEST 2050 R6	NWTA	N/A	0.00	0.14
NW DEST 2055 R6	VBXA	N/A	0.00	0.14
NW DEST 2060 R6	CVYA	N/A	0.00	0.14
NW DEST 2065 R6	FYPA	N/A	0.00	0.13
NW DEST RTRMT R6	NWMA	N/A	0.00	0.13
NW FD INST SVC	NFZA	N/A	0.00	0.68
NW FD R6	HIUA	N/A	0.00	0.59
NW GENEVA MDCAP GR R6	CHDA	N/A	0.00	0.76
NW GENEVA MDCAPGR INST SV	CBZA	N/A	0.00	0.86
NW GENEVA SMCAP GR R6	CHFA	N/A	0.00	0.83
NW GENEVA SMCAPGR INST SV	CCAA	N/A	0.00	0.94
NW GLBL SUSTNBL EQ R6	CCBA	N/A	0.00	0.95
NW GOV MNY MKT R6	GMZA	N/A	0.00	0.46
NW GQG US QULTY EQ R6	GNBA	N/A	0.00	0.60
NW INFL PRTCT SEC INST SV	EHRA	N/A	0.00	0.51
NW INFL PRTCT SEC R6	EGHA	N/A	0.00	0.36
NW INTL INDX R6	NIXA	N/A	0.00	0.34
NW INTL SMCAP R6	DTOA	N/A	0.00	1.03
NW INV DEST AGGR R6	GIAA	N/A	0.00	0.18

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
NW INV DEST CNSRV R6	GICA	N/A	0.00	0.21
NW INV DEST MOD AGGR R6	GIMA	N/A	0.00	0.18
NW INV DEST MOD CNSRV R6	GIDA	N/A	0.00	0.21
NW INV DEST MOD R6	GMFA	N/A	0.00	0.18
NW JNSHNDRSN OVRSEAS R6	FICA	N/A	0.00	1.07
NW LOOMIS ALLCAP GR R6	EBNA	N/A	0.00	0.92
NW LOOMIS COR BD R6	CHKA	N/A	0.00	0.48
NW LOOMIS ST BD R6	CHUA	N/A	0.00	0.50
NW MDCAP MKT INDX R6	NCXA	N/A	0.00	0.27
NW MEL DYNMC US COR R6	NGZA	N/A	0.00	0.54
NW NYSE ARCTCH100INDX R6	CIJA	N/A	0.00	0.32
NW S P 500 INDX R6	NSXA	N/A	0.00	0.18
NW SMCAP INDX R6	NSMA	N/A	0.00	0.32
NW WCM FOCS SMCAP R6	CHXA	N/A	0.00	0.87
OBERWS CHINA OPFR	GPNA	N/A	0.00	2.16
OKMRK EQ INC I	BLAA	N/A	0.00	0.86
OKMRK FD I	AXZA	N/A	0.00	0.91
OKMRK GLBL I	BLBA	N/A	0.00	1.13
OKMRK INTL I	OKKA	N/A	0.00	1.05
OKMRK INTL SMCAP INST	FJDA	N/A	0.00	1.10
OKMRK SEL I	KOAA	N/A	0.00	1.00
PARNASSUS COR EQ INST	ILXA	N/A	0.00	0.62
PARNASSUS MDCAP GR	PNXA	N/A	0.00	0.81
PARNASSUS MDCAP INST	DTTA	N/A	0.00	0.76
PARNASSUS MDCAP	IRMA	N/A	0.00	0.98
PARNASSUS VAL EQ INST	DTSA	N/A	0.00	0.72
PARNASSUS VAL EQ INV	PWXA	N/A	0.00	0.93
PATIENT OPFR TR I	LNOA	N/A	0.00	1.27
PAYDEN COR BD	PYCA	N/A	0.00	0.52
PAYDEN EMRG MKT BD	BLKA	N/A	0.00	0.72
PAYDEN GLBL FXD INC	PYGA	N/A	0.00	0.68
PAYDEN GLBL LOW DUR BD	PYSA	N/A	0.00	0.79



## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
PAYDEN GNMA	PYAA	N/A	0.00	0.63
PAYDEN LOW DUR BD	PYBA	N/A	0.00	0.53
PAYDEN LTD MAT	PYLA	N/A	0.00	0.48
PAYDEN US GOVT	PYUA	N/A	0.00	0.67
PEARTRE PLRFRGVALSMCP INS	EBSA	N/A	0.00	1.27
PERMANENT PORTFOLIO	BUNA	N/A	0.00	0.82
PGIM FLOTNG RT INC R6	ERVA	N/A	0.00	0.77
PGIM GLBL REALEST R6	ERXA	N/A	0.00	0.81
PGIM HI YLD R6	ESBA	N/A	0.00	0.38
PGIM HI YLD Z	PHZA	N/A	0.00	0.51
PGIM JNISN FOCS GR R6	ESFA	N/A	0.00	0.71
PGIM JNISN GR R6	ESJA	N/A	0.00	0.58
PGIM JNISN HLTH SCNC A	PHLA	N/A	0.00	1.15
PGIM JNISN INTL OPRR Z	GFDA	N/A	0.00	0.95
PGIM JNISN NATRL RSRC R6	ESLA	N/A	0.00	0.82
PGIM JNISN SM CO Z	BABA	N/A	0.00	0.81
PGIM JNISN UTIL R6	ESNA	N/A	0.00	0.50
PGIM QMA MDCAP VAL R6	ESOA	N/A	0.00	0.86
PGIM QMA SMCAP VAL R6	EGUA	N/A	0.00	0.69
PGIM QNTSLTNS LGCPINDX R6	ESRA	N/A	0.00	0.21
PGIM SEL REALEST R6	GUHA	N/A	0.00	0.93
PGIM ST COR BD R6	ESUA	N/A	0.00	0.40
PGIM STRAT BD R6	GUKA	N/A	0.00	0.66
PGIM TTL RTN BD R6	DTVA	N/A	0.00	0.40
PIMCO ALL ASST INST	AYPA	N/A	0.00	0.22
PIMCO ALLASSTALLATHRITYIN	AYOA	N/A	0.00	1.78
PIMCO DIVRS INC INST	CCCA	N/A	0.00	0.79
PIMCO DYNMC BD INST	AYTA	N/A	0.00	0.96
PIMCO EMRGMKTLCLCRNBD INS	PELA	N/A	0.00	1.46
PIMCO FDMNTLADVTGPLUS INS	BLLA	N/A	0.00	1.33
PIMCO FORGN UNHDG INST	CSFA	N/A	0.00	0.77
PIMCO GLBBDOPPUSDLHDG INS	GOIA	N/A	0.00	0.71

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
PIMCO GBLB MULT ASST INST	AYRA	N/A	0.00	1.17
PIMCO GNMA GOVT SEC INST	AYSA	N/A	0.00	1.46
PIMCO HI YLD INST	PHIA	N/A	0.00	0.57
PIMCO HI YLD SPCTRM INST	CMDA	N/A	0.00	0.65
PIMCO INC INST	CCDA	N/A	0.00	0.62
PIMCO INFLRSPNSMLTAST INS	GNEA	N/A	0.00	0.94
PIMCO INTL BDUSDLRHDG I2	HDDA	N/A	0.00	0.73
PIMCO INTL BDUSDLRHDGINST	BPPA	N/A	0.00	0.63
PIMCO INVMT GRD CR BD INS	CCEA	N/A	0.00	1.04
PIMCO LNGDUR TTLRTN INST	BLMA	N/A	0.00	3.00
PIMCO LOW DUR ESG INST	PDLA	N/A	0.00	0.52
PIMCO LOW DUR INC INST	EVCA	N/A	0.00	0.81
PIMCO LOW DUR INST	PTLA	N/A	0.00	0.48
PIMCO LT CR BD INST	CMEA	N/A	0.00	1.51
PIMCO LT US GOV INST	CSGA	N/A	0.00	1.88
PIMCO RAE GLB EX US INST	EVDA	N/A	0.00	0.56
PIMCO RAE INTL INST	EVEA	N/A	0.00	0.52
PIMCO RAE PLUS INST	CMBA	N/A	0.00	0.99
PIMCO RAE PLUS SM INST	HIXA	N/A	0.00	1.10
PIMCO RAEWWLNGSHRTPLS INS	FNKA	N/A	0.00	1.42
PIMCO REAL RTN INST	PRIA	N/A	0.00	0.67
PIMCO RLESTRLRTNSTRAT INS	CFGGA	N/A	0.00	3.11
PIMCO ST INST	CMHA	N/A	0.00	0.47
PIMCO STK PLUS SM INST	PXSA	N/A	0.00	0.75
PIMCO STKPLSINTDLRHDG INS	CDUA	N/A	0.00	0.90
PIMCO STKPLUS LG DUR INST	ENWA	N/A	0.00	1.71
PIMCO STKPLUS TTL RTN INS	CDVA	N/A	0.00	0.70
PIMCO STKPLUSARSHRTSTRINS	BLNA	N/A	0.00	0.72
PIMCO TTL RTN INST	PTTA	N/A	0.00	0.49
PIMCOCOMDTPUSSTRAT INST	HIWA	N/A	0.00	0.98
PIMCOCOMDYREALRTNSTRATINS	PCRA	N/A	0.00	0.99
PIONR BAL ESG Y	AYBA	N/A	0.00	0.65

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
PIONR BD Y	AYUA	N/A	0.00	0.47
PIONR DSCPLD VAL Y	AYVA	N/A	0.00	0.65
PIONR EQ INC Y	AYXA	N/A	0.00	0.81
PIONR FDMNTL GR K	DTUA	N/A	0.00	0.66
PIONR FDMNTL GR Y	AYYA	N/A	0.00	0.76
PIONR FLEX OPPr Y	CAKA	N/A	0.00	1.12
PIONR GLBL EQ Y	AYZA	N/A	0.00	0.95
PIONR HI YLD Y	AZJA	N/A	0.00	0.93
PIONR SEL MDCAP GR K	GZZA	N/A	0.00	0.69
PIONR SEL MDCAP GR Y	PGRA	N/A	0.00	0.82
PIONR ST INC Y	PSTA	N/A	0.00	0.59
PIONR STRAT INC K	HDEA	N/A	0.00	0.64
PIONR STRAT INC Y	AZMA	N/A	0.00	0.74
POLEN GLBL GR INST	GUFA	N/A	0.00	0.98
POLEN GR INST	GOJA	N/A	0.00	0.96
PRAXIS INTL INDX A	EXRA	N/A	0.00	1.10
PRFRMNCTR STRAT BD	EXQA	N/A	0.00	0.76
PRIMECAP ODYSY GR	CYYA	N/A	0.00	0.66
PRIMECAP ODYSY STK	DJLA	N/A	0.00	0.67
PRNCPL BLUE CHIP INST	FQJA	N/A	0.00	N/A
PRNCPL CAP APP INST	PWCA	N/A	0.00	0.46
PRNCPL COR FXD INC INST	AZVA	N/A	0.00	0.46
PRNCPL DIVRS INTL INST	BLRA	N/A	0.00	0.88
PRNCPL DIVRS INTL R6	GVFA	N/A	0.00	0.79
PRNCPL DIVRS REALASST INS	CYFA	N/A	0.00	0.83
PRNCPL EQ INC I INST	PEXA	N/A	0.00	0.52
PRNCPL GLBL DIVRS INC INS	CYZA	N/A	0.00	0.68
PRNCPL GLBL REALEST INST	CZAA	N/A	0.00	0.94
PRNCPL GLBL REALEST R6	GAYA	N/A	0.00	0.89
PRNCPL GOVTHIQULTY BD INS	CZBA	N/A	0.00	0.53
PRNCPL HI YLD INST	PYTA	N/A	0.00	0.61
PRNCPL INFL PRTCT INST	PIPA	N/A	0.00	0.40

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
PRNCPL INT EMRG MKT INST	CALA	N/A	0.00	1.12
PRNCPL LGCPSP500INDX INST	PFAA	N/A	0.00	0.16
PRNCPL MDCAP GR INST	PWGA	N/A	0.00	0.75
PRNCPL MDCAP VAL I INST	FECA	N/A	0.00	0.69
PRNCPL MDCAP VAL I R6	H DFA	N/A	0.00	1.50
PRNCPL MDCPSP400INDX INST	PMPA	N/A	0.00	0.25
PRNCPL REALEST SEC INST	DKSA	N/A	0.00	0.86
PRNCPL REALEST SEC R6	GFEA	N/A	0.00	0.81
PRNCPL SMCAP GR I INST	CZCA	N/A	0.00	0.97
PRNCPL SMCAP GR I R6	GZLA	N/A	0.00	0.84
PRNCPL SMCAP INST	PRSA	N/A	0.00	0.85
PRNCPL SMCAP VAL II INST	CZDA	N/A	0.00	0.96
PRNCPL SMCP SP600INDXINST	PXIA	N/A	0.00	0.21
PRNCPL SPCTMPFDCPSCIN INS	AZWA	N/A	0.00	0.81
PRNCPL ST INC INST	PHXA	N/A	0.00	0.42
PTNM CONV SEC Y	BAEA	N/A	0.00	0.80
PTNM COR EQ Y	ERHA	N/A	0.00	0.63
PTNM DIVRS INC TR Y	BAFA	N/A	0.00	0.79
PTNM DYNMC ASSTALLOC GR Y	ESWA	N/A	0.00	0.80
PTNM DYNMC ASSTALLOCBAL R	FJGA	N/A	0.00	0.63
PTNM FOCS EQ Y	FXMA	N/A	0.00	0.90
PTNM GLBL INC Y	DGQA	N/A	0.00	1.10
PTNM GR OPFR R6	GH LA	N/A	0.00	0.54
PTNM INC Y	CFHA	N/A	0.00	0.50
PTNM INTL CAP OPFR Y	BAJA	N/A	0.00	1.33
PTNM INTL EQ Y	BLWA	N/A	0.00	1.01
PTNM LGCAP GR Y	BAIA	N/A	0.00	0.65
PTNM LGCAP VAL Y	BAGA	N/A	0.00	0.65
PTNM SMCAP GR Y	BANA	N/A	0.00	1.00
PTNM SMCAP VAL Y	CSJA	N/A	0.00	0.93
PTNM SUSTNBL FTR Y	BAMA	N/A	0.00	0.80
PTNM SUSTNBL LDRS Y	BALA	N/A	0.00	0.67

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
PTNM ULTRA SHRT DUR INC Y	ESXA	N/A	0.00	0.32
QUANT GOLDBULIONSTRAT INV	DNSA	N/A	0.00	1.34
RAMIREZ COR BD INST	HDHA	N/A	0.00	N/A
RAMIREZ MM INST	HDIA	N/A	0.00	N/A
ROYCE INTL PRMR INST	GFFA	N/A	0.00	1.19
ROYCE MICRO CAP INVMT	CCKA	N/A	0.00	1.25
ROYCE OPPr INVMT	CAPA	N/A	0.00	1.23
ROYCE PRMR SVC	DQXA	N/A	0.00	1.62
ROYCE SMALL CAP FD INVMT	BWFA	N/A	0.00	0.94
ROYCE SMCAP INST	HIYA	N/A	0.00	0.91
ROYCE SPEC EQ INVMT	RXEA	N/A	0.00	1.22
ROYCE TTL RTN INVMT	CAQA	N/A	0.00	1.22
ROYCE VAL INVMT	CARA	N/A	0.00	1.35
ROYCE VAL PLS INVMT	CATA	N/A	0.00	1.27
RSSLL EMRG MKT S	BPVA	N/A	0.00	1.54
RSSLL EQ INC S	BQAA	N/A	0.00	0.94
RSSLL GLBL REALEST SEC S	BPWA	N/A	0.00	1.17
RSSLL INTL DEVL MKT S	BPXA	N/A	0.00	1.01
RSSLL SHRT DUR BD S	BPYA	N/A	0.00	0.83
RSSLL STRAT BD S	BPZA	N/A	0.00	0.77
RSSLL US SMCAP EQ S	BQBA	N/A	0.00	1.13
RTNL DYNMC BRNDS INST	BUBA	N/A	0.00	1.26
RTNL EQ ARMOR INST	BTWA	N/A	0.00	1.45
RYDEX NASDAQ 100 H	DCJA	N/A	0.00	1.54
RYDEXSGI BASIC MTRLS H	RBMA	N/A	0.00	1.68
RYDEXSGI BIO H	RBTA	N/A	0.00	1.68
RYDEXSGI CNSMR PRDCTS H	RCPA	N/A	0.00	1.68
RYDEXSGI ENRGY H	RENA	N/A	0.00	1.68
RYDEXSGI FIN SVC H	RFSA	N/A	0.00	1.68
RYDEXSGI HLTH CARE H	RHCA	N/A	0.00	1.68
RYDEXSGI TECH H	RTCA	N/A	0.00	1.69
RYDEXSGI TRNSPRT H	RTNA	N/A	0.00	1.68

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
SEAFAR OVRSEAS GR INC INS	DQMA	N/A	0.00	0.85
SEI LGCAP GR F	BBAA	N/A	0.00	0.98
SEI LGCAP VAL F	BQCA	N/A	0.00	0.93
SEI SMCAP VAL F	BQDA	N/A	0.00	1.23
SGLBRYNTHML SMCAP VAL INS	GKCA	N/A	0.00	0.96
SIERRA TCTCL ALL ASST INS	CBJA	N/A	0.00	1.45
SIERRA TCTCL COR INC INST	CZHA	N/A	0.00	0.94
SMCAP GR II R1	GBLA	N/A	0.00	N/A
SMCAP GR III R1	HDTA	N/A	0.00	N/A
SMCAP VAL III R1	GVDA	N/A	0.00	N/A
SSGA BAL INDX K	HDJA	N/A	0.00	1.12
SSGA INTL STK SEL INST	BMRA	N/A	0.00	1.24
SSGA S P 500 INDX	SVSA	N/A	0.00	0.17
STATEST INST SMCAPEQ INVM	EXTA	N/A	0.00	0.89
STRLNG CAP MD VAL INST	EGVA	N/A	0.00	0.93
STWRD GLBL EQ INC INST	DQNA	N/A	0.00	1.01
STWRD LGCAPENHCDINDX INST	DQOA	N/A	0.00	0.61
STWRD SMMDCAPENHCINDX INS	DQPA	N/A	0.00	0.64
SUMMITGI US LOWVLTLYEQ I	EBUA	N/A	0.00	0.98
SWAN DFND RSK I	EGWA	N/A	0.00	1.20
TCHSTN ACTIV BD Y	EHBA	N/A	0.00	0.72
TCHSTN BAL Y	BMLA	N/A	0.00	0.79
TCHSTN FLEX INC Y	EHDA	N/A	0.00	0.85
TCHSTN INTL VAL Y	SIXA	N/A	0.00	1.23
TCHSTN LG CO GR Y	EKKA	N/A	0.00	1.07
TCHSTN LGCAP FOCS Y	BMNA	N/A	0.00	0.81
TCHSTN MDCAP GR Y	EKLA	N/A	0.00	1.03
TCHSTN MDCAP R6	HAPA	N/A	0.00	0.83
TCHSTN MDCAP VAL Y	EKMA	N/A	0.00	1.20
TCHSTN MDCAP Y	FYYA	N/A	0.00	0.94
TCHSTN NONUSESG EQ Y	EHFA	N/A	0.00	0.95
TCHSTN SANDS CAP SEL GR Z	BSPA	N/A	0.00	1.25



## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
TCHSTN SANDSCAPEMRGMKTGR	EKNA	N/A	0.00	1.29
TCHSTN SM CO R6	DTWA	N/A	0.00	0.88
TCHSTN SM CO Y	SIGA	N/A	0.00	0.98
TCHSTN ULTRSHRTDURFXDINC	EHGA	N/A	0.00	0.76
TCW EMRG MKT INC I	BNGA	N/A	0.00	0.85
TCW MTWST ALPHA TRAK 500	MWAA	N/A	0.00	1.21
TCW MTWST HI YLD BD I	MWHA	N/A	0.00	0.61
TCW MTWST INTMD BD I	MWIA	N/A	0.00	N/A
TCW MTWST LOW DUR BD I	MWLA	N/A	0.00	0.42
TCW MTWST TTL RTN BD I	MWTA	N/A	0.00	0.45
TCW MTWST TTL RTN BD M	DQIA	N/A	0.00	N/A
TCW MTWST ULTRA SHRT BD I	MWUA	N/A	0.00	0.60
TCW REL VAL DIVD APP I	TGDA	N/A	0.00	N/A
TCW REL VAL LGCAP I	HEAA	N/A	0.00	0.82
TCW REL VAL LGCAP N	HEBA	N/A	0.00	1.32
TCW REL VAL MDCAP I	TXGA	N/A	0.00	0.97
TCW SEC BD I	TGLA	N/A	0.00	0.50
TCW SEL EQ I	TGCA	N/A	0.00	0.77
TCW ST BD I	TGSA	N/A	0.00	2.63
THIRD AVE REALEST VAL INS	CUPA	N/A	0.00	1.19
THMPSN BD	ECLA	N/A	0.00	0.75
THRNBORG COR GR R5	BYTA	N/A	0.00	1.52
THRNBORG GLBL OPPR R5	BYUA	N/A	0.00	1.38
THRNBORG INTL EQ I	TIXA	N/A	0.00	1.00
THRNBORG INTL GR R5	BYVA	N/A	0.00	1.45
THRNBORG INTL VAL R5	BYWA	N/A	0.00	1.28
THRNBORG INTL VAL R6	CAYA	N/A	0.00	0.92
THRNBORG INVMT INC BLDR R5	BYXA	N/A	0.00	1.12
THRNBORG LTD TRM INC R5	CCNA	N/A	0.00	0.74
THRNBORG SMMDCAP COR I	THVA	N/A	0.00	1.09
THRNBORG STRAT INC R6	GXLA	N/A	0.00	0.70
THRVRT MDCAP STK S	HAOA	N/A	0.00	0.75

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
THRVRT MDCAP STK S	HAOD	N/A	0.00	0.75
TMTHYPLN FXD INC I	HDLA	N/A	0.00	1.04
TMTHYPLN GR INC I	HDMA	N/A	0.00	1.73
TMTHYPLN HI YLD BD I	GQTA	N/A	0.00	1.07
TMTHYPLN INTL I	ESZA	N/A	0.00	1.39
TMTHYPLN LGMDCAP GR I	HDNA	N/A	0.00	1.21
TMTHYPLN LGMDCAP VAL I	ETAA	N/A	0.00	1.20
TMTHYPLN SMCAP VAL I	ETBA	N/A	0.00	1.22
TMTHYPLN SMMDCAP GR I	HDKA	N/A	0.00	1.33
TRLM ESG GLBL EQ FD INST	ORIA	N/A	0.00	0.89
TROWEPR MULTSCTR BD I	ENNA	N/A	0.00	0.55
TROWEPR BAL I	GUMA	N/A	0.00	0.47
TROWEPR BAL	RPBA	N/A	0.00	0.60
TROWEPR BLUE CHIP GR I	FJKA	N/A	0.00	0.58
TROWEPR BLUE CHIP GR	BMSA	N/A	0.00	0.70
TROWEPR COMM TECH I	HIZA	N/A	0.00	0.68
TROWEPR COMM TECH	BBEA	N/A	0.00	0.82
TROWEPR CR OPFR I	HJAA	N/A	0.00	0.95
TROWEPR DIVD GR I	EKDA	N/A	0.00	0.51
TROWEPR DIVD GR	BYRA	N/A	0.00	0.64
TROWEPR DIVRS MDCAP GR	FJLA	N/A	0.00	0.86
TROWEPR EMRG MKT BD	BMTA	N/A	0.00	0.98
TROWEPR EMRGMKT DISCSTK I	HJBA	N/A	0.00	1.01
TROWEPR EQ INC	BBCA	N/A	0.00	0.68
TROWEPR EQ INDEX 500 I	HJCA	N/A	0.00	0.08
TROWEPR EURO STK	BMWA	N/A	0.00	1.03
TROWEPR FIN SVC	BQEA	N/A	0.00	0.88
TROWEPR GLBL ALLOC I	HJDA	N/A	0.00	0.76
TROWEPR GLBL GR STK I	HJEA	N/A	0.00	0.70
TROWEPR GLBL HI INC BD I	HJFA	N/A	0.00	0.69
TROWEPR GLBL INDSTRLS I	HJGA	N/A	0.00	0.87
TROWEPR GLBL REALEST I	HJHA	N/A	0.00	1.18

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
TROWEPR GBLB STK I	GNFA	N/A	0.00	0.67
TROWEPR GNMA I	HJIA	N/A	0.00	0.44
TROWEPR GR STK I	FJMA	N/A	0.00	0.53
TROWEPR GR STK	TPRA	N/A	0.00	0.65
TROWEPR HLTH SCNC I	HJJA	N/A	0.00	0.67
TROWEPR HLTH SCNC	BQGA	N/A	0.00	0.80
TROWEPR INST FLOTNG RT	BMYA	N/A	0.00	0.57
TROWEPR INST HI YLD	HJKA	N/A	0.00	0.50
TROWEPR INST LNGDUR CR	HJLA	N/A	0.00	0.45
TROWEPR INTGRTDUSSMCPEQ I	EBXA	N/A	0.00	0.66
TROWEPR INTL BD USD HDG I	HJMA	N/A	0.00	0.54
TROWEPR INTL STK FD I	HJNA	N/A	0.00	0.68
TROWEPR INTL STK FD	TPTA	N/A	0.00	0.83
TROWEPR INTL VAL EQ I	HJOA	N/A	0.00	0.69
TROWEPR INTL VAL EQ	BBDA	N/A	0.00	0.85
TROWEPR JPN	BMZA	N/A	0.00	1.08
TROWEPR LGCAP GR I	DQQA	N/A	0.00	0.56
TROWEPR LTN AM	BNAA	N/A	0.00	1.44
TROWEPR MULTSTRATTLRTN I	HJPA	N/A	0.00	1.17
TROWEPR NEW AM GR FD	BBFA	N/A	0.00	0.79
TROWEPR NEW ASIA	BBGA	N/A	0.00	1.00
TROWEPR NEW ERA I	HJQA	N/A	0.00	0.57
TROWEPR NEW ERA	BQHA	N/A	0.00	0.75
TROWEPR NEW HRIZNS I	FJRA	N/A	0.00	0.66
TROWEPR NEW INC	BBHA	N/A	0.00	0.53
TROWEPR OVRSEAS STK I	GQSA	N/A	0.00	0.67
TROWEPR OVRSEAS STK	EVHA	N/A	0.00	0.78
TROWEPR REAL ASST	DUAA	N/A	0.00	0.95
TROWEPR REALEST I	HJRA	N/A	0.00	0.67
TROWEPR REALEST	BQIA	N/A	0.00	0.87
TROWEPR RTRMT 2005 I	HAYA	N/A	0.00	N/A
TROWEPR RTRMT 2010 I	HAZA	N/A	0.00	N/A

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
TROWEPR RTRMT 2015 I	HBOA	N/A	0.00	N/A
TROWEPR RTRMT 2020 I	HBPA	N/A	0.00	N/A
TROWEPR RTRMT 2025 I	HBQA	N/A	0.00	N/A
TROWEPR RTRMT 2030 I	HBRA	N/A	0.00	N/A
TROWEPR RTRMT 2035 I	HBSA	N/A	0.00	N/A
TROWEPR RTRMT 2040 I	HBTA	N/A	0.00	N/A
TROWEPR RTRMT 2045 I	HBUA	N/A	0.00	N/A
TROWEPR RTRMT 2050 I	HBVA	N/A	0.00	N/A
TROWEPR RTRMT 2055 I	HBWA	N/A	0.00	N/A
TROWEPR RTRMT 2060 I	HBXA	N/A	0.00	N/A
TROWEPR RTRMT 2065 I	HBYA	N/A	0.00	N/A
TROWEPR RTRMT BAL I	HJSA	N/A	0.00	N/A
TROWEPR RTRMT BAL	BNFA	N/A	0.00	0.49
TROWEPR SCNC TECH I	HJTA	N/A	0.00	0.69
TROWEPR SCNC TECH	BQJA	N/A	0.00	0.81
TROWEPR SCNC TECH	BQJD	N/A	0.00	0.81
TROWEPR SMCAP VAL INSTL	ENCA	N/A	0.00	0.67
TROWEPR SMCAP VAL	TPSA	N/A	0.00	0.78
TROWEPR SPCTRM GR	BQKA	N/A	0.00	0.73
TROWEPR SPCTRM INC	TRPA	N/A	0.00	0.62
TROWEPR SPCTRM MOD ALLOC	CUMA	N/A	0.00	0.71
TROWEPR SPCTRMCNSRVALLOC	PSRA	N/A	0.00	0.60
TROWEPR SPCTRMMODGRALLOC	CUNA	N/A	0.00	0.76
TROWEPR SPCTRMMODGRALLOC	GHJA	N/A	0.00	0.62
TROWEPR ST BD	DLHA	N/A	0.00	0.46
TROWEPR US EQ RSRCH I	GZMA	N/A	0.00	0.35
TROWEPR US EQ RSRCH	BBBA	N/A	0.00	0.44
TROWEPR US HI YLD I	HJUA	N/A	0.00	0.69
TROWEPR US LGCAP COR INV	GHNA	N/A	0.00	0.69
TROWEPR US TRSR LT INDX I	HJWA	N/A	0.00	0.10
TROWEPR USTRSRYINTMDINDXI	HJVA	N/A	0.00	0.14
TROWEPR VAL	CNHA	N/A	0.00	0.72

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
TWDBRN INTL VAL	GZNA	N/A	0.00	1.39
UBS US ALLOCATION P	BCFA	N/A	0.00	0.74
UBS US SMCAP GR P	BCGA	N/A	0.00	1.31
VANECK CM COMDTY INDX I	BNHA	N/A	0.00	0.89
VANECK EMRG MKT INST	BCHA	N/A	0.00	1.23
VANECK GLBL HRD ASST INST	BCIA	N/A	0.00	1.13
VANECK INTL INV GOLD INST	BCJA	N/A	0.00	1.12
VEST US LGCAP 10% BFR Y	GALA	N/A	0.00	0.99
VIC CAP GR INST	ECQA	N/A	0.00	1.83
VIC CORPLS INTMD BD R6	ECXA	N/A	0.00	0.42
VIC DIVRS STK I	BNJA	N/A	0.00	0.86
VIC EMRG MKT INST	ECRA	N/A	0.00	1.38
VIC FD FOR INC I	BCLA	N/A	0.00	0.70
VIC GLBL NATRL VIC RSRC Y	BLYA	N/A	0.00	1.21
VIC GOVT SEC INST	ECSA	N/A	0.00	0.42
VIC INC INST	ECVA	N/A	0.00	0.55
VIC INTEGRITY MDCAP VAL Y	EZMA	N/A	0.00	1.04
VIC INTEGRITY SMCAP VAL Y	BYJA	N/A	0.00	1.06
VIC INTL INST	ECYA	N/A	0.00	1.02
VIC LOW DUR BD Y	CMZA	N/A	0.00	N/A
VIC MNDR MDCAP COR GR Y	BKTA	N/A	0.00	0.97
VIC NASDAQ 100 INDX R6	ECZA	N/A	0.00	0.30
VIC RS GR Y	CMVA	N/A	0.00	0.97
VIC RS INV Y	CMXA	N/A	0.00	1.38
VIC RS LGCAP ALPHA Y	CJJA	N/A	0.00	0.72
VIC RS MDCAP GR Y	BLZA	N/A	0.00	1.12
VIC RS PTNRS Y	BMBA	N/A	0.00	1.13
VIC RS SCNCTECH Y	BMJA	N/A	0.00	1.29
VIC RS SEL GR Y	CCMA	N/A	0.00	1.28
VIC RS SMCAP GR R6	GZPA	N/A	0.00	1.09
VIC RS SMCAP GR Y	BMFA	N/A	0.00	1.17
VIC RS VAL Y	BMKA	N/A	0.00	1.07

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
VIC SMCAP GR FEE R1	FNDA	N/A	0.00	N/A
VIC SMCAP STK INST	EDCA	N/A	0.00	0.99
VIC SOPHS EMRG MKT Y	ENFA	N/A	0.00	1.35
VIC ST BD R6	EDAA	N/A	0.00	0.34
VIC STRAT ALLOC I	BNIA	N/A	0.00	0.64
VIC SYC SM CO OPPR R6	GTWA	N/A	0.00	0.85
VIC TRIV INTL SMCAP Y	EOCA	N/A	0.00	1.15
VIC TTL RTN BD Y	MUCA	N/A	0.00	N/A
VIC ULTRA ST BD R6	EDDA	N/A	0.00	0.55
VILLERE BAL INV	CZOA	N/A	0.00	1.03
VIRTUS ALPHSMPLMDFRSTR	CYXA	N/A	0.00	1.45
VIRTUS CONV INST	ABZA	N/A	0.00	0.86
VIRTUS CRDEX LGCPVALEQ R6	CZEA	N/A	0.00	0.87
VIRTUS CRDEX MDCPVALEQ R6	CZFA	N/A	0.00	0.87
VIRTUS CRDEX SMCPVALEQ R6	FJTA	N/A	0.00	1.06
VIRTUS D&PGLBREALESTSEC R	EYBA	N/A	0.00	1.05
VIRTUS FOCSSR INST	ACJA	N/A	0.00	0.70
VIRTUS INTLSMCAP I	ACNA	N/A	0.00	1.55
VIRTUS KAR INTL SMCAP R6	EYCA	N/A	0.00	1.09
VIRTUS KAR MDCAP COR R6	EYDA	N/A	0.00	0.97
VIRTUS KAR MDCAP GR R6	EYEA	N/A	0.00	0.91
VIRTUS KAR SMCAP COR R6	EYFA	N/A	0.00	0.92
VIRTUS KAR SMCAP GR R6	EYGA	N/A	0.00	0.99
VIRTUS KAR SMCAP VAL R6	EYHA	N/A	0.00	0.89
VIRTUS NF MULTSCTR STBD R	EYIA	N/A	0.00	0.69
VIRTUS NFJ DIVD VAL INST	ACZA	N/A	0.00	0.74
VIRTUS NFJ INTL VAL INST	ADCA	N/A	0.00	1.02
VIRTUS NFJ LGCAPVAL INST	ADFA	N/A	0.00	0.77
VIRTUS NFJ MDCAPVAL INST	ADHA	N/A	0.00	0.82
VIRTUS NFJ SMCAP VAL INST	APXA	N/A	0.00	0.92
VIRTUS SEIX COR BD I	BAPA	N/A	0.00	0.71
VIRTUS SEIX CORP BD I	STXA	N/A	0.00	0.90



**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
VIRTUS SEIX HI YLD A	HBZA	N/A	0.00	1.10
VIRTUS SEIX HI YLD A	HBZD	N/A	0.00	1.10
VIRTUS SEIX HI YLD I	SAMA	N/A	0.00	0.78
VIRTUS SEIX HI YLD R6	GKFA	N/A	0.00	0.66
VIRTUS SEIX TTL RTN BD I	SAFA	N/A	0.00	0.60
VIRTUS SGA EMRGMKT EQ R6	DUGA	N/A	0.00	1.16
VIRTUS SGA INTL GR R6	EYLA	N/A	0.00	1.18
VIRTUS SLVNT MDCAP INST	PRCA	N/A	0.00	0.77
VIRTUS SLVNTLGCPCR STK R6	DJMA	N/A	0.00	0.96
VIRTUS SMCAP INST	FXPA	N/A	0.00	0.95
VIRTUS TECH INST	ADLA	N/A	0.00	1.17
VIRTUSSEIXFLOTRTHIINC I	BLXA	N/A	0.00	0.77
VIRTUSSEIXUSGVSCULTSHBD I	CTDA	N/A	0.00	0.51
VNGRD 500 INDEX FD AS	CSLA	N/A	0.00	0.04
VNGRD BAL INDX ADML	CSNA	N/A	0.00	0.07
VNGRD CNSMR STPLS ADML	DLWA	N/A	0.00	0.10
VNGRD COMDTY STRAT ADML	FYZA	N/A	0.00	0.21
VNGRD DEVL MKT INDX ADML	CWCA	N/A	0.00	0.08
VNGRD DIVD APP INDX ADML	CWDA	N/A	0.00	0.08
VNGRD DIVD GR INV	VDGA	N/A	0.00	0.29
VNGRD DIVRS EQ INV	VDEA	N/A	0.00	0.00
VNGRD EMRG MKT STKINDXADM	CSOA	N/A	0.00	0.14
VNGRD ENRGY ADML	CWEA	N/A	0.00	0.36
VNGRD ENRGY INDX ADML	ETCA	N/A	0.00	0.10
VNGRD EQ INC ADML	CWFA	N/A	0.00	0.18
VNGRD EURO STK INDX ADML	CSPA	N/A	0.00	0.11
VNGRD EXPLR ADML	CWGA	N/A	0.00	0.34
VNGRD EXTND MKT INDX ADML	CSQA	N/A	0.00	0.06
VNGRD FED MNY MKT INV	GXMA	N/A	0.00	0.11
VNGRD FIN INDX ADML	ETDA	N/A	0.00	0.10
VNGRD FTSE SOC INDX ADML	FLIA	N/A	0.00	0.14
VNGRD FTSEALWDXUSIND ADML	FKXA	N/A	0.00	0.11

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
VNGRD GLBL CAP CYC INV	VGPA	N/A	0.00	0.44
VNGRD GLBL EQ INV	VHGA	N/A	0.00	0.42
VNGRD GLBL MIN VOL ADML	DJPA	N/A	0.00	0.14
VNGRD GNMA ADML	CWHA	N/A	0.00	0.11
VNGRD GR INC ADML	CWIA	N/A	0.00	0.22
VNGRD GR INDX ADML	CSRA	N/A	0.00	0.05
VNGRD HI YLD CORP ADML	VEWA	N/A	0.00	0.12
VNGRD HIDIVD YLD INDX ADM	FNGA	N/A	0.00	0.08
VNGRD HLTH CARE ADML	CWJA	N/A	0.00	0.30
VNGRD HLTH CARE INDX ADML	FQKA	N/A	0.00	0.10
VNGRD INFL PRTCT SEC ADML	CWKA	N/A	0.00	0.10
VNGRD INFO TECH INDX ADML	ETFA	N/A	0.00	0.10
VNGRD INTDTRMTRSIND ADML	CZJA	N/A	0.00	0.07
VNGRD INTL EXPLR INV	VNXA	N/A	0.00	0.52
VNGRD INTL GR ADML	CWNA	N/A	0.00	0.31
VNGRD INTL VAL INV	VRTA	N/A	0.00	0.39
VNGRD INTMD TRM TRSRY ADM	CWMA	N/A	0.00	0.10
VNGRD INTMDTRM BD INDXADM	DLXA	N/A	0.00	0.07
VNGRD INTMDTRMINVTGRD ADM	CWLA	N/A	0.00	0.10
VNGRD LGCAP INDX ADML	EDFA	N/A	0.00	0.05
VNGRD LT INVMT GRD ADML	CWOA	N/A	0.00	0.11
VNGRD LT TRSRY ADML	CWPA	N/A	0.00	0.10
VNGRD LT TRSRY INDX ADML	ETGA	N/A	0.00	0.07
VNGRD MDCAP GR INDX ADML	CWQA	N/A	0.00	0.07
VNGRD MDCAP GR INV	VGIA	N/A	0.00	0.37
VNGRD MDCAP VAL INDX ADML	CWRA	N/A	0.00	0.07
VNGRD MID-CAP IDX FD AS	CSSA	N/A	0.00	0.05
VNGRD MKT NUTRL INV	CZKA	N/A	0.00	1.80
VNGRD MTRLS INDX ADML	EDGA	N/A	0.00	0.10
VNGRD PACFC STK INDX ADML	CSTA	N/A	0.00	0.10
VNGRD REALEST INDX ADML	CSUA	N/A	0.00	0.12
VNGRD SEL VAL INV	VSXA	N/A	0.00	0.43

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
VNGRD SM CAP INDX FD AS	CSXA	N/A	0.00	0.05
VNGRD SMCAP GR INDX ADML	CWYA	N/A	0.00	0.07
VNGRD SMCAP VAL INDX ADML	CWXA	N/A	0.00	0.07
VNGRD ST BD INDX ADML	CSWA	N/A	0.00	0.07
VNGRD ST CORP BD INDX ADM	CZLA	N/A	0.00	0.07
VNGRD ST FED ADML	CWTA	N/A	0.00	0.10
VNGRD ST INVMT GRD ADML	CWUA	N/A	0.00	0.10
VNGRD ST TRSRY ADML	CWWA	N/A	0.00	0.10
VNGRD STAR INV	VGTA	N/A	0.00	0.00
VNGRD STINFLPRTSECIND ADM	EHIA	N/A	0.00	0.06
VNGRD STRAT EQ INV	VSQA	N/A	0.00	0.17
VNGRD STRAT SMCAP EQ INV	VTCA	N/A	0.00	0.26
VNGRD TAXMGD SMCAP ADML	EVJA	N/A	0.00	0.09
VNGRD TRGT RTRMT 2020 INV	VTWA	N/A	0.00	N/A
VNGRD TRGT RTRMT 2025 INV	VTTA	N/A	0.00	N/A
VNGRD TRGT RTRMT 2030 INV	VTHA	N/A	0.00	N/A
VNGRD TRGT RTRMT 2035 INV	VHTA	N/A	0.00	N/A
VNGRD TRGT RTRMT 2040 INV	VFOA	N/A	0.00	N/A
VNGRD TRGT RTRMT 2045 INV	VTIA	N/A	0.00	0.08
VNGRD TRGT RTRMT 2050 INV	VFFA	N/A	0.00	0.08
VNGRD TRGT RTRMT 2055 INV	VVXA	N/A	0.00	0.00
VNGRD TRGT RTRMT 2060 INV	BWGA	N/A	0.00	0.00
VNGRD TRGT RTRMT 2065 INV	EHJA	N/A	0.00	0.00
VNGRD TRGT RTRMT 2070 INV	GTYA	N/A	0.00	0.00
VNGRD TRGT RTRMT INC	VTNA	N/A	0.00	N/A
VNGRD TRSRY MNY MKT INV	GZOA	N/A	0.00	0.09
VNGRD TTL BND MKT LDX ADM	CSYA	N/A	0.00	0.05
VNGRD TTL INTL BD IDX ADM	CZMA	N/A	0.00	0.11
VNGRD TTL INTLSTKINDX ADM	CSZA	N/A	0.00	0.12
VNGRD TTL STMKT INDX FD A	CUQA	N/A	0.00	0.04
VNGRD TTL WLDSTK INDX ADM	FLJA	N/A	0.00	0.10
VNGRD TTL WLDSTK INDX ADM	FLJD	N/A	0.00	0.10

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
VNGRD US GR ADML	CWZA	N/A	0.00	0.20
VNGRD UTIL INDX ADML	FKYA	N/A	0.00	0.10
VNGRD VAL INDX ADML	CTAA	N/A	0.00	0.05
VNGRD WLNGTN INV	VWEA	N/A	0.00	0.26
VNGRD WLSLY INC ADML	CXAA	N/A	0.00	0.16
VNGRD WNDSR ADML	CXBA	N/A	0.00	0.32
VNGRD WNDSR II ADML	CZNA	N/A	0.00	0.26
VOYA GLBL BD I	FBXA	N/A	0.00	0.73
VOYA GNMA INC I	GAZA	N/A	0.00	0.59
VOYA INTMD BD I	FCBA	N/A	0.00	0.34
VOYA INVMT GRD CR I	GBBA	N/A	0.00	0.92
VOYA LGCAP GR I	FCCA	N/A	0.00	0.58
VOYA LGCAP GR R6	HAUA	N/A	0.00	0.57
VOYA MDCAP OPPI I	FCFA	N/A	0.00	1.02
VOYA MULT MGR INTL SMCAP	FCGA	N/A	0.00	1.33
VOYA SEC CR I	GBCA	N/A	0.00	0.71
VOYA STRAT INC OPPI I	FCIA	N/A	0.00	0.63
WASATCH GLBL VAL	BEWA	N/A	0.00	1.18
WASATCHFRNTREMGSMCNTRY IN	DLYA	N/A	0.00	2.31
WCM FOCS EMRG MKT INST	GRSA	N/A	0.00	1.27
WCM FOCS INTL GR INST	EOLA	N/A	0.00	1.04
WEITZ SHRT INTMD INC INST	DGRA	N/A	0.00	0.60
WLMBLR EMRG MKT GR R6	HJXA	N/A	0.00	N/A
WLMBLR EMRG MKT LDRS I	FUUA	N/A	0.00	1.18
WLMBLR EMRG MKT LDRS R6	HJYA	N/A	0.00	1.08
WLMBLR GLBL GR I	BNRA	N/A	0.00	1.14
WLMBLR GR I	BNSA	N/A	0.00	0.91
WLMBLR INTL GR I	BNTA	N/A	0.00	1.10
WLMBLR INTL LDRS I	FUVA	N/A	0.00	1.04
WLMBLR LGCAP GR I	FUWA	N/A	0.00	0.78
WLMBLR SM MD GR I	BNXA	N/A	0.00	1.14
WLMBLR SMCAP GR I	BNVA	N/A	0.00	1.18

**FUND DISCLOSURE SCHEDULE**

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
WLMBLR SMCAP VAL R6	HJZA	N/A	0.00	0.79
WLMNTR COR BD I1	EOHA	N/A	0.00	N/A
WLMNTR COR BD R1	EOIA	N/A	0.00	N/A
WLMNTR COR PLUS BD II R1	GRYA	N/A	0.00	N/A
WLMNTR EUROPACFC GR R1	GXSA	N/A	0.00	N/A
WLMNTR INTL EQ R1	GGOA	N/A	0.00	N/A
WLMNTR INTL GR II R1	GNKA	N/A	0.00	N/A
WLMNTR INTL STK I1	EOJA	N/A	0.00	N/A
WLMNTR INTL STK R1	EOKA	N/A	0.00	N/A
WLMNTR INVSCO DEVL MKT	GPMA	N/A	0.00	N/A
WLMNTR LGCAP GR IV I1	GXTA	N/A	0.00	N/A
WLMNTR LGCAP GR IV R1	GXUA	N/A	0.00	N/A
WLMNTR LGCAP VAL R1	EZAA	N/A	0.00	N/A
WLMNTR LGCAPGR II R11	GGGA	N/A	0.00	N/A
WLMNTR MDCAPVAL R1	GGKA	N/A	0.00	N/A
WLMNTR SMCAP VAL R1	FQTA	N/A	0.00	N/A
WLMNTRBR EAFE EQ INDX 1	EODA	N/A	0.00	N/A
WLMNTRBR EAFE EQ INDX R	EMFA	N/A	0.00	N/A
WLMNTRBR EQ INDX 1	EOEA	N/A	0.00	N/A
WLMNTRBR MDCAP EQ INDX 1	GLUA	N/A	0.00	N/A
WLMNTRBR RSL 2000 INDX R	EMTA	N/A	0.00	N/A
WLMNTRBR US DB INDX 1	EOGA	N/A	0.00	N/A
WLMNTRBR US TIPS INDX 1	GLTA	N/A	0.00	N/A
WLMNTRTROWEPRRTRMT 2020 R	GURA	N/A	0.00	N/A
WLMNTRTROWEPRRTRMT 2025 R	GUTA	N/A	0.00	N/A
WLMNTRTROWEPRRTRMT 2030 R	GUUA	N/A	0.00	N/A
WLMNTRTROWEPRRTRMT 2035 R	GUVA	N/A	0.00	N/A
WLMNTRTROWEPRRTRMT 2040 R	GUWA	N/A	0.00	N/A
WLMNTRTROWEPRRTRMT 2045 R	GUXA	N/A	0.00	N/A
WLMNTRTROWEPRRTRMT 2050 R	GUYA	N/A	0.00	N/A
WLMNTRTROWEPRRTRMT 2055 R	GUZA	N/A	0.00	N/A
WLMNTRTROWEPRRTRMT 2060 R	GVBA	N/A	0.00	N/A

## FUND DISCLOSURE SCHEDULE

Fund Name	Fund Code	Ticker Symbol	Fund Payment	Total Fund Prospectus Gross Expense Ratio
WLMNTRTROWEP RRTRMT 2065 R	GVCA	N/A	0.00	N/A
WSTWD INC OP PR INST	CEBA	N/A	0.00	0.81
XSQUARE BAL INST	HKAA	N/A	0.00	2.55
ZACKS DIVD INV	GNJA	N/A	0.00	1.32

For participants choosing to utilize professional money management under Managed Account Services, an additional fee will apply.

The expense ratios listed are based on the last available information provided to Nationwide. The fund house may change the expense ratio at any time.

For more information about the available underlying investment options, including all charges and expenses, please consult a fund prospectus. Before investing, carefully consider the fund's investment objectives, risks, charges and expenses. If at any time the expense ratio listed above differs from the expense ratio listed in the fund prospectus, the ratio listed in the prospectus will apply.



## The BEST of AMERICA<sup>®</sup> Retirement Advisor<sup>SM</sup> Summary of Contract Information

**Plan Name:** Magnolia Educational & Research Foundation 403(b) Plan

**Date of Proposal:** August 26, 2024

Except for dates specifically noted in this document, this offer expires 60 days from the Date of Proposal. The Specimen Contract(s) are part of this offer and must accompany this document for the offer to be valid.

### The BEST of AMERICA<sup>®</sup> Retirement Advisor<sup>SM</sup> Contract(s) Elected:

Fixed Contract - Specimen Contract Form APO-2242

### Expense Charges

- **Contingent Deferred Sales Charge**

The Contingent Deferred Sales Charge applies to all Contracts elected.

<u>Contract Year</u>	<u>Deferred Sales Charge Percentage</u>
1*	0.00%
2	0.00%
3	0.00%
4	0.00%
5	0.00%
Thereafter	0.00%

### Fixed Interest Rate

<u>Contract Year</u>	<u>Rate</u>
1*	1.15%
2	0.00% (minimum)**

\*The first contract year will extend from the date of the first deposit/transfer through the last day of the same month in the next calendar year. The second contract year will extend for twelve (12) months immediately following the first contract year.

\*\*This rate is the minimum guarantee. Nationwide<sup>®</sup> may declare an interest rate for this contract which may be higher than this minimum.

### Exchanges

Exchanges as defined in the Contract will be made at book value in any amount which is not more than the Book Value Exchange Limit set forth on the Contract Summary Page, with the Book Value Exchange Limit being reduced by all exchanges which have been made at book value during the twelve calendar months preceding the date of the exchange.



## **Transfers**

Transfers as defined in the Contract are subject to the Book Value Transfer Limit set forth on the Contract Summary Page. A transfer payment of the entire Contract value may be subject to a market value adjustment. The market value of the transfer payment is equal to the amount withdrawn, increased or decreased by the market value adjustment. The market value adjustment is determined by Nationwide in accordance with uniform procedures applicable to all contracts of this class. Upon receipt of written request by the Contractholder, Nationwide will provide the market value adjustment formula.

Failure by Nationwide to take action with respect to any one or more of the restrictions listed above is not a waiver of Nationwide's right to enforce the restrictions later.

**APPLICATION FOR GROUP ANNUITY CONTRACT  
MADE TO  
NATIONWIDE LIFE INSURANCE COMPANY  
(The Company)  
ONE NATIONWIDE PLAZA  
COLUMBUS, OHIO 43215**

CUSTODIAN/TRUSTEE(S) OF THE Magnolia Educational & Research Foundation

403(b) Plan

TRUST

(Exact Name of applicant, e.g., ABC Company, Inc. or Trustees of XYZ Company, Inc. Retirement Trust)

Contract Type:  Fixed Contract     Indexed Fixed Contract     Short Term Indexed Fixed Contract

The applicant applies for the attached Group Annuity Contract(s) as specified above.

The applicant approves and accepts the terms of the Contract.

The applicant certifies that to the best of its knowledge:

1. The applicant has the authority to enter into the Contract.
2. The applicant's plan qualifies under:
  - Section 401
  - Section 457(b)
  - Section 403(b)
 of the Internal Revenue Code.
3. The applicant, if a sole proprietorship or partnership or if a trustee representing a Plan established or maintained by a sole proprietorship or partnership:
  - a. is or represents a Plan established or maintained by a financially sophisticated law, accounting, investment banking, pension consulting, or investment advisory firm with financial/business knowledge and experience, capable of adequately representing its interests and those of its employees; or
  - b. has obtained the advice of an independent, expert financial or business advisor having no affiliation or material business relationship with The Company, and capable of adequately representing the interest of the applicant and its employees.
  - c. the Plan covers only (i) the employees of an employee benefit plan established or maintained by a single employer or employers under common control or (ii) the employees of any employer which contributes to a plan established or maintained by an employee organization or (iii) the employees of any employer which contributes to a plan maintained by more than one employer which is not established by an employee organization.
4. This Contract is a permissible investment under the applicant's plan.

If The Company fails to accept this Application, the amount of deposit will be refunded without interest.

**FOR AZ RESIDENTS ONLY**

**Upon written request, the Company agrees to provide, within a reasonable time, reasonable factual information regarding the benefits and provisions of the Annuity Contract to the Owner.**

**NOTICE TO AR, CO, KY, LA, ME, NM, OH, AND TN RESIDENTS:**

**Any person who, knowingly and with intent to injure, defraud or deceive any insurance company or other person, files an application for insurance or statement of claim containing any materially false information or conceals for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which may be a crime and may subject such person to criminal and civil penalties, fines, imprisonment, or a denial of insurance benefits.**

**FOR DC RESIDENTS ONLY**

**WARNING: It is a crime to provide false or misleading information to an insurer for the purpose of defrauding the insurer or any other person. Penalties include imprisonment and/or fines. In addition, an insurer may deny insurance benefits if false information materially related to a claim was provided by the applicant.**

**FOR NJ RESIDENTS ONLY**

**Any person who includes any false or misleading information on an application for an insurance policy is subject to criminal and civil penalties.**

**FOR WA RESIDENTS ONLY**




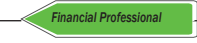

**Any person who knowingly presents a false or fraudulent claim for payment of a loss or knowingly makes a false statement in an application for insurance may be guilty of a criminal offense under state law.**

**FOR FL RESIDENTS ONLY**

**Any person who knowingly and with intent to injure, defraud, or deceive any insurer files a statement of claim or an application containing any false, incomplete, or misleading information is guilty of a felony of the third degree.**

**NOTICE TO OK and PA RESIDENTS ONLY**

**Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information or conceals for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects such person to criminal and civil penalties.**

Applicant Signature		Typed or Printed Applicant Name
Date		Title (Trustee, If Applicable)
Signature of Licensed Agent		Printed Name of Licensed Agent      License ID No.
Signature of Licensed Agent		Printed Name of Licensed Agent      License ID No.
Signature of Licensed Agent		Printed Name of Licensed Agent      License ID No.
Signature of Licensed Agent		Printed Name of Licensed Agent      License ID No.

In consideration of the Application for this Contract made by

Nationwide Trust Company, FSB as Custodian for Magnolia Educational & Research  
Foundation 403(b) Plan  
(The Contractholder)

and of the payment of Deposits as provided, the Company agrees to pay, in accordance with and subject to the terms and conditions of this Contract, the benefits set forth with respect to each Participant.

Effective Date of Contract: August 1, 2024

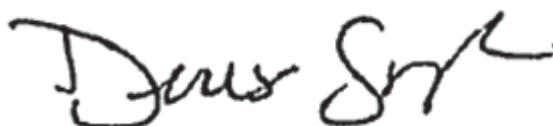
Issue Date of Contract: August 26, 2024

Jurisdiction: California

In witness whereof the Company has caused this Contract to be executed and duly attested on the Issue Date shown above.



President



Secretary

Attest: \_\_\_\_\_

**GROUP ANNUITY CONTRACT NO. GA-P N/A**

**GUARANTEED FUND  
FIXED DOLLAR ANNUITIES ONLY**

**NON-PARTICIPATING  
ANNUAL APPLICATION OF EXPERIENCE RATING PLAN**

APO-2242

FIXED

## TABLE OF CONTENTS

<u>ARTICLE</u>		<u>PAGE</u>
	<b>CONTRACT SUMMARY PAGE.....</b>	1
<b>I.</b>	<b>DEFINITIONS.....</b>	1
<b>II.</b>	<b>GUARANTEED FUND</b>	
	2.1      Guaranteed Fund.....	3
	2.2      Amount Of Guaranteed Fund.....	3
	2.3      Interest Credits.....	3
<b>III.</b>	<b>DEPOSITS</b>	
	3.1      Deposits.....	4
	3.2      Crediting Of Deposits.....	4
<b>IV.</b>	<b>EXCHANGES</b>	
	4.1      Exchange To A Companion Contract.....	5
	4.2      Exchanges From A Companion Contract.....	5
<b>V.</b>	<b>PAYMENT OF BENEFITS</b>	
	5.1      Benefit Payments.....	6
	5.2      Purchase And Amount Of Annuity.....	7
	5.3      Small Annuities.....	7
	5.4      Facility Of Payment.....	8
	5.5      Misstatements And Adjustments.....	8
	5.6      Cash Payments Or Loans.....	8
<b>VI.</b>	<b>CHARGES</b>	
	6.1      Administration Charge.....	10
	6.2      Contract Charge.....	10
	6.3      Contingent Deferred Sales Charge.....	10
	6.4      Other Expense Charges.....	10
	6.5      Other Expense Withdrawals.....	11
	6.6      Payment Of Charges.....	11
	6.7      Premium Tax.....	11

FIXED



**TABLE OF CONTENTS**  
**(Continued)**

<u>ARTICLE</u>		<u>PAGE</u>
<b>VII.</b>	<b>PAYMENTS UPON TERMINATION OF PLAN - CONTRACT OR REDUCTION IN NUMBER OF PARTICIPANTS</b>	
7.1	Payments Upon Termination Of Plan Or Reduction In Number Of Participants.....	12
7.2	Termination Of Contract.....	13
<b>VIII.</b>	<b>TRANSFERS</b>	
8.1	Notice Of Transfer And Transfer Payments.....	14
8.2	Variable Fund Unit Cancellations And Transfer Payments..	14
8.3	Alternative Guaranteed Fund Withdrawal And Transfer Payment.....	14
8.4	Interest After Transfer Date.....	15
<b>IX.</b>	<b>GENERAL PROVISIONS</b>	
9.1	Guarantees And Change Of Contract.....	16
9.2	Contractholder.....	17
9.3	Communication And Notification.....	17
9.4	Place Of Payment--Currency.....	18
9.5	Certificates.....	18
9.6	Beneficiary--Settlement Options.....	18
9.7	Experience Rate Credits.....	19
9.8	Assignment.....	19
9.9	Information--Records.....	19
9.10	Entire Contract--Construction.....	20

APPLICATION FOR AND ACCEPTANCE OF GROUP ANNUITY CONTRACT

FIXED

## CONTRACT SUMMARY PAGE

## GA-P N/A

Administration Charge: None.

Book Value Exchange Limit: 20% of the Guaranteed Fund.

Book Value Transfer Limit: 20% of the Guaranteed Fund on the Transfer Date.

Companion Contract(s): N/A

Contingent Deferred Sales Charge:		Deferred Sales Charge Percentage
	<u>Contract Year</u>	
	1	0.00%
	2	0.00%
	3	0.00%
	4	0.00%
	5	0.00%
	Thereafter	0.00%

The Contingent Deferred Sales Charge Percentage shall be applied to withdrawals from the Guaranteed Fund as provided in this Contract.

Contract Anniversary: To Be Determined based on first Deposit/Transfer.

Contract Charge: None.

Creditable Percentage: 100%

Crediting Deposits: Each Deposit, as described in Article III, will be credited to the Guaranteed Fund no later than the third Business Day following receipt.

Interest Rate:		
	<u>Contract Year</u>	<u>Rate</u>
	1	1.15%
	2	0.00% (minimum)

Maximum Annual Deposit: \$1,000,000

Plan: Magnolia Educational & Research Foundation 403(b) Plan.

**CONTRACT SUMMARY PAGE**

**GA-P N/A**

Processing Exchanges:	Exchanges, as described in Article IV, will be made within three Business Days following receipt of the Contractholder's written request.
Processing Annuity Purchases:	Annuity Purchases, as described in Article V, will be made within 15 Business Days following receipt of the Contractholder's written request.
Processing Cash Payments:	Cash Payments, as described in Article V , will be made within five Business Days following receipt of the Contractholder's written request.
Processing Payments Upon Plan Termination or Reduction in Number of Participants:	Benefit Payments to each affected Participant, as described in Article VII, will be made within 30 calendar days following receipt of the Contractholder's written request.
Processing Transfers:	The Transfer Date, as described in Article VIII, will not be more than 120 calendar days following receipt of the Contractholder's written request.
Purchase Rate Basis:	1983 Table A (Male), with Annuitant ages set back 10 years and survivor Annuitant ages set back 5 years; 3.0% interest; and 4.0% loading.
Percentage Reduction in Number of Participants as defined in Section 1.15:	15%

**ARTICLE I - DEFINITIONS**

- 1.1 ANNUITANT** - a person receiving an Annuity.
- 1.2 ANNUITY** - any benefit in the form of a series of payments due in accordance with the Plan, payable under this Contract.
- 1.3 BENEFIT PAYMENT** - a distribution that is permitted by the Plan on behalf of a Participant.
- 1.4 BUSINESS DAY** - - each day that the Company's Home Office and the applicable financial institutions for purposes of processing financial transactions are open for business. All requests for transactions that are received after 1:00 p.m. Columbus, Ohio time will be considered to be received on the next Business Day.
- 1.5 CASH PAYMENT** - a form of Benefit Payment other than an Annuity purchased under this Contract.
- 1.6 CONTRACT YEAR** - a period beginning on the Effective Date or on any Contract Anniversary and ending on the day immediately preceding the next following Contract Anniversary.
- 1.7 EMPLOYER** - - any organization reported to the Company by the Contractholder for inclusion under this Contract, some or all of whose employees are covered under the Plan.
- 1.8 FIXED INVESTMENT** - an investment which guarantees principal and/or interest, a money market fund, or any other investment which could contain more than 50% short term debt securities. An investment which could contain more than 50% short term debt securities available under a Companion Contract will not be considered a Fixed Investment, excluding a money market fund. Instruments which provide for a guarantee of principal upon withdrawal include but are not limited to group annuities and individual annuities which are invested in an insurer's general account, guaranteed investment contracts, bank certificates of deposit, and any other investment determined to be a Fixed Investment by the Company on the Effective Date or the date on which Investment Options are added to the Plan.
- 1.9 FUNDING SUCCESSOR** - - the Plan's and successor plan's trustee and any financial institution providing an Investment Option to the Plan.
- 1.10 INVESTMENT OPTION** - a fund offered by the Plan, composed of one or more investments and which is available for independent selection by the participant.

**ARTICLE I - DEFINITIONS  
(Continued)**

- 1.11 OFFICERS** - as defined in Section 416 of the Internal Revenue Code and Regulations. If an individual is considered to be an Officer at any time during the term of this Contract, the individual will always be considered as such for purposes of this Contract.
- 1.12 OWNERS** - as defined in Section 416 of the Internal Revenue Code and Regulations. For purposes of this Contract, an Owner is defined as a 10% owner. If an individual is considered to be an Owner at any time during the term of this Contract, the individual will always be considered as such for purposes of this Contract.
- 1.13 PARTICIPANT** - a person for whom benefits are to be provided under this Contract, in accordance with the Plan, as reported by the Contractholder.
- 1.14 PRO RATA WITHDRAWALS** - withdrawals from this Contract will be made from each Sub-Fund of the Guaranteed Fund in proportion to the amount of each Sub-Fund to the amount of the Guaranteed Fund. Withdrawals from this Contract will be made from the Guaranteed Fund in proportion to the amount of the Guaranteed Fund to the amount of the Guaranteed Fund plus all other Fixed Investments which are a part of the same Investment Option.
- If the Contractholder has Plan investment authority, withdrawals from this Contract will be made from each Sub-Fund of the Guaranteed Fund in proportion to the amount of each Sub-Fund to the amount of the Guaranteed Fund. Withdrawals from this Contract will be made from the Guaranteed Fund in proportion to the amount of the Guaranteed Fund to the amount of the Guaranteed Fund plus the amount of total Plan assets.
- 1.15 REDUCTION IN NUMBER OF PARTICIPANTS** - any reduction of more than the percentage, as set forth on the Contract Summary Page, of the number of Participants under the Plan since the Effective Date of the Contract which is the result of any change in the Plan or action taken by the Employer.
- 1.16 SUB-FUND** - a portion of the Guaranteed Fund to which separate guarantees or other contractual provisions apply.

**ARTICLE II - GUARANTEED FUND****2.1 GUARANTEED FUND**

The Company shall establish and maintain a Guaranteed Fund. The Company shall provide to the Contractholder an annual accounting of all financial transactions occurring with respect to this Contract.

**2.2 AMOUNT OF GUARANTEED FUND**

The amount of the Guaranteed Fund at any time will be equal to the total of the Deposits credited in accordance with Article III, plus any amounts exchanged in accordance with Section 4.2, plus interest as provided in Section 2.3, less any withdrawals made from the Guaranteed Fund in accordance with Articles IV, V, VI, VII, and VIII.

**2.3 INTEREST CREDITS**

Subject to the provisions of Sections 8.4 and 9.1, during each Contract Year, the Guaranteed Fund will be credited with daily interest at an effective annual rate of interest equal to the Interest Rate set forth on the Contract Summary Page.

In computing the amount of interest to be credited to the Guaranteed Fund, the Company will use the first day following the date amounts are credited to the Guaranteed Fund through the actual date on which withdrawals are made from the Guaranteed Fund.



**ARTICLE III - DEPOSITS**

**3.1 DEPOSITS**

The Contractholder may make Deposits to the Company in such amount as may be determined by the Contractholder. Unless otherwise agreed to in writing by the Company, the Maximum Annual Deposit which may be paid during a Contract Year shall not exceed the amount set forth on the Contract Summary Page.

**3.2 CREDITING OF DEPOSITS**

Each Deposit, multiplied by the Creditable Percentage set forth on the Contract Summary Page, will be credited to the Guaranteed Fund as described in the Crediting Deposits provision set forth on the Contract Summary Page.

**ARTICLE IV - EXCHANGES****4.1 EXCHANGE TO A COMPANION CONTRACT**

The Contractholder may exchange amounts from the Guaranteed Fund to a Companion Contract subject to the following limitations. Exchanges may not exceed the Book Value Exchange Limit, set forth on the Contract Summary Page, on the exchange date less any amounts exchanged during the one-year period ending on the exchange date.

Exchanges shall be made on a Pro Rata Withdrawal basis from all Sub-Funds under this Contract. Exchanges shall be completed as described in the Processing Exchanges provision set forth on the Contract Summary Page.

Exchanges shall be made by withdrawing 100% of the amount to be exchanged from the Guaranteed Fund and crediting the amount to the Companion Contract.

This Section 4.1 will become inoperative on and after the Company's receipt of the Contractholder's direction to make a transfer payment in accordance with Article VIII.

**4.2 EXCHANGES FROM A COMPANION CONTRACT**

The Contractholder may exchange amounts into this Contract from a Companion Contract. Limitations may be imposed by the Companion Contract.

**ARTICLE V - PAYMENT OF BENEFITS****5.1 BENEFIT PAYMENTS**

Subject to the other provisions of this Contract, upon written notice from the Contractholder, the Company shall purchase Annuities or make Cash Payments in such manner and amounts specified by the Contractholder. The Contractholder may request any one of the following Annuity forms on behalf of a Participant:

- (a) Straight Life Form - This form of Annuity provides payments during the lifetime of the Annuitant. Payments will end with the last payment made on or preceding the Annuitant's date of death.
- (b) Joint and Survivor Form - This form of Annuity provides periodic payments during the joint lifetime of the Annuitant and the survivor Annuitant. Periodic payments to the Annuitant will end with the last periodic payment made pre-ceeding the Annuitant's death. Upon the Annuitant's death, periodic payments in the amount of 50%, 66 2/3%, 75%, or 100% (as elected by the Annuitant) of the periodic payments payable to the Annuitant, will be continued to the survivor Annuitant, if living. Periodic payments will terminate with the last periodic payment made preceding the later of the date of death of the Annuitant and the survivor Annuitant.
- (c) Life With Period Certain Form - This form of Annuity provides payments during the lifetime of the Annuitant. If the death of the Annuitant occurs before the Annuitant has received the specified number of payments (as elected by the Annuitant), the payments remaining will be paid to a Beneficiary designated by the Annuitant. If no Beneficiary has been designated or if the death of the designated Beneficiary occurs before the Annuitant and Beneficiary have received the total number of payments due, the commuted value of the payments remaining will be paid in a single sum. Such payment will be paid to the estate of the last to die of the Annuitant and the designated Beneficiary.

Annuity purchases and Cash Payments may be made on any form mutually agree-able between the Company and the Contractholder, in accordance with the provi-sions of the Plan. The Company will purchase the Annuity or provide the Cash Payment as described in the Processing Annuity Purchases and Processing Cash Payments provisions set forth on the Contract Summary Page.

**ARTICLE V - PAYMENT OF BENEFITS  
(Continued)**

**5.2 PURCHASE AND AMOUNT OF ANNUITY**

The Company will purchase an Annuity by withdrawing the amount to be applied to purchase the Annuity from the Guaranteed Fund.

The amount of the Annuity will be determined by dividing the amount withdrawn, less the amount of state premium tax, if any, by the appropriate purchase rate, which may not be less favorable than the purchase rate determined in accordance with the Purchase Rate Basis set forth on the Contract Summary Page.

If the withdrawal requested plus any applicable expense charges and taxes exceed the amount of the Guaranteed Fund, the amount of the Annuity will be limited to that which can be purchased by the amount of the Guaranteed Fund remaining after with-drawal of any tax or charges specified in Article VI.

**5.3 SMALL ANNUITIES**

If the amount to be applied to purchase an Annuity is less than \$3,500, the Company may, instead of purchasing an Annuity, make a Cash Payment to the Participant, Beneficiary, or Contractholder. The Cash Payment will be equal to the amount to be applied, less any tax or charges specified in Article VI.

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## **ARTICLE V - PAYMENT OF BENEFITS (Continued)**

### **5.4 FACILITY OF PAYMENT**

If any Annuitant is, in the judgment of the Company, legally, physically, or mentally incapable of personally receiving any payment due under this Contract, the Company may make payment or any part thereof to another person, persons, or institutions who, in the opinion of the Company, are then maintaining or have custody of the Annuitant, until claim is made by the duly appointed guardian or other legal representative of the Annuitant. The payment shall constitute a full discharge of the liability of the Company to the extent thereof. Upon notice to the Company of the appointment of a legal guardian or other legal representative, the Company will pay amounts only to the guardian or other legal representative.

### **5.5 MISSTATEMENTS AND ADJUSTMENTS**

If the age or any other relevant fact relating to any Annuitant is found to have been misstated, the amount of Annuity payments payable by the Company will be adjusted, unless some other adjustment, satisfactory to the Contractholder and the Company is made. The amount of the adjustment will be made on the basis of the corrected information. The adjustment will be made without changing the date of the first payment. Any adjustment made shall be conclusive on any person affected by the adjustment. The dollar amount of any underpayment made by the Company will be paid in full with the next payment due. The dollar amount of any overpayment by the Company will be deducted to the extent possible from the next payment or payments.

### **5.6 CASH PAYMENTS OR LOANS**

The Contractholder may notify the Company in writing that a Cash Payment or loan has become payable, in accordance with the Plan. The Company shall withdraw on a Pro Rata Withdrawal basis the amount payable from the Guaranteed Fund, and shall pay the amount withdrawn to the Participant, Beneficiary, or Contractholder (if a trust), less taxes and applicable charges, in accordance with Article VI. If the Plan provides for employee-directed investments and this Contract is the only investment of the Investment Option, the Pro Rata Withdrawal provision will apply only to Sub-Funds under this Contract. If the Cash Payment results from a termination of the Plan or Reduction in Number of Participants, the amount payable to each affected Participant or to the Contractholder shall be made in accordance with Section 7.1. No loans shall be made after the Transfer Date specified in Article VIII. This Section shall not apply to any payment made for the purpose of reinvestment in accordance with the Plan without the approval of the Company.

**ARTICLE V - PAYMENT OF BENEFITS  
(Continued)**

**5.6 CASH PAYMENTS OR LOANS (Continued)**

If the amount to be withdrawn for the payment of a Cash Payment or loan exceeds the value of the Guaranteed Fund, the payment will be limited to the dollar amount in the Guaranteed Fund less taxes and applicable charges.



**ARTICLE VI - CHARGES****6.1 ADMINISTRATION CHARGE**

In the event that an Administration Charge is due, as set forth on the Contract Summary Page, the Company shall withdraw the amount of the charge from the Guaranteed Fund.

**6.2 CONTRACT CHARGE**

In the event that a Contract Charge is due, as set forth on the Contract Summary Page, the Company shall withdraw the amount of the charge from the Guaranteed Fund.

**6.3 CONTINGENT DEFERRED SALES CHARGE**

The Contingent Deferred Sales Charge Percentage, set forth on the Contract Summary Page, will be applied to reduce the following:

dollar amount of a transfer to a Funding Successor;

Cash Payments to Officers and Owners for in-service with-drawals (except loans, financial hardships of \$50,000 or less taken at least 12 months prior to separation of service, and amounts required to be distributed as a result of compliance with Section 401(a)(9) of the Internal Revenue Code), disability payments if such disability does not meet the Social Security definition, or upon severance of employment or retirement;

outstanding loan balances of Officers and Owners upon payment of a Cash Payment on or after severance of employment;

Cash Payments resulting from a termination of a Plan or Reduction in Number of Participants.

**6.4 OTHER EXPENSE CHARGES**

For services rendered at the written request of the Contractholder, the Company shall withdraw from the Guaranteed Fund amounts sufficient to reimburse itself for expenses. The amounts shall be determined by the Company in a manner consistent with its general practices for contracts of this class for services it renders with respect to the Plan or Contract.

**ARTICLE VI - CHARGES  
(Continued)****6.5 OTHER EXPENSE WITHDRAWALS**

The Contractholder may notify the Company in writing that the Plan has incurred an expense and may direct that the amount be paid from the Guaranteed Fund. The Company shall withdraw the amount from the Fund and shall pay the amount to the person or entity specified in the notice.

**6.6 PAYMENT OF CHARGES**

With the agreement of the Company, the Contractholder may elect to pay any charge in accordance with Sections 6.1, 6.2, or 6.4 directly to the Company. In this event, the Company shall notify the Contractholder of the amount of such charge, as of the date such charge would otherwise have been withdrawn from the Guaranteed Fund. If payment of such charge is not received by the Company within thirty-one (31) days after the date of the notice, the amount thereof shall be withdrawn from the Guaranteed Fund.

**6.7 PREMIUM TAX**

The Company shall withdraw from the Guaranteed Fund the amount of any premium tax levied by a state or other government entity in addition to the taxes referred to in Section 5.2.

**ARTICLE VII - PAYMENTS UPON TERMINATION OF PLAN - CONTRACT  
OR REDUCTION IN NUMBER OF PARTICIPANTS****7.1 PAYMENTS UPON TERMINATION OF PLAN OR REDUCTION IN NUMBER  
OF PARTICIPANTS**

In the event that the Contractholder requests a payment from the Contract due to Plan termination, merger of the Plan, or Reduction in Number of Participants, the Contractholder shall give written direction to the Company, in accordance with Section 9.3, to make payments in one of the following manners:

- (a) purchase an Annuity for each affected Participant;
- (b) use all or a portion of the Guaranteed Fund to make Cash Payments to each affected Participant in accordance with Section 5.6. In this event, the Company will pay the market value of the amount withdrawn, less taxes and applicable charges in accordance with Article VI. The market value of the amount withdrawn is equal to the amount withdrawn, increased or decreased by the Market Value Adjustment. The Market Value Adjustment is determined by the Company in accordance with uniform procedures applicable to all contracts of this class;
- (c) use all or a portion of the Guaranteed Fund to make payment to a Funding Successor, in accordance with Section 8.3.

Payments will be made as described in the Processing Payments Upon Plan Termination or Reduction in Number of Participants provision set forth on the Contract Summary Page.

If any amount remains in the Guaranteed Fund after all liabilities of the Plan have been satisfied, the Company will pay the amount to the Contractholder in accordance with Section 8.3. Experience Rate Credits which would otherwise be credited after the Plan is terminated and after the Guaranteed Fund has been exhausted, will be paid to the Contractholder in cash.

**ARTICLE VII - PAYMENTS UPON TERMINATION OF PLAN - CONTRACT  
OR REDUCTION IN NUMBER OF PARTICIPANTS  
(Continued)**

**7.2 TERMINATION OF CONTRACT**

This Contract shall terminate on the date coinciding with:

- (a) the day the Guaranteed Fund is exhausted by withdrawals, or
- (b) the day no further Annuity payments are payable hereunder,

whichever occurs later.

**ARTICLE VIII - TRANSFERS****8.1 NOTICE OF TRANSFER AND TRANSFER PAYMENTS**

The Contractholder may, at any time, give written direction to the Company to make one or more withdrawals from the Guaranteed Fund to provide transfer payments to a Funding Successor.

The first Guaranteed Fund withdrawal will be made on a Transfer Date as described in the Processing Transfers provision set forth on the Contract Summary Page.

**8.2 GUARANTEED FUND WITHDRAWALS AND TRANSFER PAYMENTS**

The Company will make annual withdrawals from the Guaranteed Fund beginning on the Transfer Date and continuing on each anniversary thereof until the Fund is exhausted. The first withdrawal will be equal to the Book Value Transfer Limit reduced by the sum of (a) any amounts exchanged from the Guaranteed Fund to a Companion Contract during the twelve-month period immediately preceding the withdrawal and (b) any amounts withdrawn from the Guaranteed Fund to make Cash Payments during the twelve-month period immediately preceding the withdrawal. Subsequent withdrawals will be equal to the Book Value Transfer Limit reduced by any amounts withdrawn from the Guaranteed Fund to make Cash Payments during the twelve-month period immediately preceding the withdrawal.

Instead of annual withdrawals, the Company may, at its option, make monthly withdrawals in an amount equal to one-twelfth of the annual amounts as described in the paragraph above. The Company may, at any time after the Transfer Date, withdraw the balance of the Guaranteed Fund. In this event, the Contingent Deferred Sales Charge, if any, shall be waived

Each time a withdrawal is made from the Guaranteed Fund, in accordance with this Section, the Company shall make a transfer payment to the Funding Successor in the amount of the withdrawal less taxes and applicable charges in accordance with Article VI.

**8.3 ALTERNATIVE GUARANTEED FUND WITHDRAWAL AND TRANSFER PAYMENT**

Instead of the withdrawals and transfer payments provided in Section 8.2, the Contractholder may direct the Company to withdraw all of the Guaranteed Fund on the Transfer Date.

**ARTICLE VIII - TRANSFERS****8.3 ALTERNATIVE GUARANTEED FUND WITHDRAWAL AND TRANSFER PAYMENT****(Continued)**

In this event, the Company shall make a transfer payment to the Funding Successor equal to the market value of such amount. The market value of the withdrawal is equal to the amount withdrawn, increased or decreased by the Market Value Adjustment. The Market Value Adjustment is determined by the Company in accordance with uniform procedures applicable to all contracts of this class. The transfer payment shall be reduced by taxes and applicable charges in accordance with Article VI.

Upon receipt of written request, the Company shall furnish the Market Value Adjustment formula to the Contractholder.

**8.4 INTEREST AFTER TRANSFER DATE**

On the Transfer Date, Section 2.3 will become inoperative. During each Contract Year thereafter, the Guaranteed Fund will be credited daily with an effective annual rate of interest equal to (a) minus (b) where:

- (a) is three times the Interest Rate last in effect; and
- (b) is two times the market interest rate available to the Company on investments for this class of contracts on the date that notice of transfer is received by the Company.

For purposes of this Section, the Interest Rate will be the current rate or the rate in effect thirty (30) days prior to the date that notice of transfer is received, whichever is greater.

In the event there are multiple Sub-Funds, an average Interest Rate will be determined by multiplying the amount of each Sub-Fund as of the Transfer Date by the Interest Rate, summing these amounts, and dividing this sum by the amount of the Guaranteed Fund as of the Transfer Date.

Upon receipt of written request, the Company shall furnish an explanation of the formula described in (a) and (b) and of the bond index used to forecast the interest rate described in (b).

**ARTICLE IX - GENERAL PROVISIONS****9.1 GUARANTEES AND CHANGE OF CONTRACT**

The Company guarantees that the Contingent Deferred Sales Charge Percentage set forth on the Contract Summary Page will not be changed during the term of this Contract.

The Company guarantees that the Interest Rate will not be changed before the end of the period for which the Interest Rate is set forth on the Contract Summary Page. Prior to the expiration of the guarantee, the Company shall provide written notice to the Contractholder of the new interest rate.

The Company guarantees to credit interest to the Guaranteed Fund in accordance with the formula described in Section 8.4 during the transfer payment period.

The Company reserves the right to change all other provisions of this Contract as of the second Contract Anniversary, and at any time thereafter, by giving notice to the Contractholder not less than ninety (90) days before the effective date of the change.

Any portion of this Contract added or changed will be guaranteed by the Company for one year against subsequent change.

Notwithstanding the other provisions of this Section, the Company may amend the Contract when, in the opinion of the Company, an amendment is necessary to protect the Company from adverse financial impact due to any amendment to or modification of the Plan, changes in the administrative practices adhered to by the Plan, changes in Investment Options offered by the Plan, or the action of any legislative, judiciary, or regulatory body, which impact the Contract.

This Contract may also be changed in any respect, at any time, by written agreement between the Contractholder and the Company.

No change will adversely affect the rights of any Participant with respect to an Annuity purchased before the effective date of the change unless:

- (a) the change is required by a governmental agency, or
- (b) the consent of each Participant in interest is obtained.



## **ARTICLE IX - GENERAL PROVISIONS (Continued)**

### **9.1 GUARANTEES AND CHANGE OF CONTRACT (Continued)**

No agent or other person except an officer of the Company or other Home Office official to whom authority has been delegated has authority to change this Contract, to extend the times for payment of Deposits, to waive any charges, or to bind the Company by making any promise, representation or by giving any information. Any change, extension, waiver, promise, or representation shall not be construed as authority, or act as a precedent, for the same or similar act performed by the Company on another occasion.

### **9.2 CONTRACTHOLDER**

The Contractholder shall be the representative under this Contract of each Employer. The Contractholder may appoint an authorized representative. The authorized representative must be mutually agreeable to both the Company and the Contractholder. The Company will deal only with the Contractholder or its authorized representative. The Company shall be entitled to rely on any action taken or omitted by the Contractholder or its authorized representative pursuant to the terms of this Contract. For purposes of this Article, Contractholder shall mean the Contractholder or its authorized representative.

### **9.3 COMMUNICATION AND NOTIFICATION**

All communications to the Contractholder or to the Company, as required under this Contract, shall be in writing. The written communication shall be addressed to the Contractholder at its principal office or to the Company at its Home Office. The Contractholder shall notify the Company of the following events thirty (30) days prior to the effective date of the event:

- (a) amendment or modification of the Plan;
- (b) change in the administrative practices adhered to by the Plan;
- (c) change in the Investment Options offered by the Plan;
- (d) Reduction in Number of Participants;
- (e) Plan termination; or
- (f) merger with another Plan for all or a class of Participants.

The Contractholder shall notify the Company of a merger, consolidation, or reorganization by the Employer within thirty (30) days after the effective date of the event.

## **ARTICLE IX - GENERAL PROVISIONS (Continued)**

### **9.4 PLACE OF PAYMENT--CURRENCY**

All Deposits and other amounts payable by the Contractholder shall be payable to the Company at its Home Office. All payments by the Company under this Contract shall be payable at its Home Office, except where payment at any other place is required by an applicable law.

All monies payable under this Contract, whether to or by the Company, shall be in lawful money of the United States of America.

### **9.5 CERTIFICATES**

The Company will issue an Annuity certificate to each person for whom an Annuity is purchased under this Contract as of the date the first payment is made. In addition, if any applicable law requires, the Company will issue a descriptive certificate to the Contractholder for delivery to each Participant. Each descriptive certificate will describe the benefits to which the person or Participant is entitled under this Contract.

### **9.6 BENEFICIARY--SETTLEMENT OPTIONS**

If this Contract provides for payment of any amount or amounts after the death of an Annuitant to a person other than a survivor Annuitant, payment shall be made to a Beneficiary designated by such Annuitant. An Annuitant may change a Beneficiary previously designated.

Any designation or change shall be made by filing a request with the Company on a form satisfactory to it, and shall become effective when entered upon the records of the Company. After any such designation or change is entered, it shall relate back and take effect as of the date of the request, but without prejudice to the Company on account of any payments made by it before receipt of such request.

The interest of any Beneficiary shall cease upon death, unless the Annuitant has directed otherwise. If there is no designated Beneficiary to receive any amount which becomes payable to a Beneficiary, the amount shall be payable to the estate of the last to die of the Annuitant and the Beneficiary.

The Company, in determining the existence, ages, or any other facts relating to any persons designated as Beneficiaries, either as a class or otherwise, may rely solely on any affidavit or other evidence deemed satisfactory by it, and each and every payment made by it in reliance thereon will, to the extent of such payment, be a valid discharge of its obligation under this Contract.

**ARTICLE IX - GENERAL PROVISIONS  
(Continued)****9.6 BENEFICIARY--SETTLEMENT OPTIONS (Continued)**

If any payments other than a single sum become payable to one or more Beneficiaries, and if the monthly amount of the payments payable to any Beneficiary is less than \$20, or if the Beneficiary is other than a natural person receiving payments in its own right, the Company may, instead of making the payments, pay the commuted value thereof in full settlement of its liability for such payments.

If at any time the amount that would be payable in a single sum to the Beneficiary, if such Annuitant were to die at that time, exceeds \$3,500, the Annuitant and the Company may arrange, by mutual agreement, a mode of settlement other than payment in a single sum. If no mode of settlement has been arranged before the death of an Annuitant, the Beneficiary and the Company may then mutually agree upon a mode of settlement for the benefit of the Beneficiary other than payment in a single sum.

**9.7 EXPERIENCE RATE CREDITS**

This Contract will be experience rated each calendar year by application of the Company's experience rating plan in force during such year. Any experience rate credit which may arise through such application will be credited to the Guaranteed Fund, except as provided in Section 7.1.

**9.8 ASSIGNMENT**

Except insofar as may be contrary to any applicable laws, all Benefit Payments under this Contract are not assignable and are not subject to the claims of any creditor.

**9.9 INFORMATION--RECORDS**

The Contractholder shall furnish all information which the Company may reasonably require for the administration of this Contract. If the Contractholder cannot furnish this information, the Company may request the person concerned to furnish such information. The Company will not be liable for the fulfillment of any obligations until it receives all requested information in a form satisfactory to it.

**ARTICLE IX - GENERAL PROVISIONS  
(Continued)**

**9.10 ENTIRE CONTRACT--CONSTRUCTION**

This document, together with the attached Application, constitute the entire Contract.

This Contract will be construed according to the laws of the jurisdiction set forth on the cover page of this document.

**NATIONWIDE LIFE INSURANCE COMPANY  
10 W NATIONWIDE BLVD  
COLUMBUS, OH 43215**

**Endorsement**

**To Group Fixed Annuity Contract**

This Endorsement is made part of the Contract to which it is attached. This Endorsement replaces all prior Endorsements to the Contract as they relate to the Minimum Nonforfeiture Value(s) and Minimum Nonforfeiture Rate(s). To the extent any provision or term in this Endorsement is inconsistent or conflicts with a provision or term in the Contract, the provision or term in the Endorsement shall control. Non-defined terms shall have the meaning given to them in the Contract.

The terms and conditions of this endorsement only apply to Contracts issued to fund 403(b) plans or 457 deferred compensation plans.

The Contract is hereby amended with the addition of the following.

**Article I - Definitions**

*The following definitions are added to the Contract:*

**Minimum Annual Interest Rate(s)** - The minimum guaranteed interest rate(s) to be credited to the Guaranteed Fund. This interest rate(s) may never be less than 1.0% or greater than 3.0%. The rate is calculated using the monthly 5-year Constant Maturity Treasury rate for the first month of the calendar quarter preceding the calendar quarter which includes the Issue Date of Contract or the Redetermination Date, rounded to the nearest 0.05%, minus 1.25%.

**Redetermination Date** - The date, every Contract Anniversary following the Issue Date of Contract, the Minimum Annual Interest Rate is recalculated.

**Article II – Guaranteed Fund**

*The following is added to Section 2.3 (Interest Credits) of the Contract:*

The interest rate credited to the Guaranteed Fund will be at least the Minimum Annual Interest Rate.

**Article VII - Payments Upon Termination of Plan - Contract or Reduction in Number of Participants**

*The following is added to Section 7.2 (Termination of Contract) of the Contract:*

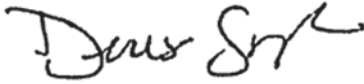
In no case shall the amounts paid under this section that are subject to a market value adjustment be less than the account value of the Guaranteed Fund.

**Article VIII - Transfers**

*The following is added to Section 8.3 (Alternative Guaranteed Fund Withdrawal and Transfer Payment) of the Contract:*

In no case shall the transfer payment to the Funding Successor be less than the account value of the Guaranteed Fund.

Executed for Nationwide by:



Secretary



President

## **IRON FIDUCIARY, AN OFFERING BY CREATIVE PLANNING, LLC**

### **ERISA FIDUCIARY 3(38) INVESTMENT MANAGEMENT AGREEMENT**

**Name of Plan:** Magnolia Educational & Research Foundation 403(b) Plan

**Name of Employer/Plan Sponsor:** Magnolia Educational & Research Foundation

This ERISA Fiduciary 3(38) Investment Management Agreement and all appendices attached hereto and incorporated by reference herein (collectively, the "Agreement") sets forth the terms and conditions necessary for IRON Fiduciary ("IRON"), an offering by Creative Planning, LLC ("CP") to provide services to the Employer/Plan Sponsor (the "Sponsor") and the above-referenced, Participant-directed defined contribution retirement Plan described in the Retirement Plan Client Profile at Appendix A (the "Plan"). This Agreement is made effective as of the date it is signed by the Sponsor on behalf of the Plan (the "Effective Date").

Whereas, CP is registered as an investment adviser under the Investment Advisers Act of 1940, as amended (the "Act"), and is qualified to serve as an Investment Manager as defined in Section 3(38) of the Employee Retirement Income Security Act of 1974, as amended ("ERISA");

Whereas, IRON owes a duty of undivided loyalty to its clients and acts as a fiduciary under the Act and ERISA with respect to the provision of discretionary Investment Management and Managed Account Service Monitoring services under this Agreement and discharges its duties solely in the interest of the Plan's Participants and beneficiaries;

Whereas, Sponsor maintains the Plan, which is qualified under section 401(a), 403(b) or 457(b) of the Internal Revenue Code of 1986, as amended (the "Code"), and may be subject to ERISA;

Whereas, the undersigned is the Responsible Plan Fiduciary ("RPF"), or if the Plan is a 403(b) plan not subject to ERISA or a 457(b) plan, has the same responsibilities as a RPF under a plan subject to ERISA and has the authority to cause the Plan to enter into arrangements for necessary services for the operation, investment and/or administration of the Plan, including without limitation, the services contemplated hereunder (hereinafter Sponsor and RPF are collectively referred to as "Sponsor") except for purposes of Section 8(b));

Whereas, in order to fulfill its fiduciary obligations to manage certain aspects of the Plan prudently, Sponsor, in its sole discretion, and in consideration of the mutual promises set forth herein, seeks to engage IRON to provide certain investment-related services under this Agreement:

#### **1. Services**

IRON agrees to provide the services set forth in Appendix B ("Services") to the Plan pursuant to the Fee Schedule in Appendix C.

##### **1.1 ERISA Fiduciary Services**

Sponsor hereby appoints IRON to serve as a fiduciary, as defined in ERISA Section 3(21)(A)(ii) and Code Section 4975(e)(3)(B) and as an "Investment Manager" for the Plan within the meaning of ERISA Section 3(38), which appointment IRON hereby accepts. IRON agrees to perform the services described in Appendix B, Section I, and will act as a fiduciary in good faith and with the degree of diligence, care and skill that a prudent person rendering similar services would exercise under similar circumstances. ("CIF").

##### **1.2 ERISA Non-Fiduciary Services**

As further described in Appendix B, Section II, IRON may also provide ministerial or administrative services to the Plan that are not considered to be fiduciary under ERISA.

##### **1.3 Limitations on Services**

Sponsor acknowledges that in providing ERISA Fiduciary Services, IRON:

- (a) (Shall provide Services only with respect to the selection and retention of the Plan's DIAs and Model Portfolios and shall not:
  - (i) serve as a Plan custodian;
  - (ii) provide advice or recommendations with respect to the Plan's choice of Third Party Administrator, Record-keeper or other service provider;
  - (iii) assume the duties of a trustee of the Plan or administrator (as such term is defined in Section 3(16) of ERISA); or
  - (iv) affirmatively elect the Qualified Default Investment Alternative under Appendix A, Section II (B)(3).
- (b) Shall have no authority or responsibility to provide services with respect to voting proxies for securities held by the Plan or take other action related to the exercise of shareholder rights regarding such securities, including prospectus delivery.



- (c) Shall have no authority or discretion to:
  - (i) interpret the Plan documents;
  - (ii) handle benefit claims under the Plan;
  - (iii) determine eligibility or participation under the Plan; or
  - (iv) take any other action with respect to the management or administration of the Plan.
- (d) Shall not, and cannot, provide legal or tax advice to Sponsor and/or the Plan (or any Plan Participant or beneficiary), and Sponsor agrees to seek the advice of its own legal and/or tax adviser, as to all matters that might arise relating to the Plan, including, without limitation, the operations and administration of the Plan and the compliance of the Plan with applicable law, including ERISA and the Code.
- (e) Shall only be responsible as the Plan's Investment Manager as described in Appendix B for its Model Portfolios, the DIAs actually selected for the asset categories set forth in Section II to Appendix A and that are subject to on-going monitoring by IRON in its discretion as the Plan's Investment Manager, the on-going monitoring of any Managed Account Service available across the entire Nationwide private sector platform and selected by the Sponsor to the extent directed by the Sponsor under Section II (B), and the appointment of investment managers for CITs and CIFs, and it shall not have any responsibilities or potential liabilities in connection with any investments made under the Plan at the direction of Sponsor or any third party other than IRON (e.g., employer securities, share class selection, unallocated accounts, mutual fund windows, self-directed brokerage accounts, guaranteed investment contracts, etc.). For the avoidance of doubt, IRON shall also not be responsible for investments described in the preceding sentence that are part of a Nationwide product offered on its platform.
  - (i) If a fund previously purchased by a Plan Participant through the Plan's mutual fund window is designated by IRON as a DIA, such fund will no longer be available for purchase through the Plan's mutual fund window and will be treated as a DIA. If IRON elects to replace a fund previously purchased by a Plan Participant through the Plan's mutual fund window that becomes a DIA, Sponsor acknowledges that IRON will direct the fund to be liquidated and reinvested in the replacement fund consistent with the Mapping Procedures set forth in Appendix F of this Agreement. Sponsor will be solely responsible for providing any required notices to Plan Participants, including but not limited to those required under ERISA.
- (f) Shall not be responsible or liable for the recommendation of or services rendered by anyone else ("other provider") as a result of such services or the other provider's compliance with applicable laws, including, without limitation, ERISA and the Code, with respect to such services.

## 2. Fees

### 2.1 Amount and Payment

In consideration for the Services provided under this Agreement, Sponsor shall pay, or shall cause the Plan to pay, to IRON a fee as set forth in Appendix C (the "Fee"). Sponsor acknowledges that the Plan may incur other levels of fees and expenses, including but not limited to investment-related expenses imposed by other service providers and mutual fund managers not affiliated with IRON and other fees and expenses charged by the Plan's custodian, Third-Party Administrator, and/or Record-keeper. IRON makes no representations or warranties relating to any costs or expenses associated with the services provided by any third parties. Sponsor further acknowledges that the Fees charged by IRON for the Services are in addition to any brokerage, custodial, advisory and/or other fees that may be charged to Sponsor by other service providers to the Plan.

The only compensation received by IRON with respect to the Services, however, are the Fees, and no increase in the Fees shall be effective without prior written notification to Sponsor in accordance with Section 11.3 of this Agreement.

### 2.2 Authorization to Remit Fees and Information

Sponsor will authorize and direct the Record-keeper (or other custodian of the Plan's assets) (collectively, "Record-keeper") to remit the Fees on a quarterly basis, directly to IRON from Plan assets or will elect to pay the Fees directly to IRON and the Record-keeper as outlined in Appendix C.

Sponsor further acknowledges that, to the extent permitted by law, it is solely responsible for verifying the accuracy of the calculation of the Fees and that IRON is not liable to the Plan, Plan Participants or beneficiaries, or any other fiduciary of the Plan or anyone else for errors in the calculation or payments. The Sponsor further authorizes all third-party service providers to provide IRON with copies of reports or information provided to the Sponsor.

### 3. Custody of Assets and Other Services

Neither CP nor any of its affiliates shall provide services to the Plan other than as set forth herein. In furtherance of the foregoing, custody of all Plan assets will be maintained with a Third-Party Custodian selected by Sponsor, and Plan recordkeeping shall be provided by a Third-Party Record-keeper selected by Sponsor. Neither CP nor any of its affiliates will have custody of any Plan assets. Sponsor will be solely responsible for paying all fees or charges of the Record-keeper. CP does not make any recommendations with respect to the custody of assets, Record-keepers or other Plan service providers, unless specifically indicated herein. Neither CP nor any of its affiliates shall have any liability with respect to custodial arrangements or the acts, conduct, or omissions of the custodian. Sponsor authorizes the Record-keeper to provide CP with copies of all periodic statements and other reports that the Record-keeper sends to Sponsor.

### 4. Non-Exclusivity

Sponsor understands that CP and its affiliates may perform among other things, retirement plan consulting, retirement plan fiduciary consulting, retirement plan design consulting, plan administration, and portfolio management services for other clients. Sponsor recognizes that CP or any of its affiliates may also give advice and take action in the performance of its duties for such other clients (including those who may have similar retirement plan arrangements as Sponsor) that may differ from advice given, or in the timing and nature of action taken, with respect to Sponsor. Nothing in this Agreement shall be deemed to impose on CP, or any of its affiliates, any obligation to advise Sponsor with respect to the Plan, including the Services provided by CP under this Agreement, or any of its affiliates, in the same manner as it may advise any of its other clients.

### 5. Valuation

IRON may rely, without independent verification, upon valuation of assets as provided by Sponsor or the Record-keeper of the Plan's assets. In all events, Sponsor acknowledges that any such valuation shall be no guarantee of any type with respect to the market value of the assets, or any portion thereof, in the Plan.

### 6. Representations and Warranties of Sponsor

Sponsor represents and warrants as follows:

- (a) Sponsor is solely responsible for determining whether or not to enter into any arrangement(s) in connection with the Plan (including this Agreement) that are deemed by Sponsor to be necessary for the management and operation of the Plan and for determining whether or not any such arrangement(s) are reasonable and appropriate with respect to compensation paid for and conflicts of interest(s) arising in connection with the services and/or products provided, and Sponsor is not relying on any advice or recommendations by IRON in making such decisions except as provided in accordance with Section 1 above and Appendix B.
- (b) This Agreement is binding on the Sponsor and does not violate any prior obligation or agreement.
- (c) The individual signing this Agreement and any appendices thereto on behalf of a Plan Sponsor is a Named Fiduciary on the Plan and is also authorized to sign on behalf of the Sponsor in its corporate capacity.
- (d) Sponsor shall be solely responsible for the Plan's compliance (both in form and operation) with all applicable federal and state laws, rules and regulations, including, but not limited to, ERISA and the Code, including Sponsor's obligation to obtain and maintain for the period of this Agreement a bond in the requisite amount and otherwise satisfying the applicable requirements of ERISA and fiduciary liability insurance sufficient to cover Sponsor's liability obligations to IRON in the event of Sponsor's breach of its fiduciary obligations under ERISA.
- (e) Sponsor warrants that it shall comply with all applicable federal and state privacy and information security laws governing the use, disclosure and safeguarding of nonpublic personal information.
- (f) Sponsor represents that it shall be solely responsible for monitoring whether any class action lawsuits have been filed pertaining to investment recommendations, investment purchases, investment advisory services or investment sales, in determining whether the Plan is eligible to participate and whether it is in the best interest of the Plan to participate in such class action.
- (g) Sponsor authorizes IRON to deliver documents and communicate with Plan and Plan Participants or beneficiaries through the use of electronic communication including electronic mail. IRON shall not be responsible for prospectus delivery and/or determining whether the use of such electronic communication including electronic mail complies with the applicable requirements of ERISA and/or the Code. Sponsor shall be responsible for determining whether the use of such electronic communication including electronic mail complies with the applicable requirements of ERISA and/or the Code.

- (h) The individual signing this Agreement and any appendices thereto on behalf of the Sponsor represents that he/she:
- (i) is independent of and unrelated to CP or any of its affiliates;
  - (ii) is the Named Fiduciary (as defined in ERISA Section 402(a)(2)) or an authorized delegate thereof with respect to the control or management of the assets of the Plan;
  - (iii) has the authority to elect a Qualified Default Investment Alternative under Appendix A, Section II (B)(3);
  - (iv) has the power and authority to appoint investment advisers and investment managers under the terms of the Plan and to enter into contractual arrangements with third parties to assist in the discharge of these and related duties in accordance with the requirements of ERISA; and
  - (v) is authorized to sign on behalf of the Sponsor in its corporate capacity.
- (i) Sponsor agrees to promptly provide IRON with any amendments to the Plan's governing documents that are reasonably expected to alter or affect IRON in the performance of Services under this Agreement in accordance with Section 10.5 hereunder. Sponsor will not provide IRON with any information that is misleading or incomplete and IRON may rely upon this representation if it disseminates such information on behalf of the Sponsor to any third parties. If IRON determines that it is unable to provide any or all of the Services, it shall terminate this Agreement pursuant to Section 9 of this Agreement.
- (j) Sponsor acknowledges that before this Agreement was entered into, IRON provided to Sponsor information regarding services, compensation, fiduciary obligations and conflicts of interest, and Sponsor acknowledges that it received such information sufficiently in advance of entering into this Agreement to make an informed decision to engage IRON. All such information is included in this Agreement, in the Appendices hereto and Creative Planning, LLC Form ADV Part 2 which is hereby made part of this Agreement. Sponsor has reviewed and considered the contents of the Agreement and has determined the Services to be rendered hereunder:
- (i) to be necessary for the operation of the Plan; and
  - (ii) to be reasonable and appropriate based upon the compensation to be paid for the Services.
- (k) Sponsor acknowledges that investments fluctuate in value and the value of investments when sold may be more or less than when purchased, and that past investment performance does not necessarily guarantee any level of future investment performance.
- (l) The Plan documents (and related Trust documents) permit payment of the Fees out of Plan assets. The Plan is a retirement plan that provides its participants the "opportunity to exercise control over assets" in their individual accounts in material compliance with Section 2550.404c-1(b)(2) of the U.S. Department of Labor regulations (the "DOL Regulations"). If participants are defaulted into a QDIA, such participants timely receive the QDIA notices under Section 2550.404c-5(c)(3) of the DOL Regulations.
- (m) Sponsor shall cooperate fully with IRON in IRON's provision of Services hereunder. In furtherance of the foregoing, Sponsor shall authorize the Record-keeper to provide IRON such information or data regarding the Plan and the Plan's assets (and earnings or losses thereon) that IRON reasonably requests in connection with the Services provided under this Agreement. Sponsor shall communicate any changes with respect to its contact information referenced in Section 10.5 of this Agreement to the Record-keeper as well as IRON.
- (n) Sponsor agrees to be bound by the Facilitation Agreement, attached as Appendix D.
- (o) If Sponsor has engaged another provider to serve as a financial professional or consultant (the "Financial Consultant") on behalf of the Plan, any investment-related services provided by such Financial Consultant, including but not limited to participant-level services or share class recommendations given to Sponsor, will be consistent with the Services provided under this Agreement and will be provided in compliance with applicable law, including but not limited to the prohibited transaction rules under ERISA. Sponsor acknowledges that IRON shall not be responsible for any actions outside the scope of its Services, including but not limited to any investment decisions made by Sponsor or participants based on recommendations provided by such Financial Consultant.
- (p) An unsigned copy of this Agreement including the disclosures in Appendix C (which are intended to provide certain fee disclosures under Section 408(b)(2) of ERISA and the regulations thereunder) was provided reasonably in advance of the date of Sponsor's entering into this Agreement. Sponsor further acknowledges delivery and receipt of CP's Form ADV Part 2 in accordance with the Act and CP's Privacy Policy Notice in accordance with the Gramm-Leach-Bliley Act of 1999.

- (q) If Sponsor directs IRON to provide on-going monitoring of any Managed Account Service selected by Sponsor, Sponsor has made its own independent decision to select such Managed Account Service and is not relying on any recommendation or other advice from IRON with respect to the selection of such Managed Account Service. Sponsor acknowledges that, due to operations and systems-related limitations, IRON is only capable of providing on-going monitoring for a Managed Account Service to the extent it is available across Nationwide's entire private sector business platform and in no event will IRON be able to monitor any other Managed Account Service that fails to meet this requirement. Sponsor further acknowledges that in the event that IRON makes a recommendation to Sponsor to discontinue the Managed Account Service for any reason, IRON will have no further related monitoring responsibilities.
- (r) Sponsor hereby acknowledges that IRON has access to, and is authorized to use, all investment options available under the Plan's menu of investments based on the Nationwide product(s) and program selected by the Plan Sponsor. Options may include mutual funds and collective investment trusts (CIT), if applicable. If the Sponsor is investing plan assets in a CIF, it is either a governmental plan which satisfies the requirements of Code Section 457(g), or a tax qualified plan under Code Section 401(a) that covers no self-employed person, contains no plan assets for participants which are residents of Puerto Rico, and is authorized to participate in a CIT or CIF and to adopt a CIF Declaration of Trust as amended from time to time, as part of the Plan.
- (s) If the Plan is a governmental plan described in Code Section 457(g) and the assets of the Plan will be invested in a CIF, such assets do not include proceeds from the issuance of municipal securities, which includes by definition, the actual proceeds from the issuance, monies held in funds under legal documents that are reasonably expected to be used as security or a source of payment for the payment on the debt service of municipal securities and any investment income on the amounts described above.
- (t) If the Plan invests in a CIF and also invests in a stable value strategy, the Plan is a defined contribution plan within the meaning of AICPA SOP 94-4, as amended by FASB Staff Position AAG-INV-1.
- (u) If a Plan described in Code Section 401(a) is investing in a CIF, then either the Plan designates IRON as a named fiduciary, or IRON has been properly delegated as a named fiduciary under the Plan.

## 7. Representations of IRON and CP

IRON and CP represents as follows:

- (a) CP is registered as an investment adviser under the Act, and will maintain its registration.
- (b) IRON has the power and authority to enter into and perform this Agreement, and has the power to manage, acquire, or dispose of Plan assets under ERISA Section 3(38), and will obtain and/or maintain any authorizations, permits, certifications, licenses, filings, registrations, approvals or consents, which must be obtained by it from any third party, including any governmental authority, in connection with this Agreement.
- (c) IRON will disclose to Sponsor any material change to the information regarding services, compensation and conflicts of interest within 60 days from the date on which IRON acquires knowledge of the material change.
- (d) IRON will disclose relevant information related to this Agreement and the compensation or Fees received under the Agreement that is requested by Sponsor in order to assist with Sponsor's applicable reporting and disclosure requirements of Title I of ERISA and the regulations, forms and schedules issued thereunder.
- (e) IRON will receive the compensation shown in Appendix C only, and does not receive any compensation from any third party in connection with the Services hereunder.
- (f) IRON agrees to comply with all applicable federal and state privacy and information security laws governing the use, disclosure and safeguarding of nonpublic personal information.

## 8. Standard of Care; Indemnity; Data Disclosure

### 8.1 Standard of Care

The sole standard of care imposed on IRON in performing the ERISA Fiduciary Services hereunder is to act with the care, prudence, and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of like character and with like aims, provided, however, that nothing in this Agreement shall be deemed to limit any responsibility that IRON may have to Sponsor to the extent such limitation would be inconsistent with applicable laws, including securities laws.

### 8.2 Indemnification

- (a) CP agrees to indemnify and hold Sponsor harmless from any and all liabilities and claims, including but not limited to damages, court costs, reasonable legal fees and costs of investigation, which arise directly from IRON's intentional misconduct, gross negligence, breach of fiduciary duty with respect to the Services hereunder or representations by IRON contained in Section 7 of this Agreement; provided, CP is not liable for any indirect, special, consequential, punitive or exemplary damages.



- (b) Sponsor agrees to defend, indemnify and hold CP harmless from any and all liabilities and claims, including, but not limited to: damages, court costs, reasonable legal fees and costs of investigation which arise from:
- (i) directly or indirectly, any investment loss experienced by the Plan or Plan Participants or beneficiaries, provided that such losses or damages are not directly caused by IRON's intentional misconduct, gross negligence or breach of fiduciary duty;
  - (ii) IRON's reliance or any action taken by IRON in reliance upon any instruction(s) and/or information received by IRON from Sponsor;
  - (iii) any breach of Sponsor's representations and warranties set forth in this Agreement;
  - (iv) any cause of action brought by the Sponsor, Plan Participant(s) or beneficiaries and/or the Plan's service providers with respect to the Services hereunder, provided that such losses or damages are not directly caused by IRON's intentional misconduct, gross negligence or breach of fiduciary duty; and
  - (v) any breach of data security or any breach by the Sponsor, its directors, officers, employees, agents and/or service providers with respect to confidentiality and/or data security obligations. Liabilities and claims to which the indemnification in this paragraph applies would include, by way of example but not limitation, investment losses suffered as a result of a general market decline, investment losses arising in situations in which Sponsor fails to follow IRON's recommendation(s) or in which Sponsor or a third party fails to properly implement such recommendation(s), and Plan Participant or beneficiary claims arising out of an alleged claim of breach of fiduciary duty on the part of Sponsor or other Plan fiduciaries.

If IRON is required to provide documents or testimony in connection with a legal proceeding involving the Plan, Sponsor shall pay IRON's reasonable costs, including the costs of its personnel and counsel, unless IRON is a party to such proceeding and is found to have engaged in intentional misconduct, gross negligence or breach of fiduciary duty.

- (c) Sponsor shall promptly notify IRON of any errors in completeness in any of the data, analysis, opinions, or other information it provides to IRON in connection with the rendering of Services hereunder. IRON shall not be responsible for any payment or contribution to the costs, fees, taxes, or penalties that the Sponsor, Plan Participants or beneficiaries, or other Plan fiduciary incur as a result of any valuation or payment.

### 8.3 Confidentially and Information Security

Each party agrees that all information that a party becomes aware of as a result of this Agreement or another agreement for providing that party's services to a Plan is confidential and proprietary in nature, that each Party is required by law to protect and keep confidential nonpublic personal information obtained from Plans, and that information may not be divulged by a Party to any third parties or used in any manner other than in connection with the provision of Services to the Plan. Confidential information provided by one party to another remains the property of the party providing the information.

Each Party will establish reasonable procedures to (1) protect the security and confidentiality of such information, (2) protect against any anticipated threats or hazards to the security or integrity of Plan information, (3) protect against unauthorized access to or use of such information that could result in substantial harm or inconvenience to Plans, (4) ensure the proper disposal of Plan information, and (5) otherwise ensure compliance with Title V of the Gramm-Leach-Bliley Act, as it may be amended, and any regulations promulgated thereunder.

Other than as set forth in Section 8.2 above, no Party shall be responsible, however, for any conduct of any other Party's employees, which breaches the terms of this paragraph, unless that Party contributes to the breach. In the event of an unauthorized use, disclosure or breach of Plan information, each party shall take all reasonable actions to limit the unauthorized use or disclosure; take all reasonable actions to protect against recurrence of the unauthorized use or disclosure; and notify the other party of that unauthorized use or disclosure promptly.

### 8.4 Use of Electronic Systems

Sponsor's, the Plans or a participant's use of any electronic systems to access or provide information is at their sole risk. Neither Advisor nor its vendors providing data, information or other services warrant that the service will be uninterrupted, error-free or free from viruses or other harmful effects. Advisor does not make any warranty as to the accuracy of information obtained from any of these systems. Advisor will not be liable in any way to Client, the Plan, a participant or to any other person for any loss or damage arising from failure, inaccuracy, error or delay in transmission or delivery or omission of any data, information or message; or nonperformance, interruption in data due to neglect or omission by it or any Service Provider or any "Force Majeure" event, as defined below.

### 8.5 Data Accuracy

IRON will use reasonable efforts to ensure that the data, analysis, opinion, and other information it provides in connection with the Services rendered hereunder are correct. Although gathered from sources believed to be reliable, Sponsor acknowledges that IRON cannot guarantee the accuracy of the data or information received by Sponsor or third parties used to provide the Services. The completeness and timeliness of all data and information used to provide the Services is dependent upon the sources of such data and information, which are outside of IRON's control.

**9. Conditions Beyond Advisor’s Control (“Force Majeure”)**

IRON will not be liable for any loss caused directly or indirectly by war, terrorism, civil unrest, natural disaster, extraordinary weather conditions, government restrictions, interruptions of communications, pandemic, exchange or market rulings, labor unrest or strikes, or other conditions beyond the control of Advisor.

**10. Termination**

Sponsor may terminate this Agreement within five business days of the execution of this Agreement without incurring a penalty or charge. Otherwise, this Agreement shall remain in effect from the effective date set forth above until terminated by either party upon written notice to the other. Such notice may be given at any time and will be effective upon receipt by the non-terminating party so long as the notice has been manually signed by the terminating party. Such termination will not, however, affect the liabilities or obligations of the parties arising from transactions initiated prior to such termination, and such liabilities and obligations (together with the provisions of Sections 8, 10.8 and 11) shall survive any expiration or termination of this Agreement. Upon termination, IRON will have no further obligation under this Agreement to act or advise Sponsor with respect to Services except as agreed to by the parties at the time of termination. Sponsor may cause the Agreement to terminate if Sponsor does not implement IRON’s recommendations.

**11. General Provisions**

**11.1 Assignability**

This Agreement is not assignable by either party without the prior written consent of the other party. Despite this, Sponsor will be deemed to accept IRON’s assignment of this Agreement if IRON sends Notice to Sponsor of an intended assignment and Sponsor fails to object in writing or terminate this Agreement within 60 calendar days.

**11.2 Effect**

This Agreement shall be binding upon and shall inure to the benefit of the parties and their respective heirs, successors, survivors, administrators and permitted assigns.

**11.3 Amendment**

The Agreement may be modified, including without limitation the Services to be provided by IRON or the Fees charged by IRON: by mutual written agreement; or

- (i) by IRON providing Notice to Sponsor and Sponsor failing within 60 calendar days to object in writing or terminate this Agreement, at which time the amendment will be effective. Notwithstanding the above, IRON may update information contained in Appendix A, Section I at any time in any reasonable manner and may rely upon new information provided by Sponsor.

**11.4 Severability**

If any one or more of the provisions of this Agreement (other than the provisions of Section 7) shall, for any reason, be illegal or invalid, such illegality or invalidity shall not affect any other provision of this Agreement, and this Agreement shall be enforced as if such illegal or invalid provision had not been contained herein.

**11.5 Notices**

Any and all notices required or permitted under this Agreement shall be in writing and shall be sufficient in all respects if:

- (i) delivered personally;
- (ii) mailed by registered or certified mail, return receipt requested and postage prepaid;
- (iii) sent via a nationally recognized overnight courier service;
- (iv) sent via facsimile; or
- (v) sent by email to:

If to IRON: IRON Fiduciary, an offering by Creative Planning, LLC  
 630 Dundee Rd. Ste. 200B  
 Northbrook, IL 60062  
 Facsimile: (847) 715-3320  
 ATTN: Chief Investment Officer, Fiduciary Services

If to Sponsor: To the address set out in Appendix A or such other address or facsimile as any party shall have designated by notice in writing to the other party.

All notices shall be deemed to have been given or made when delivered by hand or courier, or when sent by facsimile or email, or if mailed, on the third business day after being so mailed.

**11.6 Headings**

All headings used herein are for ease of reference only and in no way shall be construed as interpreting, decreasing or enlarging the provisions of this Agreement.

**11.7 Entire Understanding**

This Agreement constitutes and contains the entire understanding between the parties and supersedes all prior oral or written statements dealing with the subject matter herein.

**11.8 Applicable Law; Forum**

This Agreement shall be governed by, and construed in accordance with the laws of the State of Illinois, without reference to conflict of law principles, unless preempted by federal law. The parties agree that any arbitration under Section 11 below must be conducted in (or when applicable, legal suit, action or proceeding arising out of or relating to this Agreement must be instituted and resolved in a State or Federal court in) the City of Chicago, Illinois, and hereby irrevocably submit to the jurisdiction and venue in such City (and if applicable, of any such court).

**11.9 Waiver or Limitation**

Nothing in this Agreement shall in any way constitute a waiver or limitation of any rights which the Sponsor or the Plan or any other party may have under ERISA or federal or state securities laws.

**12. Dispute Resolution; Arbitration**

All disputes, actions or controversies between Sponsor and CP or its affiliates, including any of IRON's present or former officers, directors, agents or employees, which may arise out of or relate to any of the Services provided by IRON under this Agreement, or the construction, performance or breach of this or any other agreement between IRON or an affiliate and Sponsor, whether entered into prior to, on or subsequent to the date hereof, shall be resolved by negotiation of the parties acting in good faith.

If the parties are unable to resolve their differences through negotiation, the parties shall engage in non-binding mediation, using the services of an impartial, neutral mediator selected by mutual agreement of the parties. Mediation is voluntary once commenced, and either party may withdraw from the mediation process at its sole discretion at any time. The fees of the mediator shall be borne equally by the parties.

If the parties are unable to agree on a single mediator or to resolve the issues through mediation, to the extent permitted by law, then the matter shall be settled by binding arbitration under the Commercial Arbitration Rules of the American Arbitration Association. Unless the parties can agree on a single arbitrator, the matter shall be heard by a panel of three arbitrators, one selected by each party and the third selected by the two arbitrators so appointed. Judgment upon any award rendered by the arbitrator(s) shall be final and may be entered into any court having jurisdiction. In agreeing to binding arbitration, Sponsor is aware that:

- (a) Arbitration is final and binding on the parties.
- (b) The parties are waiving their right to seek remedies in court, including the right to jury trial, except to the extent such a waiver would violate applicable law.
- (c) Pre-arbitration discovery is generally more limited than and potentially different in form and scope from court proceedings.
- (d) The arbitration award is not required to include factual findings or legal reasoning and any Party's right to appeal or to seek modification of rulings by the arbitrators is strictly limited.
- (e) The panel of arbitrators will typically include a minority of arbitrators who were or are affiliated with the securities industry.

**Sponsor understands that this Agreement to arbitrate does not constitute a waiver of its right to seek a judicial forum where such waiver would be void under federal or applicable state securities laws.**

The Plan Sponsor by accepting and acknowledging this Agreement represents that performance of the Agreement is within the scope of the activities authorized by the Plan and applicable laws and that he or she is duly authorized to negotiate, enter into, and renew this Agreement on behalf of the Plan.

Each party represents to the others that the person executing this Agreement on its behalf is duly authorized and empowered to execute this Agreement.

IRON Fiduciary, an offering by Creative Planning, LLC and the Plan Sponsor hereby agree with the provisions set forth in this Agreement and the verification set forth above.

The Parties have executed this Agreement as of \_\_\_\_\_, 20\_\_\_\_, the Effective Date.  
(Date: Month Day) (YY)



**Please Complete**

## APPENDIX A Retirement Plan Client Profile

### SECTION I: COMPANY & PLAN INFORMATION

Company Name: <u>Magnolia Educational &amp; Research Foundation</u> Company Address: <u>250 E 1st Street #1500, Los Angeles, CA 90012</u> Company Phone: <u>(213) 628-3634</u> Company Fax: _____ Company Email: _____ Is the Company USA-based? <input type="checkbox"/> Yes <input type="checkbox"/> Other: _____ TIN: <u>95-4649884</u> DBA: _____ Number of Company Locations: _____ State(s) in which there are Company Locations: _____ Current Designated Investment Alternatives: _____ _____ Current Money Market or Cash Equivalent: _____	Plan Type: <u>403(b) Non-ERISA</u> Name of Responsible Plan Fiduciary (the person(s) authorized to enter into arrangements for service on behalf of the Plan): _____ Description of Business: (i.e. manufacturing, consulting, etc.) _____ Does the Plan have a pre-existing relationship with IRON or an affiliate? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please describe: _____ _____ Does the Plan own any IRON affiliated products? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please list: _____ Assets as of: _____ Projected Annual Cash Flow: _____
--	---

**PLEASE COMPLETE DATA BELOW – PLAN CANNOT BE SET UP WITH OUT THIS DATA**

**Advisor/Broker Name:** \_\_\_\_\_

Phone No.: \_\_\_\_\_ Email Address: \_\_\_\_\_

**TPA Name:** \_\_\_\_\_

Phone No.: \_\_\_\_\_ Email Address: \_\_\_\_\_

**Plan Trustee Name:** \_\_\_\_\_

Phone No.: \_\_\_\_\_ Email Address: \_\_\_\_\_

**SECTION II (A): COMPREHENSIVE LIST OF INVESTMENT ALTERNATIVES OFFERED IN IRON'S 3(38) SOLUTION**

<b>Broad Category</b>	<b>Active and Custom Investment Style</b>	<b>Passive (Low-Cost Index) Investment Style</b>
<b>Target Date Glidepath</b>	Passive – Through Retirement Mutual Fund Series (DEFAULT) Passive To Retirement Mutual Fund Series Active To Retirement Mutual Fund Series Active To Retirement CIT Series Active Through Retirement Mutual Fund Series Active Through Retirement CIT Series Custom To Retirement CIT Series	Passive Through Retirement Mutual Fund Series (DEFAULT) Passive To Retirement Mutual Fund Series
<b>Stocks</b>	Large-Cap Growth Large-Cap Value Mid-Cap (Growth/Blend/Value) Small-Cap (Growth/Blend/Value) Foreign Large-Cap Growth Foreign Large-Cap Value Foreign Small/Mid-Cap (Growth/Blend/Value) Diversified Emerging Markets Large Blend (S&P 500) Index Total Stock Market Index International Stock Market Index	Large-Cap Growth Index Large-Cap Value Index Large-Cap Blend (S&P 500) Index Mid-Cap Index Small-Cap Index Total Stock Market Index International Stock Market Index Diversified Emerging Market Index
<b>Bonds</b>	Ultra-Short-Term Bond Short-Term Government Bond Short-Term Corporate Bond Short-Term Diversified Bond Intermediate-Term Diversified Bond Government-Backed Mortgage Bonds (GNMA) Intermediate-Term Government Bond Inflation-Protected Bond World Bond US Fund Total Bond Market Index US Fund Total International Bond Market Index	Ultra-Short-Term Bond Index Short-Term Bond Index Short-Term Corporate Bond Index Total Bond Market Index Intermediate-Term Government Bond Index Government-Backed Mortgage Bond Index Total International Bond Market Index Inflation-Protected Bond Index
<b>Alternatives</b>	Real Estate Investment Trusts (REITs) High Yield Bonds Convertibles Nontraditional Bond	Real Estate Investment Trusts (REITs) Index High Yield Bond
<b>Cash Preservation</b>	Govt. Money Market Fund (fixed NAV) Stable Value Fund Guaranteed Income Contract	Govt. Money Market Fund (fixed NAV) Stable Value Fund Guaranteed Income Contract
<b>Asset Allocation</b>	Allocation -- 15% to 30% Equity (Conservative) Allocation -- 50% to 70% Equity (Moderate) Allocation -- 85+% Equity (Aggressive)	Allocation -- 15% to 30% Equity (Conservative) Allocation -- 50% to 70% Equity (Moderate) Allocation -- 85+% Equity (Aggressive)
<b>Target Income</b>	Target income with a guaranteed lifetime withdrawal benefit embedded in a target date CIT series (recommended for ages 50+ yr.)	Target income with a guaranteed lifetime withdrawal benefit embedded in a target date CIT series (recommended for ages 50+ yr.)

**SECTION II (B): PLAN SPONSOR'S 3(38) FIDUCIARY SERVICE PREFERENCES****1. Investment Menu Selection**

You must complete ALL options below. If an option is missing, that option will use IRON's default listed.

1) Fund Lineup Selection – select either Active Management and a corresponding Target Date Fund Series listed, OR Passive Management and then a corresponding Target Date Fund Series listed.

**Active Management (Default):** A mix of actively managed and select index mutual funds, and or CITs. If Active Management selected as Core Fund Selection, select Target Date Fund Series from list below – must select one.

Target Date Fund Series	Investment Style
<input type="checkbox"/> Fidelity Freedom Index (Default)	<b>THROUGH</b> Retirement Glidepath with <b>PASSIVE</b> Underlying Mutual Fund Series
<input type="checkbox"/> Flex Focus	<b>TO</b> Retirement Glidepath with <b>CUSTOM</b> Underlying CIT Series*
<input type="checkbox"/> MyGuide American Funds	<b>THROUGH</b> Retirement Glidepath with <b>ACTIVE</b> Underlying CIT Series*
<input type="checkbox"/> American Century Retirement Readiness	<b>TO</b> Retirement Glidepath with <b>ACTIVE</b> Underlying CIT Series*
<input type="checkbox"/> American Funds	<b>THROUGH</b> Retirement Glidepath with <b>ACTIVE</b> Underlying Mutual Fund Series
<input type="checkbox"/> MFS Lifetime	<b>TO</b> Retirement Glidepath with <b>ACTIVE</b> Underlying Mutual Fund Series
<input type="checkbox"/> BlackRock LifePath Index	<b>TO</b> Retirement Glidepath with <b>PASSIVE</b> Underlying Mutual Fund Series
<input type="checkbox"/> Nuveen Lifecycle Index	<b>THROUGH</b> Retirement Glidepath with <b>PASSIVE</b> Underlying Mutual Fund Series

**Passive Management:** Index-based mutual funds. If Passive Management selected as Core Fund Selection, select Target Date Fund Series from list below – must select one.

Target Date Fund Series	Investment Style
<input type="checkbox"/> Fidelity Freedom Index (Default)	<b>THROUGH</b> Retirement Glidepath with <b>PASSIVE</b> Underlying Mutual Fund Series
<input type="checkbox"/> Flex Focus	<b>TO</b> Retirement Glidepath with <b>CUSTOM</b> Underlying CIT Series*
<input type="checkbox"/> MyGuide American Funds	<b>THROUGH</b> Retirement Glidepath with <b>ACTIVE</b> Underlying CIT Series*
<input type="checkbox"/> BlackRock LifePath Index	<b>TO</b> Retirement Glidepath with <b>PASSIVE</b> Underlying Mutual Fund Series
<input type="checkbox"/> Nuveen Lifecycle Index	<b>THROUGH</b> Retirement Glidepath with <b>PASSIVE</b> Underlying Mutual Fund Series

\*Please note that Mutual Funds, CITs and CIFs must be authorized in the Nationwide Trust Company, FSB Program Agreement.

**2. Qualified Default Investment Alternative (QDIA) - select only one option for the QDIA**

Any participants who fail to direct the investment of their accounts will automatically be invested as follows. The sponsor retains all responsibility to provide notices to participants as required under ERISA Section 404(c), including 404(c)(5).

Default Suspense Fund

QDIA:

Target Date Fund Series (selected in Option 1)

Provide Normal Retirement Age: \_\_\_\_\_ (must be whole number)

**Note:** Rounding method used will be the fund nearest the year the participant will reach the Normal Retirement Age.

Moderate Risk (Balanced Asset Allocation Fund)

Managed Account

### 3. Plan Implementation with 3(38) Fiduciary Services - select only one option

When IRON initially selects Default Investment Alternatives (DIAs) for the plan, participants' investments will be transitioned as follows:

- Plan Re-Enrollment:** The participants in the plan will re-enroll, and participants will complete new investment election forms populated with the New Menu Options.
- Mapping Options** (without Plan Re-Enrollment):
  - Fund to Fund Mapping (Default):** Current investments and future allocations are mapped to IRON Selected Investments. IRON will map the Plan's existing investment alternatives into the New Menu Options described in Appendix F.
  - Mapping to Target Date Fund Series:** Current investments and future allocations are mapped to the previously selected Target Date Fund Series based on the fund nearest when the participant will reach Normal Retirement Age.
  - Mapping to Target Date Fund Series and Nationwide Fixed Contract:** Current investments and future allocations are mapped to the previously selected Target Date Fund Series based on the fund nearest when the participant will reach Normal Retirement Age. Any Stable Value/Fixed/Short-duration bond investment vehicles will be mapped to Nationwide Fixed contract.
- Managed Account Service (MAS):**
  - Full MAS Mapping:** Current investments and future allocations are mapped to the designated MAS Provider for the Plan. Important: Only select this option if you are directing to map ALL participants and funds to the new MAS Provider.
 

**Note:** An initial default option will be utilized until the professional money manager begins to manage the participant account(s) in the Plan.
  - Partial MAS Mapping:** After Fund to Fund Mapping is complete, a portion of participants, as specified by the Plan Sponsor, will be mapped to the designated MAS Provider for the plan.
 

**Note:** Plan Sponsor directs that Plan Participants be enrolled into the new MAS following the transfer to Nationwide. Plan Sponsor agrees to provide Nationwide with a list of Plan Participants to be enrolled into MAS prior to the transition to Nationwide. If no such list is provided, Plan Participants will not be enrolled in MAS and will remain in these initial funds unless further action is taken by the Plan Participant.

### 4. In-Plan Income Guarantee Option:

- None (Default)
- Guaranteed Lifetime Withdrawal Benefit\* - Income America 5forLife Target Date CITs offered by the Recordkeeper and approved by IRON.
 

\*Please Note: If a Plan resides in NY, OR, PR or UT, the Income America 5forLife Target Income Funds are not available to your Plan.

### 5. Cash Preservation Vehicle

- Government Money Market Mutual Fund (Default)
- Guaranteed Income Contract (GIC) or Equivalent option offered by the recordkeeper and approved by IRON. The sponsor agrees to complete the associated application and contract.

### 6. IRON Target Risk Model Portfolios

- No Models (Default)
- IRON will set up five different target risk models using 3(38) selected investment alternatives.
 

**Note:** Additional paperwork is required, and additional fees may apply.

### 7. Optional Quarterly Participant Educational Newsletter

- Not provided by IRON (Default)
- Provided by IRON

### 8. 3(38) Fee Assessment Method

- Deduct from plan assets, quarterly in arrears (Default)
- Bill to Plan Sponsors, quarterly in arrears

**Please Note:** If the selection(s) made above conflict with similar selections in the Nationwide Trust Company, FSB Program Agreement, the selection(s) made in this agreement will be used while this agreement and any accompanying amendments or endorsement are in effect.

## APPENDIX B

### Schedule of Services

#### Section I. ERISA Fiduciary Services

Sponsor seeks to engage IRON as an ERISA fiduciary to assist in the following activities:

##### 1. **Development of an Investment Policy Statement (“IPS”):**

IRON will assist Sponsor (or an authorized delegate thereof) in developing an IPS that will be based upon the Sponsor's selections in Section II of Appendix A. The number and nature of Asset Categories and Designated Investment Alternatives (“DIAs”) will be based upon Sponsor's Asset Category Preferences, and each will seek to contain a menu of investments that are sufficient to provide participants the ability to create well-diversified portfolios through a mix of equity and fixed income exposures. The IPS will be deemed to have been approved by Sponsor upon Notice to Sponsor, unless Sponsor objects by Notice to IRON within 30 days.

##### 2. **Initial Selection and On-going Monitoring of the Plan's Designated Investment Alternatives:**

IRON will review the investment options available to the Plan and will utilize qualitative and quantitative analysis to provide Sponsor with recommendations regarding the Plan's DIAs that meet the criteria set forth in the IPS. Sponsor hereby acknowledges that IRON has access to, and is authorized to use, all investment options available under the Plan's menu of investments based on the Nationwide product(s) and program selected by the Plan Sponsor. Options may include mutual funds and collective investment trusts (CIT), if applicable.

Once IRON's initial recommendations have been implemented, IRON will monitor the DIAs and will instruct the Record-keeper directly to remove and replace investments that no longer meet the IPS criteria. Generally, IRON will communicate any changes to Sponsor reasonably in advance of the proposed change. However, there may be circumstances, such as the introduction of a new share class, in which IRON's fiduciary responsibility to monitor ongoing investments will require a change in DIA to be implemented as soon as practicable. In such circumstances, communication of such change to the Sponsor will be made as soon as reasonably practicable thereafter, but in no event later than the Quarterly Fiduciary Report. Sponsor understands that declining any of IRON's recommendations may cause the Services under this Agreement to terminate pursuant to Section 9 above.

IRON will not be responsible for the selection or monitoring (including but not limited to making any recommendations to retain or remove) any investments made under the Plan that are not actually selected by IRON in its discretion as the Plan's Investment Manager for the asset categories set forth in Section II to Appendix A. IRON will also not be responsible for the Sponsor's election of a Qualified Default Investment Alternative under Section II (B). In no event shall IRON be responsible for the selection or monitoring of employer stock, investments made through mutual fund windows or brokerage windows under the Plan, or any other investment alternatives offered to Plan Participants that have been selected by Sponsor or any other provider. For the avoidance of doubt, IRON shall also not have responsibility for any investment described in the preceding sentence that is part of a product on a Nationwide platform. IRON will not have any fiduciary oversight or any related responsibility with respect to forfeiture accounts, suspense accounts or any other accounts under the Plan with unallocated monies. Sponsor acknowledges and agrees that IRON shall not be responsible for selecting, changing or otherwise advising on the share class for any investment alternative selected for the Plan.

##### 3. **Creation and Maintenance of Model Asset Allocation Portfolios (“Model Portfolios”):**

When Nationwide technology allows, IRON may allocate among the Plan's approved DIAs to create a suitable range of risk-based Model Portfolios to be offered to Plan Participants through the Recordkeeper's platform, if available, and as Sponsor designates in Appendix A, Section II(B).

The Model Portfolios will be constructed so as to achieve varying degrees of long-term appreciation and capital preservation through a mix of equity and fixed income exposures offered through investment alternatives available through the Plan. IRON will diversify, reallocate and rebalance the Model Portfolios and associated risk levels over time in accordance with generally accepted investment theories and in compliance with the Plan's IPS. IRON may make changes to the underlying investments and/or the asset allocation percentages of the Model Portfolios and will communicate such instructions directly to the Record-keeper. IRON will communicate any changes to Sponsor reasonably in advance of the proposed change. Sponsor understands that declining any of IRON's recommendations may cause the Services under this Agreement to terminate pursuant to Section 9 above.

##### 4. **Mapping to New Menu Options:**

If selected in Section II (B) 7 of the Agreement, IRON will map the Plan's existing investment alternatives into the New Menu Options as described in Appendix F. If the Plan has an existing QDIA, IRON will map those participant investments to IRON selected Target Date Fund series pursuant to ERISA Section 404(c)(5).

## 5. **On-going Monitoring of Managed Account Service**

If directed by the Sponsor under Section II (B) 8 of the Agreement, IRON will provide on-going monitoring of the Managed Account Service selected by the Sponsor to determine that it remains prudent for the Sponsor to continue to offer Managed Account Service to its participants. IRON will conduct on-going fiduciary due diligence on the Managed Account Service Provider and any applicable portfolio advisor or subadvisor and, when appropriate, recommend to the Managed Account Service Provider to replace any applicable portfolio advisor or subadvisor. If any such portfolio advisor or subadvisor is not appropriately replaced and IRON believes, based on its on-going fiduciary due diligence, that it is no longer prudent for the Sponsor to continue to offer the Managed Account Service, IRON will recommend termination of the Managed Account Service in its entirety. In no event will IRON have the authority or related responsibility to recommend an alternative Managed Account Service to the Sponsor, and IRON will not have any discretionary authority over the termination of the Managed Account Service. IRON has no authority and assumes no authority for the investments selected by the portfolio advisor or subadvisor of the Managed Account Service provider; IRON's duties are limited to the due diligence and monitoring services described in this paragraph.

## 6. **Qualified Default Investment Alternative (“QDIA”) Management:**

Sponsor shall elect as the Plan's QDIA either Target Date Funds under the Target Date Series, the Moderate Allocation Fund, or IRON pre-approved Managed Account as the Plan's QDIA. Any participants who fail to direct the investment of their accounts will automatically be invested in the QDIA elected by the Sponsor or, if the Sponsor fails to make an affirmative election hereunder, in the Target Date Funds, which Sponsor directs will be deemed to be its election. Sponsor retains the responsibility to provide all notices to participants as required under ERISA Section 404(c), including 404(c)(5).

## 7. **Appointment of Investment Manager**

If Sponsor has selected to participate in a CIF(s), then IRON will select the CIF(s) and monitor the performance of the CIF(s). Sponsor must authorize the use of CIFs within the Nationwide Program Agreement or amendment to the Program Agreement.

### **Section II: ERISA Non-Fiduciary Services**

Sponsor understands that IRON may provide the following ministerial or administrative services that are not considered to be fiduciary under ERISA:

Preparation and Delivery of Reports:

- Portfolio holdings
- Quarterly investment summary
- Quarterly investment actions
- Supplementary investment-related educational information



## APPENDIX C

Sponsor authorizes that IRON shall be paid Fees for providing the Services, as follows:

**Amount:**

**Annual Asset-Based Fee**, as a percentage of Plan assets, expressed as **5** basis points (“bps”),  
(100 bps = 1% of assets).

**Payment Method:**

Fee deducted from Plan assets, Quarterly in arrears (DEFAULT)

## APPENDIX D

### Nationwide Investment Fiduciary Facilitation Agreement (“Facilitation Agreement”)

This Facilitation Agreement is entered into between the Employer/Plan Sponsor (the “Sponsor”) as identified in the separate Investment Management Agreement (the “IMA”) between the Sponsor and IRON Fiduciary, an offering by Creative Planning, LLC, a Plan Investment Advisory Firm (“IRON”), (the “Investment Management Agreement”) and Nationwide Life Insurance Company and/or Nationwide Trust Company, FSB (collectively, “Nationwide”) to establish an arrangement for Employee Retirement Income Security Act of 1974, as amended, (“ERISA”) section 3(38) investment fiduciary services (“Investment Fiduciary”) and, if directed by the Sponsor in the IMA, fiduciary services related to the on-going monitoring of the managed account service (the “Managed Account Service”) selected by the Sponsor for its Plan participants. This Facilitation Agreement shall be effective upon execution by the Sponsor, IRON and Nationwide.

**Sponsor Representations**

Sponsor acknowledges that it is solely responsible for selecting IRON as Investment Fiduciary and if directed by the Sponsor in the IMA, a fiduciary for the on-going monitoring of the Plan’s Managed Account Service. Nationwide shall be under no obligation to confirm or verify that IRON is properly registered with the Securities and Exchange Commission or with state(s) securities authorities, as applicable. Sponsor represents that as a Plan fiduciary independent of IRON and any other Plan fiduciary:

- (i) it approves of IRON’s investment strategies;
- (ii) the provision of investment management services and, if directed by the Sponsor in the IMA, fiduciary services related to the on-going monitoring of the Managed Account Service, to the Plan by IRON and the payment arrangement set forth herein are consistent with the terms of the Plan document and related materials (“Plan Document”) and with ERISA and other applicable law; and
- (iii) this service is separate and apart from the actual sale of any Nationwide products which may be used to provide the Plan’s underlying investments, including core Plan administration and trust services. Sponsor acknowledges that it is solely responsible for monitoring the services of IRON, including their ongoing compliance with all applicable provisions of ERISA and/or other applicable law. Sponsor acknowledges that, to the extent applicable, it has received full disclosure of the payment structure with respect to Plan assets that are invested in Affiliated Funds (as later defined herein). Sponsor acknowledges that it is solely responsible for providing and maintaining accurate contact information with Nationwide and IRON to ensure timely communications related to the Plan’s investments and, if applicable, Managed Account Service.

**IRON Representations**

IRON represents that it is registered as an investment adviser with the Securities and Exchange Commission under the Investment Advisers Act of 1940 or with applicable state(s) securities authorities, and is qualified to serve as an investment manager as defined in Section 3(38). IRON agrees to notify the Sponsor and Nationwide in writing within ten (10) business days after IRON ceases to be registered as an investment adviser and/or investment manager. IRON represents that it is a “fiduciary” as that term is defined by ERISA with respect to investment management services described herein and also represents that it has received, read and will comply with all applicable provisions of ERISA and/or other applicable law including fee and compensation disclosure.

IRON represents that it will not employ investment strategies which involve the investment of Plan assets in mutual funds that are affiliated with IRON Fiduciary, an offering by Creative Planning, LLC (“Affiliated Funds”) or strategies which would cause IRON to act as a fiduciary with respect to the oversight of an affiliated managed account service program or provider (“Affiliated Program”).



**Nationwide Representations**

Nationwide represents that, using reasonable care consistent with industry standards, it will carry out instructions provided by Sponsor and/or IRON in support of the arrangement set forth herein. Nationwide takes no position as to either the advisability or the necessity of such service. Nor does Nationwide necessarily endorse the use of an investment fiduciary in general. It is the responsibility of the Plan's named fiduciary to select this service in accordance with the Plan Document.

**Investment Authority**

By executing this Facilitation Agreement, the Sponsor prospectively delegates investment authority to IRON regarding the selection of Funding Vehicle(s) on the Fund Selection Schedule and/or Collective Investment Fund Selection Schedule in the Program Agreement and any subsequent investment direction received by Nationwide in the Required Format (collectively the "Investment Selections"). Sponsor directs Nationwide to disregard any direction previously received from the Sponsor regarding Investment Selections. For Plans electing to offer the Automatic Enrollment QDIA using Managed Account Services, investment authority for the QDIA will remain with the Sponsor. For Plans in existence at Nationwide prior to execution of this Facilitation Agreement, any assets held in a stable value CIT or stable value CIF, if applicable, remain under the investment authority of the Sponsor.

**Transaction Processing**

Sponsor authorizes that Nationwide shall take direction from IRON with regard to processing investment changes for the Plan. IRON shall provide direction to Nationwide via paper, fax or email instruction.

Sponsor acknowledges that in the event Nationwide receives investment direction from Sponsor that does not correspond to the investment direction received by IRON as the investment fiduciary, Nationwide shall process the Sponsor's investment direction as instructed. Sponsor further acknowledges that such direction may reduce or eliminate the investment fiduciary protection which exists under the Facilitation Agreement.

**Fee Payment**

Sponsor authorizes that IRON shall be compensated as follows for providing investment fiduciary services and, if directed by the Sponsor in the IMA, fiduciary services related to the on-going monitoring of the Plan's Managed Account Service, to the Plan. If the Sponsor elects to deduct the fee, IRON's fee will be forwarded by Nationwide to IRON. If the Sponsor elects to have the fee billed, the Sponsor will send payment to IRON. This fee represents payment for investment fiduciary services for the relevant service period, which is the preceding calendar quarter ("Service Period"). All fees will be assessed, calculated and deducted or billed no less frequently than quarterly based on total assets held by the Plan, regardless of whether such assets are managed by IRON or selected by Plan Sponsor.

0.05% of Plan assets annually

IRON Asset Allocation Model Portfolios are available for an additional fee.

Sponsor authorizes that Nationwide shall be compensated as follows for facilitating the investment fiduciary services and, if directed by the Sponsor in the IMA, fiduciary services related to the on-going monitoring of the Plan's Managed Account Service, for the Plan. Facilitation includes processing transactions as instructed by IRON, sharing relevant product, service and Plan data with IRON electronically in regular intervals and the dispensation of fee payment to IRON or delivery of billing statements to Sponsor no less frequently than quarterly. Nationwide's fee represents payment for facilitating investment fiduciary services and, if directed by the Sponsor in the IMA, fiduciary services related to the on-going monitoring of the Plan's Managed Account Service for the relevant Service Period. Nationwide's fee shall be assessed using the same method Sponsor elects for the IRON fee. When the Nationwide fee is billed, Sponsor will send payment to Nationwide. All fees will be assessed, calculated and deducted or billed no less frequently than quarterly based on Plan assets.

0.01% of Plan assets annually

**Calculation and Payment of the Fees**

The Fee amounts will be calculated based on the total market value of participant assets at the end of the relevant Service Period, a day on which the Recordkeeper and the New York Stock Exchange are both open for business ("Business Day"). Fees will then be deducted and paid in accordance with current administrative procedures.

Sponsor acknowledges the fiduciary responsibility to disclose the deduction of fees to participants thirty (30) days prior to the deduction and understands the deduction of final fee amounts owed will not be delayed for the Sponsor's failure to disclose the fee to participants timely.

IRON acknowledges that it may only be compensated for services to the Plan under the terms of this Facilitation Agreement, and that IRON and/or its associated persons will not also be compensated for such non-advisory services under Nationwide's General Agent Compensation Agreement, Companion Agreement, or other similar selling agreement. IRON acknowledges that it is solely responsible for ensuring no such compensation for non-advisory services is received.

**Fee Assessment Method**

Sponsor selects the method for assessing the IRON and Nationwide fees. If no selection is made, fees will be deducted from plan assets on a quarterly basis.

If Quarterly Billing is selected, the Sponsor shall send payment to both Nationwide and IRON within sixty (60) days of the date on which the written bill is dated. If the Nationwide Fee and the IRON Fee are not paid in full by the requested payment date, any unpaid fee will be immediately deducted from Plan assets and the fee assessment method for both fees may be changed from billing to a quarterly deduction method. Upon the fee payment changing to a quarterly deduction, the Sponsor authorizes that IRON and Nationwide shall continue to be compensated according to the percentages outlined above.

**Indemnification**

IRON and Sponsor acknowledge that Nationwide:

- (i) is acting solely as a ministerial facilitator for making available plan information for the purposes of investment fiduciary services and, if directed by the Sponsor in the IMA, fiduciary services related to the on-going monitoring of the Managed Account Service, with respect to the Plan and this Facilitation Agreement;
- (ii) may conclusively rely on any instructions it may receive to effectuate payment to IRON under this Facilitation Agreement; and
- (iii) shall have no duty to monitor or otherwise review the instructions received or the services provided to the Plan by IRON. IRON and Sponsor agree to indemnify, defend, and hold Nationwide and its directors, officers, agents, affiliates, and employees (collectively, the "Nationwide Indemnities") harmless from and against any and all losses, claims, demands, liabilities, damages, suits or other legal actions, judgments and decrees, attorneys' fees, costs and expenses of any kind or nature whatsoever ("Losses") that the Nationwide Indemnities may directly or indirectly suffer or incur arising out of the performance of Nationwide's duties under this Facilitation Agreement, except to the extent such Losses result from Nationwide's willful misfeasance, bad faith, negligence or reckless disregard of its duties or obligations hereunder.

Each party acknowledges and agrees that the terms set forth herein are consistent with and not contradictory to any other agreements or understandings between the parties and that in the event any such terms herein are inconsistent or contradictory therewith, the terms of this Facilitation Agreement shall control.

**Confidentiality of Information and Authorization to Share**

Sponsor authorizes Nationwide to provide IRON with access to Plan information that Nationwide holds, including, but not limited to, fund balances, transaction histories, and Funding Vehicle allocations ("Plan Related Information"). Sponsor acknowledges that Nationwide shall have no liability or responsibility for IRON's use or disclosure of Plan Related Information.

Information provided by Nationwide to IRON pursuant to this Facilitation Agreement shall be kept strictly confidential ("Confidential Information"). IRON agrees to protect and maintain the Confidential Information with reasonable care, which shall not be less than the degree of care it uses to protect its own confidential information. Furthermore, IRON agrees not to use or disclose Confidential Information other than on a "need to know basis" and then only as:

- (i) necessary to carry out the purpose for which the Confidential Information was disclosed;
- (ii) expressly authorized by Sponsor (a copy of such authorization must be provided to Nationwide prior to the release of Confidential Information); or
- (iii) required by law.

In the event that IRON uses a third-party service provider to provide services under this Facilitation Agreement, they agree that any such third-party service providers shall have, by appropriate written agreement, agreed to safeguard Confidential Information and to limit its use to performance of services authorized by the Sponsor.

Upon discovery of unauthorized access to or disclosure of Confidential Information, IRON shall promptly notify, furnish full details to, and cooperate with Nationwide to limit and correct the unauthorized disclosure and shall pay all direct damages associated with notification and correction deemed necessary by Nationwide. These direct damages include all reasonable costs associated with notifying affected individuals (e.g., printing, mailing, service center response, and credit monitoring services).

Upon Nationwide's written request or following termination of this Facilitation Agreement, IRON agrees to:

- (i) promptly return to Nationwide any Confidential Information in its possession or control, or
- (ii) purge, delete, destroy, to the extent reasonably practicable, any Confidential Information that cannot feasibly be returned to Nationwide (certifying such actions in writing), and
- (iii) safeguard all other Confidential Information that cannot be returned, purged, deleted or destroyed.

IRON acknowledges that Confidential Information may contain non-public personally identifiable information as defined in the Gramm-Leach-Bliley Act and the rules and regulations promulgated thereunder ("Personal Information"). IRON agrees to establish and maintain procedures reasonably designed to assure the security and privacy of Personal Information. Furthermore, IRON agrees to comply with all laws, rules, regulations and ordinances relating to privacy, confidentiality, data security and the handling of Personal Information that may from time to time be established.

Each of the parties warrants to the other that it shall not disclose to any third party proprietary information that it may acquire in the performance of this Facilitation Agreement; nor shall it use such proprietary information for any purposes other than to fulfill its contractual obligations under this Facilitation Agreement or as required by law.

This subsection shall survive and continue in full force and effect notwithstanding the expiration or termination of this Facilitation Agreement.

### **Termination, Resignation or Replacement**

Either the Sponsor or IRON may terminate this Facilitation Agreement at any time by terminating the Investment Management Agreement. Once the Investment Management Agreement is terminated, IRON will provide Nationwide with written notice as soon as administratively possible and no later than ten (10) Business Days. Once Nationwide receives the termination notification, the Facilitation Agreement will be terminated. Nationwide may terminate this Facilitation Agreement at any time by providing at least ten (10) Business Days written notice to the Sponsor and IRON. Such termination will not, however, affect the liabilities or obligations of the Parties arising from transactions initiated prior to such termination, and such liabilities and obligations shall survive any expiration or termination of this Facilitation Agreement. The Facilitation Agreement will be terminated at such time as the account is transferred in full or the day prior to commencement of withdrawal transactions for purposes of terminating the Plan.

Upon termination of this Facilitation Agreement, Nationwide shall be under no obligation to carry out payment instructions on behalf of the Sponsor, IRON, or any successor advisory firm chosen by the Sponsor unless such parties enter into a new Facilitation Agreement with Nationwide. Further, Sponsor acknowledges that Nationwide cannot and is not under any legal obligation to facilitate refunding any appropriately paid payment to IRON under the terms of this Facilitation Agreement.

### **Notice**

All notices to be given pursuant to this Facilitation Agreement shall be given in writing and delivered by personal delivery or by postage prepaid, registered or certified United States first class mail, return receipt requested, overnight mail, or by facsimile, or similar means of same day delivery (with a confirming copy by mail as provided herein). All notices shall be given or sent to the addresses shown herein or as Nationwide has on file for each party.

### **Execution Copies**

Sponsor hereby authorizes Nationwide to send executed copies of this Facilitation Agreement to Sponsor, IRON, and the Plan's authorized representative.

### **Authority**

The Sponsor by accepting and acknowledging this Facilitation Agreement represents that performance of the Facilitation Agreement is within the scope of the activities authorized by the Plan and applicable laws and that he or she is duly authorized to negotiate, enter into, and renew this Facilitation Agreement on behalf of the Plan.

Each party represents to the others that the person executing this Facilitation Agreement on its behalf is duly authorized and empowered to execute this Facilitation Agreement.

We hereby agree with the provisions set forth in this Facilitation Agreement and the verification set forth above.

## APPENDIX E

### Due Dilligence and Guaranteed Retirement Income Contracts

As part of our services to you, we may select a “guaranteed retirement income contract” for your individual account plan. This is an annuity contract which provides annual or more frequent payments that are guaranteed for a fixed amount of time or at least the remainder of the life of the plan participant or the joint lives of the participant and the participant’s designated beneficiary.

When selecting an annuity product for your plan, we act as a fiduciary. When evaluating the products available to your plan, the financial ability of the insurance company to pay the annuity benefits when due is a key concern. We consider the cost of the product, including fees and commissions (if any), in relation to the benefits and product features, as well as the administrative services provided under the contract. We have no obligation to select the lowest cost product

Before we select any product on your behalf, we will obtain written representations from the insurer that it:

- is licensed to offer guaranteed retirement income contracts;
- at the time we select it and for each of the prior seven years it:
  - operates under a valid certificate of authority from its state insurance commissioner;
  - has filed audited financial statements in accordance with the laws of its state under applicable statutory accounting principles;
  - has reserves which satisfy all the statutory requirements of all states where the insurer does business; and
  - is not operating under an order of supervision, rehabilitation, or liquidation (an “adverse order”);
- undergoes, at least every five years, a financial examination as required by the insurance commissioner of its home state; and
- will notify us of any change in circumstances which occur after making these representations which would preclude it from making the representations at the time the contract is issued.

By following these protocols, we intend to satisfy the requirements of the safe harbor provided by ERISA Section 404(e). This safe harbor will relieve us of fiduciary liability for any losses that may result to the participant or beneficiary due to an insurer’s inability to satisfy its financial obligations under the terms of the guaranteed retirement income contract.

## APPENDIX F

### Mapping Procedures

#### General

In its discretion as the Plan’s Investment Manager, IRON has instituted the mapping grid detailed below for the conversion of existing Plan assets into IRON’s 3(38) Investment Fiduciary model.

IRON will utilize Morningstar’s established “Asset Categories” as the basis to identify and convert existing Plan assets to a respective IRON recommended investment in the same Asset Category.

The eligible Asset Categories for a given Plan are governed by the ERISA Fiduciary 3(38) Investment Management Agreement encompassing multiple groups of asset categories set forth in Section II of Appendix A above, each of which has a set of Morningstar’s established Asset Categories.

Any current investment that does not have a direct category-to-category correlation will be mapped to a moderate risk (balanced) asset allocation fund. Similarly, if a Plan has designated an existing QDIA, funds held in the Plan’s existing QDIA will be mapped to the new QDIA designated by Sponsor. Sponsor acknowledges that performance may vary among investments, and that an investment that is mapped may not perform as well as the current investment. IRON will not have any fiduciary oversight or any related responsibility with respect to the mapping of forfeiture accounts, suspense accounts or any other accounts under the Plan with unallocated monies.

The following investment options will not be mapped by IRON:

- Self-directed Brokerage Assets

By executing this Agreement, the Sponsor prospectively delegates investment authority to IRON regarding the selection of Funding Vehicle(s) on the Fund Selection Schedule and/or Collective Investment Fund Selection Schedule in the Program Agreement and any subsequent investment direction received by Nationwide in the Required Format (collectively the “Investment Selections”). Sponsor directs Nationwide to disregard any direction previously received from the Sponsor regarding Investment Selections. For Plans electing to offer the Automatic Enrollment QDIA using Managed Account Services, investment authority for the QDIA will remain with the Sponsor.

### **For Plan Sponsors Utilizing the Fixed Select Contract**

If Sponsor selects the Nationwide® Fixed Select Contract (“FSC”) Sponsor hereby agrees to the following additional terms and conditions. The FSC contains provisions that restrict certain “competing investments” that the Plan may offer. If the adopting Plan Sponsor elects to use the FSC, the mapping process described in this Appendix F will not be implemented for the classes below.

The following asset classes are considered “competing” and may not be offered when the FSC is selected:

1. Ultra Short Term Bond
2. Short Term Bond
3. Money Market

To facilitate these restrictions, the mapping protocol detailed in this Appendix F will be adjusted as follows:

- Any asset class set forth above will be mapped according to the FSC. It will not be mapped according to the mapping protocol detailed in Appendix F of the 3(38) contract.

These restrictions along with other important information are outlined in the Nationwide Fixed Select Contract. Please refer to this contract for further information.

### **Summary Table and Sample Report**

Table 1 below summarizes the fund mapping process. A sample report with the fund mapping process is also shown below for illustration purposes.

**Table 1 - ABC Retirement Plan (Product Platform - Plan Asset Category Tier)**

Existing Plan Holdings	Action	IRON Recommended Funds
<b>Non-Index Funds with correlating Morningstar Asset Category (Core Funds)</b>	Mapped	Respective Non-Index Funds within eligible Morningstar Asset Categories for each of the funds (Core Funds)
<b>Index Funds that are currently listed in the Product-specific IRON Recommended Index Funds List (Core Funds)</b>	NOT Mapped By IRON	Status Quo
<b>Index Funds that are NOT currently in the Product-specific IRON Recommended Index Funds List (Core Funds)</b>	Mapped	Relevant Index Fund within the Index Fund Choices being offered in the Product Platform using Index Asset Category
<b>Funds with no correlating Morningstar Asset Category</b>	Mapped	Moderate risk (balanced) asset allocation fund
<b>Self-directed Brokerage</b>	NOT Mapped By IRON	Status Quo
<ul style="list-style-type: none"> <li>• Fixed Group Annuity contracts</li> <li>• Stable Value Funds</li> </ul>	Mapped	Mapped to IRON selected annuity contract or stable value fund
<b>QDIA but NOT a designated Suspense Account Fund (treated as QDIA elective)</b>	Mapped	QDIA
Designated <b>Suspense Account</b> fund and designated as QDIA (treated as <b>Suspense</b> )	NOT Mapped By IRON	Mapped to Money Market Fund or other fund approved by Sponsor
<b>Unallocated Accounts (treated as Suspense)</b>	NOT Mapped By IRON	Mapped to Money Market Fund or other fund approved by Sponsor

All funds that are accessed via the “Fund Window” whether Participant directed or selected from a “Managed Accounts” Manager will be mapped as follows:

1. If a fund selected from the Fund Window in the current Plan **is** being offered on the new Investment Platform, then IRON will keep the fund and investments intact (no fund exchanges will be made, except in the situation in which a less expensive share class is offered in which case IRON will map the fund to the less expensive share class).
2. If a fund with the identical share class selected from the Fund Window in the current Plan **is NOT** being offered on the new Investment Platform, then IRON will map that fund to the lowest cost share class available for that fund on the platform. You, as the Plan Participant may choose to access your account and re-invest in a comparable fund via the Fund Window.



3. If a fund selected from the Fund Window in the current Plan **is NOT** being offered on the new Investment Platform, and the Plan has a QDIA, then IRON will map that fund to the QDIA fund. A Plan Participant may choose to access his or her account and re-invest in another fund via the Fund Window.
4. If a fund selected from the Fund Window **is NOT** offered on the new Investment Platform, and the Plan has not elected a QDIA fund, then the affected fund will be mapped to a money market fund. A Plan Participant may choose to access his or her account and re-invest in another fund from the Plan Investment Alternatives in the current Investment Platform via the Fund Window.



## Sample Fund Mapping Report

### SAMPLE PLAN

**Case Number: XXX-XXXXX**

Asset Category Comprehensive

**As Of Date: XX-XX-XXXX**

Mapping Report for CORE Funds with IRON Recommended Funds								
Current Plan Holdings					Action	IRON Recommended Funds		
Fund Name	Fund Ticker	Fund Code	Plan Holding Characteristics	Morningstar Category Name		Fund Name	Fund Ticker	Fund Code
Ameriom Beacon Small Cp Val Inst	AVFIX	IAVA	Core	US Fund Small Value	Mapped	Vanguard Small Cap Index Adm	VSMAX	CSXA
American Century Global Gold I	AGGNX	ANXA	Core	US Fund Equity Precious Metals	Exchanged into the IRON Default	Vanguard Balanced Index Adm	VBIAX	CSNA
American Funds American High-Inc R6	RITGX	RITA	Core	US Fund High Yield Bond	Mapped	Federated Instl High Yield Bond Instl	FIHBX	FIMA
American Funds Fundamental Invs R6	RFNGX	RFNA	Core	US Fund Large Blend	Mapped	American Funds American Mutual R6	RMFGX	RMFA
Federated Government Obligs Premier	GOFXX	DJRA	Core	US Fund Money Market – Taxable	Mapped	Federated Government Obligs Premier	GOFXX	DJRA
Fidelity Advisor Real Estate I	FHEIX	FHEA	Core	US Fund Real Estate	Mapped	Cohen & Steers Real Estate Securities I	DSOIX	DICA
Goldman Sachs Mid Cap Value Instl	GSMCX	GSMA	Core	US Fund Mid-Cap Value	Mapped	Victory Sycamore Established Value I	VEVIX	SNKA
Ivy Asset Strategy Y	WASYX	WSFA	Core	US Fund World Allocation	Exchanged into the IRON Default	Vanguard Balanced Index Adm	VBIAX	CSNA
Ivy Science And Technology Y	WSTVX	WSTA	Core	US Fund Technology	Exchanged into the IRON Default	Vanguard Balanced Index Adm	VBIAX	CSNA
Janus Henderson Oversees I	JIGFX	VJIA	Core	US Fund Foreign Large Blend	Mapped	Artisan International Value Instl	APHKX	DRMA
Loomis Sayles Bond Instl	LSBDX	LSBA	Core	US Fund Multisector Bond	Mapped	Federated Instl High Yield Bond Instl	FIHBX	FIHA
MFS Massachusetts Inv Gr Stk R4	MIGKX	MGKA	Core	US Fund Large Growth	Mapped	ClearBridge Large Cap Growth I	SBLIX	BJOA
MFS Utilities R4	MMUIX	MMUA	Core	US Fund Utilities	Exchanged into the IRON Default	Vanguard Balanced Index Adm	VBIAX	CSNA
Nationwide Inv Dest Agrsv R6	GAIDX	GIAA	Core	US Fund Allocation – 70% to 85% Equity	Mapped	T. Rowe Price Personal Strat Gr	TRSGX	CUNA
Nationwide Inv Dest Consrv R6	GIMCX	GICA	Core	US Fund Allocation – 15% to 30% Equity	Mapped	Vanguard Wellesley Income Admiral™	VWIAX	CKAA



August 25, 2023

# Form ADV Part 2A Disclosure Brochure

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Overland Park, KS 66211

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[CreativePlanning.com](https://www.creativeplanning.com)

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This brochure provides information about the qualifications and investment advisory business practices of Creative Planning, LLC. If you have any questions about the contents of this brochure, please contact us at (913) 338-2727 or [cpi@creativeplanning.com](mailto:cpi@creativeplanning.com). The information in this brochure has not been approved or verified by the United States Securities and Exchange Commission (SEC) or by any state securities authority.

Additional information about Creative Planning, LLC is also available on the SEC's website at <https://adviserinfo.sec.gov/>. You can view our information on this website by searching for "Creative Planning" or by using the Firm's CRD number, which is 105348.

References to Creative Planning, LLC as a "registered investment advisor" or any reference to being "registered" does not imply a certain level of skill or training.

## Material Changes

This item only intends to discuss material changes to our Disclosure Brochure since our 2023 Annual Amendment filing dated March 31, 2023. We made material changes to our Disclosure Brochure since the 2022 Annual Filing.

### Item 10 – Other Financial Industry Activities and Affiliations

- The Firm is the investment manager to CAIS Private Equity Core I LP, which has since closed and is not accepting new subscribers. The Firm does not receive any additional compensation for investment management services to the fund.

We will ensure that you receive a summary of material changes to this and subsequent disclosure brochures within 120 days after our fiscal year ends. Our fiscal year ends on December 31, so you will receive the summary of material changes, if any, no later than April 30 each year. We will also offer a copy of the most current Disclosure Brochure at that time. We may also provide other ongoing disclosure information about material changes as necessary.

## Table of Contents

Material Changes .....	2
Table of Contents .....	3
Item 4 – Advisory Business .....	5
Portfolio Management Services .....	5
Retirement Plan Services .....	5
Department of Labor Acknowledgement of Fiduciary Duty.....	6
Financial Planning Services .....	6
Sub-Advisory Services.....	7
Persons Residing Outside of the United States .....	7
Client Assets Managed by Creative Planning .....	7
Item 5 – Fees and Compensation .....	7
Deduction of Client Fees.....	8
Other Types of Fees/Expenses .....	9
Sub-Advisory Services.....	9
Retirement Plan Services .....	9
Institutional Fiduciary Services.....	10
Financial Planning .....	11
Financial Education Speaking Engagements .....	11
Item 6 – Performance-Based Fees and Side-By-Side Management.....	11
Item 7 – Types of Clients .....	11
Item 8 – Methods of Analysis, Investment Strategies and Risk of Loss .....	11
Methods of Analysis.....	11
Investment Strategies .....	12
Risk of Loss.....	12
Item 9 – Disciplinary Information.....	15
Item 10 – Other Financial Industry Activities and Affiliations .....	15
Business Advisory Services – Creative Planning Business Advisory LLC.....	15
Business Valuation Services – Creative Planning Valuations LLC.....	15
Legal Activities – Creative Planning Legal, P.A.....	16
Trust Services – Creative Planning Trust Company, LLC .....	16
Accounting & Tax Services – Creative Planning Tax LLC and CP Strategic Advisors, LLC .....	16
Business Management Services – Creative Planning Business Management, LLC.....	<b>Error! Bookmark not defined.</b>
Insurance Activities – Creative Planning Risk Management and Creative Planning Insurance, LLC.....	17
Technology Services – Creative Planning Tech, LLC .....	17
Creative Planning Lending, LLC.....	17
Sub-Advisors.....	18
Private Funds.....	18
Managed Accounts Solution .....	19
Item 11 – Code of Ethics, Participation in Client Transactions and Personal Trading .....	19
Code of Ethics Summary .....	19
Participation or Interest in Client Transactions .....	19
Private Funds.....	19
Item 12 – Brokerage Practices .....	20
Recommendation of Broker/Dealers and Custodians .....	20
Trading Away.....	21
Block Trading Policy .....	21
Arrangements with TD Ameritrade.....	22

Brokerage for Client Referrals – Charles Schwab & Co., Inc.....	23
Client Referrals – Charles Schwab Trust Bank’s Schwab Retirement Network.....	24
Trade Errors .....	24
Sub-Advisors.....	24
Item 13 – Review of Accounts.....	24
Statements and Reports .....	25
Item 14 – Client Referrals and Other Compensation .....	25
Client Referrals .....	25
Charles Schwab.....	25
Affiliated Non-Investment Advisory Retirement Plan Recordkeeping and Third-Party Administration Companies.....	26
Referrals Between Creative Planning’s Wealth Management and Retirement Plan Services Division .....	26
Sponsorship of Corporate Events and Community Education Events .....	26
Other Compensation .....	27
Item 15 – Custody .....	27
Item 16 – Investment Discretion.....	28
Item 17 – Voting Client Securities .....	29
Item 18 – Financial Information .....	29

#### **Item 4 – Advisory Business**

Creative Planning, LLC (referred to throughout as we, us, our, or the Firm) is owned and controlled by Peter Mallouk through the following ownership structure: CPI HoldCo B, LLC; CPI HoldCo A, LLC; CPI HoldCo, LLC; CPI HoldCo, Inc, Peter Mallouk Trust, and the MJG Irrevocable Trust.

Creative Planning has been registered as an investment advisor with the United States Securities and Exchange Commission (“SEC”) since March 18, 1983.

The Firm’s Executive Officers are:

- Peter Mallouk, President
- Molly Rothove, Vice President
- David Kaye, Chief Financial Officer
- James Williams, Chief Investment Officer
- Jonathan Knapp, Chief Operations Officer
- Ken Pyle, Chief Risk Officer
- Lee Richardson Jr., Chief Compliance Officer
- Chat Scruggs, Chief Technology Officer

**Portfolio Management Services** – We provide advisory services in the form of Portfolio Management Services. Portfolio Management Services provide clients with continuous and ongoing supervision over their accounts. This means that Creative Planning will continuously manage a client’s account and place trades in client accounts when necessary.

We provide investment advice on a large variety of investment types. When providing Portfolio Management Services, the Firm will typically consider bonds, equities, ETFs, mutual funds, and alternative investments to build diversified portfolios to meet each respective client’s financial goals and objectives; however, we are not limited to those investments. It is not our typical investment strategy to attempt to time the market, but we may increase cash holdings as deemed appropriate based on the client’s risk tolerance and short- and long-term goals. We may modify our investment strategy to accommodate special situations, including but not limited to low-basis stock, stock options, legacy holdings, inheritances, closely held businesses, collectibles, or special tax situations. (Please refer to Item 8 – Methods of Analysis, Investment Strategies, and Risk of Loss for more information.)

Our services are provided based on the specific needs of each client. For example, the client can impose restrictions on the accounts we manage, including specific investment sectors and selections. We work with each client on a one-on-one basis through interviews and questionnaires, as applicable, to determine the client’s investment objectives and suitability information. We will not necessarily verify any information received from the client or the client’s other professionals, and we are authorized to rely on the information provided. It is each client’s responsibility to promptly notify us if there is ever any change in their financial or personal situation or investment objectives for the purpose of reviewing our previous recommendations. Clients should be aware that there will be periods of time when the Firm determines that changes to a client’s portfolio are neither necessary nor prudent, but clients will still be subject to the fees described in their client agreement. Creative Planning does not participate in a wrap fee program.

**Retirement Plan Services** – We offer several advisory services for corporate and public retirement plans, separately or in combination. The primary clients for these services are pension, profit sharing, and participant-directed, individual account plans (i.e., 401(k), 403(b), etc.).

Specifically, we offer (1) Discretionary Investment Management Services, (2) Non-Discretionary Investment Advisory Services, (3) Retirement Plan Fiduciary Services and/or (4) Advisor Managed Account, FinanceGPS and FinancialGuide to employer-sponsored retirement plans and their participants in either an ERISA 3(38) fiduciary or ERISA 3(21) co-fiduciary capacity. Depending on the type of the plan and the specific arrangement with the plan sponsor, we may provide one or more of these

services. Before being engaged by the plan sponsor, we will provide a copy of this Form ADV Part 2A, our Privacy Policy, and the applicable Agreement containing the information required to be disclosed under Sec. 408(b)(2) of the Employee Retirement Income Security Act (“ERISA”), as applicable.

A plan participant or beneficiary may request additional services in providing Retirement Plan Services to a plan. Creative Planning may establish a separate client relationship with one or more plan participants or beneficiaries through a separate agreement. Such client relationships develop in various ways, including, but not limited to:

- a result of a decision by a plan participant or beneficiary to purchase services from Creative Planning not involving the use of plan assets;
- part of an individual or family financial plan for which any specific recommendations concerning the allocation of assets or investment recommendations relating to assets held outside of the plan; and/or
- through a rollover to an Individual Retirement Account (“IRA”).

If a plan participant or beneficiary desires to affect a rollover from the plan to an IRA account advised or managed by Creative Planning, or if we make a recommendation to affect a rollover, we will have a conflict of interest given that our IRA advisory fees can reasonably be expected to be higher than those we receive in connection with the Retirement Plan Services due to the individualized nature of our IRA-related services. To mitigate such conflicts, Creative Planning will disclose relevant information about the applicable fees we charge for advising or managing an IRA, as well as reviewing the benefits each retirement account allows for before opening an account to receive the rollover. The decision as to whether to take a distribution from any retirement account rests solely with the individual participant and beneficiaries.

**Department of Labor Acknowledgement of Fiduciary Duty** – When we provide investment advice to you regarding your retirement plan account or individual retirement account, we are fiduciaries within the meaning of Title I of the Employee Retirement Income Security Act and/or the Internal Revenue Code, as applicable, which are laws governing retirement accounts. How we make money creates some conflicts with your interests, so we operate under a special rule that requires us to act in your best interest and not put our interests ahead of yours. Under this special rule’s provisions, we must:

- Meet a professional standard of care when making investment recommendations (give prudent advice);
- Never put our financial interests ahead of yours when making recommendations (give loyal advice);
- Avoid misleading statements about conflicts of interest, fees, and investments;
- Follow policies and procedures designed to ensure that we give advice that is in your best interest;
- Charge no more than is reasonable for our services; and
- Give you basic information about conflicts of interest.

**Financial Planning Services** – We offer advisory services in the form of financial planning services. Financial planning services do not involve ongoing client account management but instead focus on a client’s overall financial situation. Financial planning can be described as helping individuals determine and set their long-term financial goals through investments, tax planning, asset allocation, risk management, retirement planning, and other areas. The role of a financial planner is to find ways to help the client understand their overall financial situation and help them set financial objectives.

We analyze and review the client’s financial documentation, including the client’s assets and liabilities, investment portfolio, retirement plan, education plan, risk management plan, risk tolerance, estate plan, and other areas relevant to the client’s financial health. We then provide an executive summary highlighting the plan of action. Our Wealth Managers are available to assist with implementing the plan and to answer any client questions. Still, the client is ultimately responsible for implementing or rejecting our recommendations. You are never obligated or required to implement our recommendations.

Furthermore, we can implement the plan with the client throughout the year. It remains the client’s responsibility to promptly notify us of any changes in their financial situation or investment objectives to review, evaluate, or revise our previous recommendations and/or services.



**Sub-Advisory Services** – We have entered into sub-advisory agreements for separately managed account(s) with independent registered investment advisors. These arrangements were established to fulfill specific investment strategies to meet clients’ goals and objectives. We do not make individual security selection decisions in the sub-advised account. The sub-advisors buy and sell securities over time as they manage the account directly on the client’s behalf. We monitor the investment account, but not to the degree that we would monitor investments in accounts we manage directly. Where the sub-advisor performs management services for a client of Creative Planning for a fee, clients will receive a copy of the sub-advisor’s ADV Part 2A brochure.

### **Persons Residing Outside of the United States**

Services for clients living outside the United States may be restricted or limited due to custodial rules or other factors. Investment options and strategies may differ from our typical recommendations, including but not limited to the foreign tax treatment of investment transactions in the United States. In addition, foreign laws or requirements may also impact our ability to service accounts or require additional disclosure as determined on an individual country basis. The client will be responsible for satisfying all legal and tax reporting requirements of the United States and all applicable foreign governments.

Any person located outside of the United States who wishes to open an account or an existing client who is located outside of the United States will be subject to the custodian’s policy regarding that country (including their right to decline to open or maintain the account), and all applicable customer identification and anti-money laundering regulations.

In its sole discretion, Creative Planning reserves the right to decline an engagement with any prospective client outside of the United States, or terminate an engagement with an existing client, if they move outside of the United States.

### **Client Assets Managed by Creative Planning**

The client’s assets managed by Creative Planning total approximately \$155,328,127,625 as of July 1, 2023; \$151,844,207,210 is managed on a discretionary basis, and \$3,483,920,415 is managed on a non-discretionary basis.

The Firm also provided monitoring/consulting services to section 404 pension plans with combined assets of approximately \$90,115,919,546. These assets are commonly referred to as assets under advisement.

## **Item 5 – Fees and Compensation**

We typically charge an annual percentage-based fee for portfolio management services. The annual fee is based on the fair market or agreed-upon value of the client’s account assets determined as of the last day of each calendar quarter. Based on specific circumstances, like accrued interest, there may be a discrepancy between the custodial statement value and the client’s assets in the billing software on the last day of the quarter. Advisory fees are annualized and applied quarterly in arrears, based on the number of calendar days in a quarter. If you terminate services with the Firm, a prorated fee will be due for the number of days you were a client in the quarter. The following is our standard fee schedule.

### **Annual Fee Calculation**

- 1.20% on the first \$500,000, then
- 1.00% on assets of \$500,001 – 2,000,000, then
- .85% on assets of \$2,000,001 – \$5,000,000, then
- .80% on assets of \$5,000,001 - \$10,000,000, then
- .70% on assets of \$10,000,001 - \$25,000,000, then
- .40% on assets of \$25,000,001 - \$50,000,000, then
- .30% on assets of \$50,000,001 - \$100,000,000, then
- .25% on assets over \$100,000,000

Unless expressly excluded, we calculate our management fee against all assets in the investment account. Therefore, fee calculations include cash balances invested in money market funds, short-term investment funds, ETFs, mutual funds, the entire market value of margined assets and short positions (if any), alternative investments (if any), and all other investment holdings. Your advisory fee may sometimes exceed the money market yield, specifically during low-yield environments.

The account values used to calculate your management fee are obtained from pricing services that we believe are reliable. However, we cannot guarantee their accuracy or that securities may be bought or sold at those prices. We rely on the most recent holding information made available through our aggregation software in relation to reporting, trading, and billing calculations. This may include pricing data gathered from third-party sources other than the custodian of your account(s). Valuation of a fund's alternative investments may be complex, as there generally is no established market for these assets or for securities of privately held companies that the fund may own directly or indirectly. Therefore, there may be differences in the values we use for reporting, trading, and billing calculations. Any security(ies) excluded from billing or labeled as "no bill" will not be included in assets under management to determine our investment management fee.

At our discretion, we may agree to 'household' specific client accounts for purposes of fee calculation depending on the client relationship and overall services provided. The exact services and fees will be agreed upon and disclosed before services are provided. Fees and how they are charged are negotiable. At our discretion, we can charge a lesser investment advisory fee, charge a flat fee, or waive a fee entirely based upon specific facts and circumstances, including but not limited to the client's financial situation and circumstances, the amount of assets under management and anticipated to be under management, account householding arrangements, the complexity of the services provided, related accounts, account composition, grandfathered fee schedules, employees and family members, courtesy accounts, and negotiations with client, etc. In some cases where the advisory relationship changes and the scope of services rendered materially narrows or expands, fees may be adjusted as mutually agreed to and as evidenced by a signed supplemental agreement.

The market value of the client's account will be increased to the extent that margin is employed in managing the client's investment portfolio. Therefore, the corresponding fee payable by the client to us will increase because we include the margin balance in the client's overall management fee calculation. As a result, in addition to understanding and assuming the additional principal risks associated with the use of margin, clients authorizing margin are advised of the conflict of interest between us and the client whereby we may recommend the use of margin, which will also increase the management fee payable to us. This affects clients with a margin balance at the time of billing. If you are concerned about margin and its implications on your account, please contact your Wealth Manager to discuss. For more information, please refer to Item 8 - Methods of Analysis, Investment Strategies, and Risk of Loss.

The Firm has acquired other advisory firms. Specific legacy clients of those firms are subject to the billing practices in effect when they become clients of those firms. For example, per the terms of their original agreement with the acquired firms, those clients may be subject to billing practices such as billing in advance versus arrears or other arrangements that may differ from Creative Planning's standard billing practices. Once the clients sign a Creative Planning client agreement, we will work with the client to transition the fees to our procedure as set forth above. If applicable, a legacy client who terminates their advisory services will be promptly issued a refund for any unearned advisory fees paid.

#### **Deduction of Client Fees**

Fees are generally deducted directly from the client's account. Clients must provide the custodian with written authorization to have fees deducted from the account and paid to us. The custodian will send client statements, at least quarterly, showing all disbursements for the account, including the amount of the advisory fee, if deducted directly from the account (please refer to Item 13 – Review of Accounts for more information regarding client statements).

Brokerage fees and/or transaction ticket fees charged by the custodian will be passed directly to each client's account. We do *not* receive any portion of such commissions or fees from the custodian or from clients. Management fees we charge are

separate and distinct from the fees and expenses charged by mutual funds, exchange-traded funds, annuities, private investments, or investment company securities that may be recommended to clients. Each investment company security prospectus offers a description of these fees and expenses.

Portfolio management services may be terminated by either party at any time by written notice (including email) to the other. If services are terminated during a quarter, fees due are pro-rated based on the period we managed the assets before termination. The date of termination will be used to calculate the final fee payment. Upon termination, we will have no obligation to recommend or take any action with regard to the securities, cash, or other investments in your account(s). Any fee credits granted for customer service issues or annuity surrender fees will be forfeited if you close or transfer your account before the credits have been fully applied. If you elect to participate in a private investment fund(s) we introduced, you agree to pay a termination fee as noted in the Private Fund Investment Acknowledgement. The Firm has negotiated lower fees and minimum investment requirements with many private investment funds, and you may be subject to higher fees, increased capital commitments, or other expenses imposed by the fund sponsor if you terminate your management relationship with us.

**Other Types of Fees/Expenses**

Clients may instruct us in writing to have additional fees charged to their accounts based on other services provided through Creative Planning or one of its affiliates through additional signed agreements.

**Sub-Advisory Services**

There will be additional fees associated with any sub-advisor services. There will be a separate Agreement that you will sign with the sub-advisor that will lay out their fee structure which you will be responsible for paying. Please see their ADV Part 2A and advisory agreement to review the sub-adviser’s fees, calculations, and methodology.

Brokerage fees and/or transaction ticket charges associated with managing the sub-advisor account and charged by the custodian will be passed directly to each client’s account. Creative Planning does not receive any portion of such commissions or fees from the custodian or from the sub-advisor.

Management fees charged by Creative Planning are separate and distinct from those set by the sub-advisor. Creative Planning and the sub-advisor do not share any fees between them.

**Retirement Plan Services**

Fees for the Retirement Plan Services are negotiable, based solely on our discretion, and vary based upon the nature, scope, and frequency of our services as well as the size and complexity of the plan. A general description of the different types of fees for Retirement Plan Services appears in the fee schedule below:

Fee Type	
Asset-Based Fees (Plan-Level)*	
Investment Fiduciary & Retirement Plan Consulting Services	Not to exceed 1.00%
Remote Investment Fiduciary & Retirement Plan Consulting Services- AB401k	Not to exceed .50%
Flat Fee	Negotiable
Hourly Fee	Negotiable
Project Fee	Negotiable

*\*Plan Model Portfolios. Depending upon the capabilities of the plan’s record keeper or custodian and the preferences of each plan sponsor, we may offer managed model asset allocation portfolios for plan participants. We typically charge a quarterly*

*fee of up to 0.10 percent for this service, and such fees are deducted from participants' accounts by the plan's record keeper or custodian and paid directly to Creative Planning.*

*\*Morningstar Advisor Fees. Depending upon the capabilities of the plan's record keeper or custodian and the preferences of each plan sponsor, Morningstar Investment Management, LLC asset allocation models may be made available to plan participants. Morningstar typically charges an annual fee of up to .15 percent for its asset allocation models. The plan's record keeper or custodian deducts such fees from participants' accounts and pays directly to Morningstar. CP receives up to 30 basis points annually.*

*\*Managed Accounts-Financial Guide. For Manage Accounts Services, we typically charge an annual fee of up to .36 percent for managed account services, and such fees are deducted from such participants' accounts by the plan's recordkeeper or custodian.*

Depending upon the capabilities and requirements of the plan's record keeper or custodian, we may collect our fees in arrears or in advance. In some cases, plan sponsors instruct the plan's record keeper or custodian to automatically deduct our plan-level fees from the plan account(s); however, plan sponsors may also request that we send invoices directly to the plan sponsor or the record keeper/custodian.

Plans receiving Retirement Plan Services may pay more than or less than a client might otherwise pay if purchasing the Retirement Plan Services separately or through another service provider. Several factors determine whether the costs would be more or less, including, but not limited to, the size of the plan, the specific investments made by the plan, the number of or locations of plan participants, the services being offered by another service provider, and the actual costs of Retirement Plan Services purchased elsewhere. Considering the specific Retirement Plan Services we offer, our fees may be more or less than those of similar service providers.

In determining the plan account's value for calculating asset-based fees, we will rely upon the valuation of assets provided by the plan sponsor or the plan's custodian or record keeper without independent verification. Unless we agree otherwise, no adjustments or refunds will be made in respect of any period for (i) appreciation or depreciation in the value of the plan account during that period or (ii) any partial withdrawal of assets from the account during that period. All plan-level asset-based fees shall be based on the total value of the assets in the account as defined by the Agreement without regard to any debit balance.

Our Retirement Plan Services may include servicing adopting employers in participating Pooled Employer Plans (PEPs). For PEP clients, we may have two separate fees, one for consulting services provided to the adopting employer of the PEP and one for investment advisory services to the PEP. In general, we charge a minimum of \$10,000 for consulting services. For 3(38) investment advisory services, our fees may include a minimum of \$1,000 until the stated fee generates more than \$1000 in revenue. Our 3(38) fees are tiered based on plan size and start at 0.05% annually, declining by 0.01% for every \$100MM in assets until they hit 0.01% for assets over \$400MM.

No fee increase will be effective without prior written notice to the plan sponsor or the participant.

### **Institutional Fiduciary Services**

For ERISA 3(38) Investment Fiduciary Services only, the fees are charged a maximum of 0.10% of Plan assets annually.

For ERISA 3(21) Investment Fiduciary Services only, the fees are charged a maximum of 0.02% of Plan assets annually.

Unless otherwise noted, the minimum portfolio size is \$100,000. For retirement accounts, the minimum is \$30,000, and there is no minimum for 401(k) accounts. Our management fee will not be charged until the initial deposit is made.

Retirement Plans utilizing Creative Planning TPA services pay a base fee plus a per-participant charge for annual plan administration. Ancillary services are billed as services are requested. There is no asset management charge.

### **Financial Planning**

We provide financial planning services to our clients under several formats, which include a financial plan for a fee.

For clients with at least \$500,000 under our management, we offer comprehensive financial planning as part of the annual percentage-based fee for portfolio management services. We will consider waiving the \$500,000 minimum on a case-by-case basis. From time to time, we may, by request, engage with a client to create a one-time, customized financial plan. Generally, our fees are charged on a fixed fee basis; while most plans range from \$1,500 to \$15,000 depending on the breadth of services provided, the complexity of the client's situation, and the advisor representative providing services, there are certain circumstances where Creative Planning offers financial plans as part of an executive program or for certain individuals where their cases may require complex ongoing financial management with fees that can range from \$5,000 to \$300,000. Before commencing financial planning services, the client must enter into an agreement outlining the fees that will be charged.

### **Financial Education Speaking Engagements**

Creative Planning is sometimes asked to provide speakers for financial educational speaking engagements. Fees for such engagements are negotiated on a case-by-case basis.

### **Item 6 – Performance-Based Fees and Side-By-Side Management**

Creative Planning does not charge performance-based fees, nor do we engage in side-by-side management.

### **Item 7 – Types of Clients**

We generally provide investment advice to the following types of clients:

- Individuals
- Pension and profit-sharing plans
- Trusts, estates, or charitable organizations
- Corporations or business entities other than those listed above
- Foundations, endowments, and other institutions
- State and municipal government entities, including pension plans

### **Item 8 – Methods of Analysis, Investment Strategies and Risk of Loss**

#### **Methods of Analysis**

**Cyclical** – Analyzes the investments sensitive to business cycles and whose performance is strongly tied to the overall economy. For example, cyclical companies tend to make products or provide services in lower demand during economic downturns and higher demand during upswings. Examples include the automobile, steel, and housing industries. The stock price of a cyclical company will often rise just before an economic upturn begins and fall just before a downturn begins. Investors in cyclical stocks try to make the most significant gains by buying the stock at the bottom of a business cycle, just before a turnaround starts.

While most economists and investors agree that economic cycles need to be respected, the duration of such cycles is generally unknown. An investment decision to buy at the bottom of a business cycle may actually turn out to be a trade that occurs before or after the bottom of the cycle. If done before the bottom, downside price action can result before any gains. If done after the bottom, then some upside price action may be missed. Similarly, a sell decision meant to occur at the top of a cycle may result in missed opportunity or unrealized losses.

**Fundamental** – A method of evaluating a security by measuring its intrinsic value by examining related economic, financial, and other qualitative and quantitative factors. Fundamental analysts attempt to study everything that can affect the security's value, including macroeconomic factors (like the overall economy and industry conditions) and individually specific factors (like the financial condition and management of companies). The end goal of performing fundamental analysis is to produce a value that an investor can compare with the security's current price in hopes of figuring out what sort of position to take with that security (underpriced = buy, overpriced = sell, or short). This method of security analysis is considered to be the opposite of technical analysis. Fundamental analysis is about using actual data to evaluate a security's value. Although most analysts use fundamental analysis to value stocks, this valuation method can be used for just about any type of security.

The risk associated with fundamental analysis is that it is somewhat subjective. While a quantitative approach is possible, fundamental analysis usually entails a qualitative assessment of how market forces interact with one another in their impact on the investment in question. Those market forces can point in different directions, thus necessitating an interpretation of which forces will be dominant. This interpretation may be wrong and could therefore lead to an unfavorable investment decision.

### **Investment Philosophy and Strategies**

A critical component of Creative Planning's investment philosophy is the perspective that wealth management and investing should be financial planning-led disciplines. Accordingly, the specific strategy we recommend and/or implement is based on each client's specific situation. As part of our fiduciary duty to clients, we constantly endeavor to put our client's interests first. In selecting new underlying positions for our portfolios and evaluating those currently used, we utilize an Investment Policy Committee to review both quantitative and qualitative factors, including internal costs, expense ratios, diversification, liquidity, benchmarks, and tracking error, among other factors.

Broadly speaking, Creative Planning believes long-term goals should be supported by a low-cost indexing *strategy coupled with buy-and-hold portfolio investing*. A key principle of this passive strategy is over long periods of time, it is tough to beat the market consistently. In most cases, it is not prudent to try to do so. Furthermore, most active managers fail to generate persistent outperformance in every market condition, justifying higher fees.

When clients have a known or expected need within a short-term time horizon, Creative Planning believes that *short-term passive investing* with a sharp focus on reducing the risk and volatility of the portfolio is the most prudent route. This strategy may result in lower returns than long-term investing. Still, the tradeoff in lower expected returns is focused on increasing the probability that a client's required resources are available to meet the known or expected short-term liquidity requirement.

Creative Planning also offers various individual stock strategies using fundamental analysis. The objectives of these stock strategies include income, quality growth, low beta, and a broad core exposure to world equities. Additionally, Creative Planning offers a thematic-based investing strategy within the Environmental, Social, and Governance investing (ESG) realm. The strategy's objective is to exclude companies and investments that are contrary to the United States Conference of Catholic Bishops as laid out in their November 2021 document "Socially Responsible Investment Guidelines." A copy of which can be found at <https://www.usccb.org/resources/socially-responsible-investment-guidelines-united-states-conference-catholic-bishops>. ESG investing involves various risks that we encourage you to consider. Please refer to the "Values-based or Environmental, Social and Governance Fund ("ESG") Based Investing Risk" portion of the "Risk of Loss" section immediately following this section.

### **Risk of Loss**

Clients should understand that past performance is not indicative of future results. Therefore, current and prospective clients (including you) should never assume that the future performance of any specific investment or investment strategy will be profitable. Investing in securities involves the risk of loss. Further, depending on the different types of investments, there will



be varying degrees of risk. Clients and prospective clients should be prepared to bear investment loss, including loss of original principal.

Because of the inherent risk of loss associated with investing, the Firm is unable to represent, guarantee, or even imply that our services and methods of analysis can or will predict future results, successfully identify market tops or bottoms, or insulate you from losses due to market corrections or declines. There are certain additional risks associated when investing in securities.

- **Market Risk.** Either the stock market as a whole or the value of an individual company as a result of moves in the overall market goes down, resulting in a decrease in the value of client investments. This is also referred to as systemic risk.
- **Equity (stock) market risk.** Common stocks are susceptible to general stock market fluctuations and to volatile increases and decreases in value as market confidence in and perceptions of their issuers change. If you held common stock, or common stock equivalents, of any given issuer, you would generally be exposed to greater risk than if you held preferred stocks and debt obligations of the issuer.
- **Company Risk.** When investing in stock positions, there is always a certain level of company or industry-specific risk inherent in each investment. This is also called unsystematic risk and can be reduced through appropriate diversification. The risk is that the company will perform poorly or decrease its value based on factors specific to the company or its industry. For example, if a company's employees go on strike or the company receives unfavorable media attention for its actions, the value of the company may be reduced.
- **Fixed Income Risk.** When investing in bonds, there is the risk that the issuer will default on the bond and be unable to make payments. Further, individuals who depend on set amounts of periodically paid income to face the risk of inflation eroding their spending power. Fixed-income investors receive set, regular payments that face the same inflation risk.
- **Options Risk.** Creative may engage in options transactions to hedge risk and/or generate portfolio income. Using options transactions as an investment strategy can involve high inherent risk. Option transactions establish a contract between two parties concerning buying or selling an asset at a predetermined price during a specific period. During the term of the option contract, the buyer of the option gains the right to demand fulfillment by the seller. Fulfillment may take the form of either selling or purchasing security, depending upon the nature of the option contract. Generally, the purchase or sale of an option contract intends to "hedge" a market risk in a client's portfolio and/or generate income for a client's portfolio. There can be no guarantee that an options strategy will achieve its objective or prove successful. No client is under any obligation to enter into any option transactions. However, if the client does so, he/she/they must be prepared to accept the potential for unintended or undesired consequences, such as losing ownership of the security, incurring taxes on capital gains, etc.
- **Margin Risk.** When you purchase securities, you may pay for the securities in full or borrow part of the purchase price from your account custodian or clearing firm. If you intend to borrow funds in connection with your account, you must open a margin account, which will be carried by the qualified custodian. The securities purchased in such an account are the qualified custodian's collateral for its loan to you.

Suppose those securities in a margin account decline in value. In that case, the value of the collateral supporting this loan also declines. As a result, the brokerage firm must take action to maintain the necessary level of equity in your account. The brokerage firm may issue a margin call and/or sell other assets in your account.

Some of the risks involved in margin trading include the following:

- You can lose more funds than you deposit in your margin account.
- The account custodian or clearing firm can force the sale of securities or other assets in your account.



- The account custodian or clearing firm can sell your securities or other investments without contacting you.
  - You are not entitled to choose which securities or other assets in your margin account may be liquidated or sold to meet a margin call.
  - The account custodian or clearing firm may move securities in your cash account to your margin account and pledge the transferred securities.
  - The account custodian or clearing firm can increase its “house” maintenance margin requirements at any time, and they are not required to provide you advance written notice.
  - You are not entitled to an extension of time on a margin call.
- Master Limited Partnership (MLP) Risk. MLPs are susceptible to general stock market fluctuations. Its value might increase or decrease based on the market confidence and perceptions of its issuers' change. MLPs also face unique risks specific to energy prices, inflation/deflation, regulatory action, interest rate fluctuations, and ease of access to capital markets.
  - ETF and Mutual Fund Risk. When we invest in an ETF or mutual fund for a client, the client will bear additional expenses based on its pro rata share of the ETF or mutual fund’s operating expenses, including the potential duplication of management fees. The risk of owning an ETF or mutual fund reflects the risks of owning the underlying securities the ETF or mutual fund holds. Clients will also incur brokerage costs when purchasing ETFs. Sometimes, the Firm utilizes mutual funds issued by Dimensional Fund Advisors (DFA). DFA funds are generally only available through registered investment advisors approved by DFA. If you terminate our services and self-manage your account(s) or transition to another advisor who has not been approved by DFA to utilize DFA funds, restrictions regarding additional purchases of or reallocation among other DFA funds will generally apply.
  - Tax Harvesting Risk. One trading strategy employed in client accounts is tax harvesting. This strategy intends to sell an ETF or mutual fund at a taxable loss and replace those positions with a holding whose historical performance and expected future performance are similar, thereby having little impact on the overall strategic allocation but capturing the tax loss. Because past performance is no indication of future performance, there is potential for the future performance of the replacement position to deviate from that of the initial holding. This strategy may also increase the frequency of trading and transaction costs.
  - Alternative Investment Risk. Alternative investments may be recommended in specific circumstances. These investments are susceptible to many of the same risks as other securities but also include characteristics and risks related to liquidity, transparency, taxes, investment lock-ups, and fund valuation, which are disclosed in the offering documents and noted in the Private Fund Acknowledgement Form.
  - Management Risk. Your investment with the Firm varies with the success and failure of our investment strategies, research, analysis, and determination of portfolio securities. If our investment strategies do not produce the expected returns, the value of the investment will decrease.
  - Values-based or Environmental, Social, and Governance Fund (“ESG”) Based Investing Risk. When directed by the client, thematic or ESG-based investments may be included in the client’s portfolio. It is important to note that fund managers consider ESG factors to varying degrees. Not every fund incorporates ESG factors in the same manner or degree, which can cause difficulty comparing different funds. As such, there is no standard matrix or benchmark upon which ESG factors affecting performance can be compared. ESG funds may include or exclude securities based on ESG practices vs. other investment methodologies, impacting performance, fund expenses, and investment risk. We base our ESG recommendations on the information provided to us by the issuers.
  - Digital Assets Risk. Digital assets represent an emerging asset class that has not been fully defined. There remains an overwhelming lack of clarity regarding the regulatory framework that will ultimately govern this investing sector. Additionally, a considerable list of risk factors carries their own range of probability and impact possibilities. Those risks include but are not limited to valuation risk; liquidity risk; volatility risks; technology risk; and legal, tax, and regulatory risk.

- **Foreign Exchange Risk.** Also known as FX risk or currency risk, refers to the losses that an international financial transaction may incur due to currency fluctuations. This creates a risk that the investment's value may decrease due to changes in the relative value of the currencies involved. Creative Planning may engage in these types of transactions for our clients, however, the client understands that they are assuming the risk, not Creative Planning.

## **Item 9 – Disciplinary Information**

On September 18, 2018, the SEC instituted a settled order against the Firm and Peter A. Mallouk, the Firm's President. Creative Planning distributed hundreds of radio advertisements that contained prohibited client testimonials. The radio station DJ had become a client of the Firm and, on air, discussed his and his wife's satisfaction with our services with their advisor. Creative should have been aware of these testimonials and stopped them. Creative and Mr. Mallouk failed to enforce the Firm's code of ethics with regard to the radio advertisements and the reporting and review of certain securities accounts in which the Firm's President had a beneficial interest. Creative failed to keep true and accurate books and records and failed to adopt and implement written policies and procedures reasonably designed to prevent violations of the Advisers Act. Creative consented to a cease-and-desist order, a censure, and a civil penalty of \$200,000, and Mr. Mallouk consented to a cease-and-desist order and a civil penalty of \$50,000.

## **Item 10 – Other Financial Industry Activities and Affiliations**

Creative Planning is an independent investment advisor and provides investment advisory services and other ancillary services described below. The Firm does not offer any proprietary products, has no affiliated broker-dealer, and is not engaged in any other business activities or offers services other than those described in this Disclosure Brochure.

Our investment advisor representatives are not affiliated (which means registered or employed) with a broker/dealer or commodities and futures trading firm. Clients that choose to engage in affiliated services will sign a separate agreement with such service providers outlining the fees/rates that they will be responsible for, which will be in addition to the management fees paid to Creative Planning.

### **Business Advisory Services – Creative Planning Business Advisory LLC**

Creative Planning is under common ownership with Creative Planning Business Advisory, LLC (CPBA). Clients of Creative Planning may be referred to CPBA for advice and assistance in marketing and/or selling their privately held business. CPBA does not arrange financing or securities issuance to facilitate business transactions. Because Creative Planning and CPBA are related entities, it presents a conflict of interest. Both Firms have an economic incentive to refer clients to each other instead of referring clients to other like firms.

If we recommend you use the services of CPBA, you are not obligated or required to use them. Other firms provide services like those offered by CPBA and may provide such services for less expensive rates. Whenever we recommend CPBA, you are encouraged to consider other firms too. The services of Creative Planning and CPBA are separate and distinct from one another, each with a separate compensation arrangement typical for the services rendered.

### **Business Valuation Services – Creative Planning Valuations LLC**

Creative Planning is under common ownership with Creative Planning Valuation, LLC (CPV). Clients of Creative Planning may be referred to CPV for advice and assistance in preparing business valuations for established, closely held companies. Because Creative Planning and CPV are related entities, it presents a conflict of interest. Both Firms have an economic incentive to refer clients to each other instead of referring clients to other like firms.

If we recommend you use the services of CPV, you are not obligated or required to use them. There are other firms that provide services similar to those offered by CPV and may provide such services for less expensive rates. Whenever we

recommend CPV, you are encouraged to consider other firms too. The services of Creative Planning and CPV are separate and distinct from one another, each with a separate compensation arrangement typical for the services rendered.

#### **Legal Activities – Creative Planning Legal, P.A.**

Creative Planning is under common ownership with a law firm, Creative Planning Legal, P.A. Clients of Creative Planning may be referred to Creative Planning Legal, P.A. for estate planning and other legal services. Because Creative Planning and Creative Planning Legal, P.A. are related entities, it presents a conflict of interest as both Firms have an economic incentive to refer clients to each other instead of referring clients to other like firms.

If we recommend you use the services of Creative Planning Legal, P.A., you are never obligated or required to use them. Other law firms provide legal services similar to those offered by Creative Planning Legal, P.A. and may provide such services for a lower rate. Whenever we recommend Creative Planning Legal, P.A., you are encouraged to consider other law firms too. The services of Creative Planning and Creative Planning Legal, P.A. are separate and distinct from one another, each with a separate compensation arrangement typical for the services rendered.

#### **Trust Services – Creative Planning Trust Company, LLC**

Creative Planning is affiliated with Creative Planning Trust Company, LLC (CPTC). CPTC is domiciled in Nevada and is a non-depository retail trust company regulated by the Nevada Financial Institutions Division. CPTC was created to provide trust administrative services for Creative Planning clients who have financial, family, or business needs that require the services of a professional fiduciary and trust company. Because Creative Planning and CPTC are related entities, it presents a conflict of interest. Both Firms have an economic incentive to refer clients to each other instead of referring clients to other like firms.

Specific services provided by CPTC include but are not limited to (1) corporate trustee services for personal trusts or certain retirement plan accounts, (2) corporate trustee for life insurance trusts, and (3) corporate trustee services for charitable trust accounts. These services entail the safekeeping of trust assets. CPTC also performs trust administration duties outlined in each trust document, such as distributions and principal and income trust accounting. Generally, no assets are held in the name of the trust company; all assets will be held via segregated trust accounts at qualified third-party custodians, identifying the trust company as trustee. Please refer to **Item 15 – Custody of this Disclosure Brochure** for more information regarding custody.

Supervised persons of Creative Planning will perform services for the affiliated trust company. We have a conflict of interest when recommending the services of CPTC. Clients are never obligated to use the services of CPTC and can establish their trust account at any custodian or trustee of their own choosing. Clients pay fees and expenses to the trust company, separate from and in addition to the fees charged by Creative Planning.

#### **Accounting & Tax Services – Creative Planning Tax LLC and CP Strategic Advisors, LLC**

Creative Planning is under common ownership with Creative Planning Tax, LLC and CP Strategic Advisors, LLC. Clients needing assistance with tax preparation and/or accounting services may be referred to either of these entities. Our affiliation with these entities presents a conflict of interest as each of the Firms has an economic incentive to refer clients to each other instead of referring clients to other like firms. Clients are not obligated to use the services of either entity for their tax or accounting needs. However, if a client chooses to engage either of these entities, they may pay fees and expenses for their services, separate from and in addition to the fees charged by Creative Planning.

#### **Affiliated Non-Investment Advisory Retirement Plan Recordkeeping and Third-Party Administration Companies**

Creative Planning owns Creative Planning TPA Services, LLC (CPTPA), which provides plan recordkeeping and/or third-party administration services. While we do not require plans to hire CPTPA, we serve as investment advisors to our affiliates, and certain Retirement Plan Services described above may be limited or unavailable on unaffiliated retirement plan recordkeeping platforms. For example, the managed asset allocation portfolio services are available when the plan sponsor hires CPTPA but

may not be available on many other recordkeeping platforms due to capabilities and limitations associated with the recordkeeper's services. Because Creative Planning and CPTPA are related entities, it presents a conflict of interest as both Firms have an economic incentive to refer clients to each other instead of referring clients to other like firms.

#### **Insurance Activities – Creative Planning Risk Management and Creative Planning Insurance, LLC**

Creative Planning Insurance provides the following services:

- Individual life, disability, and long-term care coverage through various insurance companies.
- Property and casualty coverage.
- Medicare consultation, portfolio review, and coverage enrollment.

Our affiliation with these entities presents a conflict of interest as each of the Firms has an economic incentive to refer clients to each other instead of referring clients to other like firms.

Clients are never obligated or required to purchase insurance products from one of our affiliated insurance companies. They may choose an independent insurance agent and insurance company to buy insurance products. Regardless of the insurance agent selected, the insurance agent or agency will receive normal commissions from the sale. Please refer to **Item 14 – Client Referrals and Other Compensation** for more information regarding the insurance commissions received by our affiliated insurance companies and the conflicts such compensation presents.

As noted previously, Creative Planning has acquired other advisory firms. IARs of those firms may be licensed independent insurance agents for various companies not affiliated with those firms or Creative Planning. These IARs may still receive some trail commissions from insurance product sales before the acquisition.

#### **Technology Services – Creative Planning Tech, LLC**

Creative Planning Tech, LLC provides outsourced IT services, cloud management, etc., for small businesses that do not have internal IT departments. Clients of Creative Planning may be referred to Creative Planning Tech for this service. Because Creative Planning and Creative Planning Tech are related entities, it presents a conflict of interest as both Firms have an economic incentive to refer clients to each other instead of referring clients to other like firms.

If we recommend you use the services of Creative Planning Tech, you are not obligated or required to use them. There are other firms that provide services like those offered by Creative Planning Tech and may provide such services for less expensive rates. You are encouraged to consider other firms whenever we recommend Creative Planning Tech. The services of Creative Planning and Creative Planning Tech are separate and distinct from one another, each with a separate compensation arrangement typical for the services rendered.

#### **Creative Planning Lending, LLC**

Creative Planning is under common ownership with Creative Planning Lending, LLC. Creative Planning refers clients with residential and non-residential lending needs to Creative Planning Lending, which has formed partnerships for lending requests. Creative Planning receives no direct or indirect compensation when we make residential lending referrals. Creative Planning receives a fee for non-residential lending referrals that result in a closing of a loan. The services of Creative Planning Lending and the partnered lenders are separate and distinct from one another, each with a separate compensation arrangement typical for the services rendered. Because Creative Planning and Creative Planning Lending are related entities, it presents a conflict of interest as both Firms have an economic incentive to refer clients to each other instead of referring clients to other like firms. Clients are not obligated or required to use Creative Planning Lending or any of its services and can choose to work with a different financial professional.

#### **Creative Planning Business Accounting Services, LLC**

Creative Planning Business Accounting Services, LLC provides a comprehensive tax, audit and accounting services to businesses. The services also include helping businesses comply with current tax law and provide audit support. Clients of Creative Planning may be referred to Creative Planning Business Accounting Services. Because both are related entities, it

presents a conflict of interest as both Firms have an economic incentive to refer clients to each other instead of referring clients to other like firms.

If we recommend you use the services of Creative Planning Business Accounting Services, you are not obligated or required to use them. There are other firms that provide services like those offered by Creative Planning Business Accounting Services and may provide such services for less expensive rates. You are encouraged to consider other firms whenever we recommend Creative Planning Business Accounting Services. The services of Creative Planning and Creative Planning Business Accounting Services are separate and distinct from one another, each with a separate compensation arrangement typical for the services rendered.

#### **Creative Planning Payroll, LLC**

Creative Planning Payroll, LLC provides human capital management solutions to businesses that can help manage most aspects of a business's workforce which include recruitment, hiring, performance management and payroll processes. Clients of Creative Planning may be referred to Creative Planning Payroll. Because both are related entities, it presents a conflict of interest as both Firms have an economic incentive to refer clients to each other instead of referring clients to other like firms.

If we recommend you use the services of Creative Planning Payroll you are not obligated or required to use them. There are other firms that provide services like those offered by Creative Planning Payroll and may provide such services for less expensive rates. You are encouraged to consider other firms whenever we recommend Creative Planning Payroll. The services of Creative Planning and Creative Planning Payroll are separate and distinct from one another, each with a separate compensation arrangement typical for the services rendered.

#### **Creative Planning Business Alliance, LLC**

Creative Planning Business Alliance, LLC provides a broad variety of services to business challenges that fall outside of their core capabilities or expertise. These services include turnaround services, investment banking, succession planning, business valuations, mergers and acquisitions, litigation support and internal controls and operations. Clients of Creative Planning may be referred to Creative Planning Business Alliance. Because both are related entities, it presents a conflict of interest as both Firms have an economic incentive to refer clients to each other instead of referring clients to other like firms.

If we recommend you use the services of Creative Planning Business Alliance you are not obligated or required to use them. There are other firms that provide services like those offered by Creative Planning Business Alliance and may provide such services for less expensive rates. You are encouraged to consider other firms whenever we recommend Creative Planning Business Alliance. The services of Creative Planning and Creative Planning Business Alliance are separate and distinct from one another, each with a separate compensation arrangement typical for the services rendered.

#### **Sub-Advisors**

As noted previously, the Firm may use sub-advisors to manage some or all of specific clients' portfolios. The Sub-Advisor will have discretionary authority to buy, sell, exchange, and trade securities within the client account. The investment strategies of the Sub-Advisor will be disclosed in their Disclosure Brochure (ADV Part 2A).

#### **Private Funds**

The Firm acquired several private funds (Lenox PE Fund I, LLC, Lenox Blue Chip, LLC, and Lenox HPE, LLC, each a "Fund" and collectively the "Funds") because we acquired Lenox Wealth Management. The funds are not accepting new subscribers.

The Firm is the investment manager to CAIS Private Equity Core I LP. CAIS Private Equity Core I LP is not accepting any new subscribers. The Fund's strategy is to diversify returns and provide investors with global private equity exposure. Creative Planning is not affiliated with the Sponsor, the General Partner, the Primary Distributor, or any of their respective affiliates. The Firm does not receive any additional compensation for investment management services to the fund.

**Managed Accounts Solution**

Creative Planning LLC entered into a licensing agreement with Athena Advisory Inc. (Athena), where Athena has developed software to create financial guidance and managed account solutions (Financial Guide) with the capability to link to multiple financial resources, plan recordkeepers, and wealth platforms. Creative Planning has an ownership interest in Athena which creates a conflict of interest for Creative Planning when recommending that clients elect to offer FinancialGuide to their retirement plan participants.

If we recommend you use FinancialGuide, you are not obligated or required to use these services. There are other firms that provide similar services.

**Item 11 – Code of Ethics, Participation in Client Transactions and Personal Trading****Code of Ethics Summary**

Creative Planning has established a Code of Ethics (Code) that applies to all employees of the Firm and is designed to, among other things: govern personal securities trading activities in the accounts of employees. The Code is based upon the principle that Creative Planning and its employees owe a fiduciary duty to our clients to conduct the employees' affairs, including their personal securities transactions, in such a manner as to avoid (i) serving their own personal interests ahead of clients, (ii) taking inappropriate advantage of their position with the Firm and (iii) any conflicts of interest or any abuse of their position of trust and responsibility.

The Code is designed to articulate the expectation that the high ethical standards long maintained by Creative Planning continue to be applied. The purpose of the Code is to preclude activities that may lead to or give the appearance of conflicts of interest, insider trading, and other forms of prohibited or unethical business conduct. This section is a summary of the Code. Clients may receive a complete copy of the Code upon request.

**Participation or Interest in Client Transactions**

Creative Planning and its associated persons may buy or sell securities we recommend to clients. Securities recommended by the Firm are widely held and publicly traded. In accordance with its fiduciary duty to clients, Creative Planning and its associated persons will place client interests ahead of their own interests. We have developed policies and procedures under our Code of Ethics that require our employees to submit their personal securities holdings and transactions to our Firm. This is done so that we can monitor their investments to ensure compliance with our Code of Ethics and our general fiduciary duty to clients.

**Private Funds**

As noted previously, we acquired several private funds (Lenox PE Fund I, LLC, Lenox Blue Chip, LLC, and Lenox HPE, LLC, each a "Fund" and collectively the "Lenox Funds") as a result of our acquisition of Lenox Wealth Management Inc. Certain employees of the Firm serve as General Partner of each Fund or devote time to Fund matters as the Firm has assumed primary responsibility for administrative matters pertaining to the Lenox Funds. Our employees will devote to the Lenox Funds as much time as we deem necessary and appropriate to manage their business. Such activities could be viewed as creating a conflict of interest in that the time and effort of our management personnel, and other employees will be devoted to matters related to the business of the Lenox Funds rather than our core business activity.

Clients who invest in the Lenox Funds are not charged any additional advisory fees other than the advisory fee allocated to the investors in the Lenox Funds. The advisory fee (85 basis points) charged to each Lenox Fund includes bookkeeping, financial reporting, and capital calls. The fee is 85 basis points charged quarterly in arrears to the fund.

The Lenox Funds are not required to register as an investment company under the Investment Company Act of 1940, relying on an exemption available to funds whose securities are not publicly offered. The Lenox Funds are managed on a



discretionary basis in accordance with the terms and conditions of the Funds' offering and organizational documents. The Funds are not accepting new subscribers.

## **Item 12 – Brokerage Practices**

### **Recommendation of Broker/Dealers and Custodians**

You are not obligated to act on the recommendations of Creative Planning and are free to select any broker/dealer or investment advisor you choose. In other words, you are not *required* to work with us. However, if you want to hire us for our portfolio management services, we will be responsible for executing your account transactions and therefore responsible for attaining the best execution possible under the prevailing circumstances.

We recommend establishing brokerage accounts with Charles Schwab & Company, Inc. or Fidelity Institutional Wealth Services. Qualified custodians can be banks, registered broker-dealers, futures commission merchants, or certain foreign entities. A separate account is always maintained for every client with the broker-dealer/custodian, and you retain all rights of ownership to your accounts (e.g., the right to withdraw securities or cash, exercise or delegate proxy voting and receive transaction confirmations).

Creative Planning is not affiliated with any broker/dealer or other Qualified Custodian. The primary factor in suggesting a Qualified Custodian is that the services of the recommended firm are provided in a cost-effective manner. While quality of execution at the best price is an important determinant, best execution does not necessarily mean lowest price and it is not the sole consideration. The trading process of any Qualified Custodian suggested by us must be efficient, seamless, and straightforward. Overall custodial support services, trade correction services and statement preparation are some of the other factors determined when suggesting a Qualified Custodian.

Qualified Custodians provide us with access to their institutional trade execution, clearance and settlement service and custody services that are typically not available to retail investors. These services are generally open to independent investment advisors at no charge to them so long as they maintain a minimum amount of assets with the custodian.

Qualified Custodians do not charge separately for custody in most situations. Still, they are compensated by account holders through commissions or other transaction-related fees for security trades that are executed by recommended money managers through the custodian or that settle into a custodian account. Qualified Custodians may also earn interest on uninvested cash in your account.

Other benefits include, but are not necessarily limited to, receipt of duplicate client confirmations and bundled duplicate statements; access to a trading desk; access to block trading, which provides the ability to aggregate securities transactions and allocate the appropriate shares to client accounts; the ability to have investment advisory fees deducted directly from client accounts; access to an electronic communications network for client order entry and account information; and access to mutual funds that generally require significantly higher minimum initial investments or are usually only available to institutional investors.

Qualified Custodians also make other products and services available to us that benefit our Firm but may not benefit client accounts. Some of these other products and services assist us in managing and administering client accounts. These include software and other technology that provide access to client account data (such as trade confirmation and account statements); provide research, pricing information, and other market data; facilitate payment of the firm's fees from its client accounts; and assist with back-office functions; record keeping and client reporting. Many of these services may be used to service all or a substantial number of our accounts, including those not maintained by a recommended custodian. We are also provided other services intended to help our Firm manage and further develop our business enterprise. These services (which may be provided at no cost or a discount) may include consulting, publications, and conferences on practice management, information technology, business succession, regulatory compliance, and marketing.



The benefits the Firm or its personnel receive from Qualified Custodians do not depend on the number of brokerage transactions directed to a Qualified Custodian. As part of our fiduciary duty to clients, we constantly endeavor to put the interests of our clients first. Clients should be aware that the receipt of economic benefits by us or our related persons in and of itself creates a conflict of interest and may influence our choice of a particular Qualified Custodian for custody and brokerage services. (Please refer to **Item 14 – Client Referrals and Other Compensation** for more information.)

Please note that not all investment advisors recommend or require the use of broker/dealers. Some investment advisors permit clients to use any broker/dealer of the client's own choosing. In rare cases, we may work with a client who wants to direct us to use a particular broker/dealer for standard brokerage accounts. In such cases, those clients must understand that we may be unable to effectively negotiate brokerage compensation on the client's behalf. When directing brokerage business, clients should consider whether the commission expenses and execution, clearance, and settlement capabilities they will obtain through their selected broker/dealer(s) are adequately favorable compared to those we would otherwise receive for our clients. Clients with client-directed brokerage arrangements should also understand we may be limited in our trading ability (compared to the platforms we recommended). They may be required to execute client-directed trades after trades are implemented through accounts at our preferred platforms. Clients are encouraged to discuss available alternatives with their advisor representative.

In addition, we may also render investment management services to clients regarding their (1) variable life/annuity products that they may own, (2) their individual employer-sponsored retirement plans, and/or (3) 529 college savings plans. In these situations, we either direct or recommend allocating client assets among the various mutual fund subdivisions comprising the variable life/annuity product, retirement plan, or college savings plan. The client assets shall be maintained at either the specific insurance company that issued the variable life/annuity product, which is owned by the client, or at the custodian designated by the sponsor of the client's retirement plan or college savings plan.

We may recommend variable annuities, but only in specific scenarios where the client would be disadvantaged by surrendering an existing annuity or insurance policy that would result in adverse tax consequences. We may also recommend various 529 Plans, depending upon the state of residence, for clients that need or request a recommended 529 platform.

Although we recommend these platforms, please understand that we do not represent or guarantee that we will achieve the most favorable execution of client transactions. The platforms we recommend may be more expensive than others offering the same or similar services. Clients are never required or obligated to utilize sponsors we recommended and can use any plan/product sponsor they choose.

#### **Trading Away**

We may purchase individual fixed-income securities from brokers other than the custodian. The determination to use third-party brokers is based on the trade size, lot type (i.e., odd lots versus even lots), bond issuer, and highest bid received from the broker versus current market value. Third-party fixed-income brokers will be evaluated by reviewing the pricing schedule for trade commissions, services provided to clients and us, the accuracy of execution and delivery of securities, and the highest bid received for similar issues. Clients will incur trade-away fees in this situation. We review reasonableness for compensation of fixed-income brokers by comparing the fees charged by third-party brokers to determine whether specific pricing is reasonable compared to the market for fixed-income transactions and additional factors such as the likelihood of execution, liquidity, speed, and accuracy.

#### **Block Trading Policy**

The majority of trades implemented by us are completed on an individual basis. In cases when we need to implement buys or sells of the same security for numerous accounts, we may elect to purchase or sell such securities at approximately the same time as a block trade. This process is also referred to as aggregating orders and batch trading and is used by our Firm when we believe such action may prove advantageous to clients. If we aggregate client orders, allocating securities among client

accounts is done on a fair and equitable basis. The process of aggregating client orders is done to achieve better execution across client accounts. We may also do it to achieve more favorable commission rates or allocate orders among clients more equitably to avoid differences in prices and transaction fees or other transaction costs that might be obtained when orders are placed independently.

We use the pro rata allocation method for transaction allocation. Under this procedure, pro rata trade allocation means an allocation of the trade is issued among applicable advisory clients in amounts that are proportional to the participating advisory client's intended investment. We will calculate the pro rata share of each transaction included in a block order and assign the appropriate number of shares for each allocated transaction executed for the client's account. This process is executed on a per-custodian basis. For example, all accounts held at Charles Schwab by us would receive the average price of all shares block traded at Charles Schwab by us. It is possible that clients at different custodians receive different average prices for block trades executed on the same trading day.

If we determine to aggregate client orders for the purchase or sale of securities, including securities in which our employees may invest. In that case, we will do so in accordance with the parameters outlined in the SEC No-Action Letter, *SMC Capital, Inc.* Neither we nor our employees receive any additional compensation because of block trades.

#### **Arrangements with TD Ameritrade**

The recommendation of TD Ameritrade and any other broker/dealer is based on past experiences, minimizing commissions and additional costs, as well as offerings or services the broker/dealer provides that we or the client may require or find valuable, such as online access. Clients may pay commissions higher than those obtainable from other broker/dealers in return for those products and services. The commission and fee structures of various broker/dealers are periodically reviewed to ensure clients receive the best execution. Accordingly, while we will consider competitive rates, we may not necessarily obtain the lowest possible commission rates for client account transactions. Therefore, the overall services provided by the broker/dealer are evaluated to determine the best execution.

Although we consider the overall services TD Ameritrade provides and factor in the benefits provided to our clients, we have material arrangements with TD Ameritrade that incentivize us to recommend TD Ameritrade over other broker/dealers. Some of the arrangements may result in conflicts of interest with our clients and are explained in the following sections.

While there will not be a direct linkage between the investment advice provided by us and the broker/dealers we recommend, economic benefits may be received that would not be received if we did not use these services to implement the investment advice provided. These benefits may include, but not necessarily be limited to, receipt of duplicate client statements and confirmations; research-related products and tools; consulting services; access to a trading desk serving Advisor participants; access to block trading (which provides the ability to aggregate securities transactions for execution and then allocate the appropriate shares to client accounts); the ability to have advisory fees deducted directly from client accounts; access to an electronic communications network for client order entry and account information; access to mutual funds with no transaction fees and to certain institutional money managers; and discounts on compliance, marketing, research, technology, and practice management products or services provided to Creative Planning by third-party vendors.

Creative Planning participates in the TD Ameritrade Institutional program. TD Ameritrade Institutional is a division of TD Ameritrade, Inc., member FINRA/SIPC. TD Ameritrade is an independent and unaffiliated SEC-registered broker-dealer and FINRA member. TD Ameritrade offers independent investment advisors services, which include custody of securities, trade execution, clearance, and settlement of transactions. Creative Planning receives some benefits from TD Ameritrade through its participation in the program.

Some of the products and services made available by TD Ameritrade through the program may benefit us but may not benefit our client accounts. These products or services may assist the Firm in managing and administering client accounts, including accounts not maintained at TD Ameritrade. Other services made available by TD Ameritrade will help us manage and further

develop our business enterprise. The benefits received by the Firm or its personnel through participation in the program do not depend on the number of brokerage transactions directed to TD Ameritrade. As part of its fiduciary duties to clients, we always endeavor to put our client's interests first. Clients should be aware that receiving economic benefits by the Firm or its related persons in and of itself creates a conflict of interest and may indirectly influence our choice of TD Ameritrade for custody and brokerage services.

In selecting TD Ameritrade, Creative Planning considers its arrangement to obtain price discounts for TD Ameritrade's automatic portfolio rebalancing service for investment advisors known as "iRebal."

TD Ameritrade has agreed to provide the service at no additional cost because we decided to maintain an agreed-upon amount of client taxable assets on the TD Ameritrade platform. There are some client assets that are non-taxable assets and are excluded from the maintenance and commitment levels required. Excluded assets are "plan assets" of plans subject to Title 1 of the Employee Retirement Income Security Act of 1974, amended, or plans as defined in Section 4975 of the Internal Revenue Code (including IRAs).

If we do not maintain the relevant level of taxable assets on the TD Ameritrade platform, we may be required to make a penalty fee payment to TD Ameritrade calculated based on the shortfall.

Although we believe that the products and services offered by TD Ameritrade are competitive in the marketplace for similar services offered by other broker-dealers or custodians, the arrangement with TD Ameritrade as to the iRebal service may affect our independent judgment in selecting or maintaining TD Ameritrade as the broker or custodian for client accounts.

#### **Brokerage for Client Referrals – Charles Schwab & Co., Inc.**

Creative Planning receives client referrals from Charles Schwab & Co., Inc. (Schwab) through our participation in Schwab Advisor Network<sup>®</sup> (the Service). The Service is designed to help investors find an independent investment advisor. Schwab is a broker/dealer independent of and unaffiliated with Creative Planning. Schwab does not supervise us and has no responsibility for our management of clients' portfolios, our advice or other services. We pay Schwab fees to receive client referrals through the Service. Our participation in the Service raises conflicts of interest described below.

We pay Schwab a Participation Fee on all referred clients' accounts that are maintained in custody at Schwab and a Non-Schwab Custody Fee on all accounts that are maintained at, or transferred to, another custodian. The Participation Fee paid by us is a percentage of the fees paid by our clients referred by Schwab or a percentage of the value of the assets in the client's account, subject to a minimum Participation Fee. We pay Schwab the Participation Fee as long the referred client's account remains in custody at Schwab. The Participation Fee is billed to us quarterly and may be increased, decreased, or waived by Schwab from time to time. The Participation Fee is paid by the Firm and not by the client. We have agreed not to charge clients referred through the Service fees or costs greater than the fees or costs we charge clients with similar portfolios who were not referred through the Service.

We generally pay Schwab a Non-Schwab Custody Fee if custody of a referred client's account is not maintained by or assets in the account are transferred from Schwab. This Fee does not apply if the client was solely responsible for the decision not to maintain custody at Schwab. The Non-Schwab Custody Fee is a one-time payment equal to a percentage of the assets placed with a custodian other than Schwab. The Non-Schwab Custody Fee is higher than the Participation Fees we generally would pay in a single year. Thus, we will be incentivized to recommend that client accounts be held in custody at Schwab.

Creative Planning considers our arrangement to obtain cost reimbursements from Schwab to transition our trading software from iRebal to RedBlack. Although we believe that the products and services offered by Schwab are competitive in the marketplace for similar services offered by other broker/dealers or custodians, this arrangement with Schwab may affect our independent judgment in selecting or maintaining Schwab as the broker or custodian for clients' accounts.

The Participation and Non-Schwab Custody Fees will be based on assets in the accounts of our clients who were referred by Schwab and those referred clients' family members living in the same household. Thus, we will have incentives to encourage household members of clients referred through the Service to maintain custody of their accounts, execute transactions at Schwab, and instruct Schwab to debit our fees directly from the accounts.

For accounts of our clients maintained in custody at Schwab, Schwab will not charge the client separately for custody but will receive compensation from our clients in the form of commissions or other transaction-related compensation on security trades executed through Schwab. Schwab also will receive a fee (generally lower than the applicable commission on trades it executes) for clearance and settlement of trades executed through broker/dealers other than Schwab. Schwab's fees for trades executed at other broker/dealers are in addition to the other broker/dealer's fees. Thus, we have an incentive to cause trades to be executed through Schwab rather than another broker/dealer. We nevertheless acknowledge our duty to seek the best execution of trades for client accounts. Trades for client accounts held in custody at Schwab may be executed through a different broker/dealer than trades for our other clients. Thus, trades for accounts custodied at Schwab may be executed at different times and prices than trades for other accounts executed at other broker/dealers.

### **Client Referrals – Charles Schwab Trust Bank's Schwab Retirement Network**

Creative Planning receives client referrals from Charles Schwab Trust Bank (CSTB) through our participation in Schwab Retirement Network (the Network). The Service is designed to help retirement plan sponsors, and fiduciaries find an independent investment advisor. CSTB is a Nevada savings bank independent of and unaffiliated with Creative Planning. CSTB does not supervise Creative Planning and has no responsibility for our management of our client's portfolios or our other advice or services. We pay CSTB fees to receive client referrals through the Network. Our participation in the Network may raise conflicts of interest described below.

Creative Planning pays Schwab a fee on all referred retirement plan sponsors or plan fiduciaries who establish accounts with us. The fee paid by us is a percentage of the value of the assets in the retirement plan's account, subject to a minimum fee to participate in the Network. We pay CSTB this participation fee for so long as we participate in the Network. CSTB bills us quarterly. We pay the fees, not retirement plans, plan sponsors, or plan fiduciaries. We will not charge clients referred through the Network fees or costs greater than the fees or costs we charge retirement plans, plan sponsors, or plan fiduciaries with similar portfolios who were not referred through the Network.

### **Trade Errors**

On occasion, an error may be made by Creative Planning or the custodian in a client's account. For example, a security may be erroneously purchased for a client account instead of sold. In these situations, we generally seek to correct the error by placing the client account in a similar position if there had been no error at no cost to the client. Corrective steps may be taken depending on the circumstances, including canceling the trade, adjusting an allocation, and/or crediting the customer's account. In the event the trading error results in a profit, the profit is donated.

### **Sub-Advisors**

As noted previously, the firm may use sub-advisors to manage some or all of certain clients' portfolios. The brokerage and trading practices of the Sub-Advisor will be disclosed in the Sub-Advisor's Disclosure Brochure (ADV Part 2A).

## **Item 13 – Review of Accounts**

Reviews of clients' portfolios are conducted to ensure proper credits and debits and related matters. We review client accounts in their entirety on at least a semi-annual basis to determine any readjustment of assets according to our asset allocation model. Portfolios are also reviewed on an informal and periodic basis as needed or requested. The investment management team is primarily responsible for reviewing your individual accounts managed by the Firm. The investment management team may seek the advice of other Creative Planning advisory personnel when conducting reviews and executing strategies.

Clients are contacted at least annually regarding their financial plans. At the client's request, financial plans may be updated more frequently than annually. The financial plan includes a Net Worth Statement, retirement projections, education projections, asset allocation analysis and recommendations, diversification recommendations, a risk tolerance assessment, a risk management review, an estate planning review, as well as additional issues. We review a client's financial situation in detail.

Each client remains responsible for notifying Creative Planning if there is any change to their financial situation or investment objectives for the purpose of reviewing/evaluating/revising Creative Planning's previous recommendations and/or services. Your investment advisor representative is the primary person responsible for preparing and updating financial plans but can seek the assistance of other advisory personnel at our discretion. You can call, e-mail, or schedule in-person or virtual meetings with your investment advisor representative as often as needed.

### **Statements and Reports**

For clients with accounts managed through our Portfolio Management Services, we provide quarterly reports which are prepared and distributed by ORION Advisor Services, LLC. The reports include current holdings, current asset allocations, performance, and other relevant information. Clients who have engaged a sub-advisor may also receive reports from the sub-advisor. In addition, clients receive account statements directly from the custodian holding the client's account(s). Account statements are delivered at least quarterly. Clients are urged to compare the reports and statements provided by us or their sub-advisor against the account statements delivered directly from the custodian.

## **Item 14 – Client Referrals and Other Compensation**

### **Client Referrals**

In addition to the referral arrangements referenced in Item 12, we have established several other arrangements whereby we compensate individuals and outside entities for client referrals. When a client is introduced to us by either an unaffiliated or an affiliated person or company, we pay the referring party a portion of the client's total investment management fee in accordance with the requirements of applicable federal and state rules. For example, employees of the Firm or one of our affiliates may refer clients to us. In these cases, we compensate the referring individual by paying a percentage of the total fee charged by the Firm to the client. Outside entities are compensated by either a percentage of the revenue earned by the Firm on the client relationship or a flat fee. Creative Planning has also entered agreements whereby both Creative Planning and the other entity refer clients to one another in a manner consistent with their respective fiduciary duties.

When a prospective client is introduced to us by an unaffiliated referring party, the referring party, at the time of initially introducing Creative Planning, is required to disclose the nature of the referral arrangement and must provide the prospective client with a copy of their specific promoter disclosure statement which explains the terms of the arrangement between Creative Planning and the referring party, including the compensation to be received by the referring party from Creative Planning. Affiliates and employees of Creative Planning that refer clients and receive compensation from our Firm must disclose the nature of their relationship with Creative Planning to prospective clients at the time of the referral.

Creative Planning has entered a solicitor arrangement whereby we may refer a client to a third party for services that Creative Planning is not engaged in. In scenarios where the referred clients elect to engage the third party, Creative Planning will receive a portion of the management fee paid to the third party. This creates a conflict of interest as there is an incentive for Creative Planning to refer to a particular third party. At the time of the recommendation, all necessary disclosure documents will be delivered to the client.

### **Charles Schwab**

We receive an economic benefit from Schwab to be used towards technology, research, marketing, and compliance consulting-related expenses, in evaluating whether to recommend that clients custody their assets at Schwab, we consider this benefit and other arrangements noted in Item 12 as part of the total mix of factors, we consider which create a conflict of

interest. As part of our fiduciary duty to clients, we always endeavor to put the interests of our clients first. Clients should be aware that the receipt of economic benefits by us or our related persons creates a conflict of interest and may influence our choice for custody and brokerage services.

#### **Affiliated Non-Investment Advisory Retirement Plan Recordkeeping and Third-Party Administration Companies**

As described above, Creative Planning owns CPTPA. CPTPA provides retirement plan recordkeeping and/or third-party administration services.

In the case of plans served by CPTPA, CPTPA engages the services of TPP, a “sub-contractor” as that term is defined in ERISA Sec. 408(b)(2), to perform ministerial services, such as recordkeeping, third-party administration, and technology-based services. TPP collects the fees described in the CPTPA agreement directly, and TPP pays a portion of those fees to CPTPA. As disclosed in the CPTPA agreement, any fees received by TPP because of investments held by the Plan are used to offset the fees that would be otherwise owed directly by the Plan to CPTPA.

This arrangement presents a conflict of interest when we recommend the services of CPTPA, given that CPTPA is owned by Creative Planning. To help mitigate this conflict, our policy is to conduct periodic reviews of fees charged by other firms providing similar recordkeeping and third-party administration services as those provided by CPTPA and to disclose our findings to clients of CPTPA. This is done to demonstrate that fees received by us are reasonable compared to other companies providing similar services.

#### **Referrals Between Creative Planning’s Wealth Management and Retirement Plan Services Division**

Our Retirement Plan Services division, Corporate Retirement & Fiduciary Services division, and Creative Planning’s Wealth Management team will each recommend each other’s services to their respective clients. Employees receive referral fees for clients referred to the other division, so a conflict of interests exists to the extent that an employee of one division recommends the services of the other, and the recommendation could be made because of the benefit received by the employee rather than the client’s best interest. To mitigate such conflicts, we have limited the referral-based compensation arrangements to only apply to “ministerial” or “administrative” recommendations (vs. investment advice or management services as defined under ERISA Sec. 3(21)(A)); furthermore, clients are under no obligation to engage either party for the recommended services. Any referral fees paid or received by employees of either division will not increase the amount of fees you pay.

#### **Sponsorship of Corporate Events and Community Education Events**

As noted in Item 12 above, we receive an economic benefit in the form of support products and services made available to us and other independent investment advisors that have client accounts maintained at various custodians. Companies that custody client accounts or manage securities and other assets (which are used in Creative Planning accounts) from mutual funds, exchange-traded funds, institutional investors, and clients of independent financial advisors including, but not limited to, TD Ameritrade, Charles Schwab, Fidelity, Dimensional Funds Advisors LP, BlackRock, Goldman Sachs, and Vanguard, will also from time to time sponsor or host Creative Planning events such as conferences and seminars, in addition to providing support products and services. This may include direct payment to vendors or reimbursement of expenses incurred by us in connection with hosting educational, training, or other events for our clients or employees. Such hosting or sponsorship provides direct and indirect economic benefits to us and creates a conflict of interest that could influence us to include products or services offered by these sponsoring companies in our portfolios. Creative Planning never receives a kickback, consulting, or revenue-sharing fee for recommending specific investments to its clients.

The Firm’s Retirement Services include providing recommendations to plan sponsors on unaffiliated plan providers and/or fund companies. There may be times when the plan providers or the fund companies will provide travel expenses to attend certain conferences, educational meetings, and other industry events that may include airfare, lodging, meals, entertainment, and registration costs. The Firm’s representatives do not receive any compensation from these vendors.



The Firm created Pathway Financial Education (PFE), a 501(c)(3) organization, to provide training and education to small business owners and community members about financial literacy and capital access in underserved communities in the Kansas City area. Some of the companies referenced in the previous paragraph or others may also contribute towards PFE. These contributions create a conflict of interest that could influence us to include products or services offered by these sponsoring companies in our portfolios. Creative Planning never receives a kickback, consulting, or revenue-sharing fee for recommending specific investments to its clients.

### **Other Compensation**

Creative Planning's related persons, that are insurance agents and insurance agencies receive commissions and other incentive awards for the recommendation/sale of insurance products. Receiving this compensation may affect the judgment of our related persons when recommending products to its clients. While our related persons endeavor at all times to put the interest of the clients first as a part of our fiduciary duty, clients should be aware that the receipt of commissions and additional compensation itself creates a conflict of interest and may affect the judgment of insurance agents when making insurance product recommendations.

The Firm has implemented a partnership program whereby employees may be granted partnership units and/or may purchase partnership units based on the length of service to the Firm and/or attainment of certain performance metrics. In addition, all employees of the Firm are eligible for discretionary awards based on Firmwide revenue growth objectives.

Please refer to Item 12 – Brokerage Practices for a description of the various other economic benefits received through our brokerage arrangements.

### **Item 15 - Custody**

Custody, as it applies to investment advisors, has been defined by regulators as having access or control over client funds and/or securities. In other words, custody is not limited to physically holding client funds and securities. If an investment advisor has the ability to access or control client funds or securities, the investment advisor is deemed to have custody and must ensure proper procedures are implemented. It should be noted that authorization to trade in client accounts is not deemed by regulators to be custody.

Creative Planning is deemed to have custody of client funds and securities whenever the Firm is given the authority to have fees deducted directly from client accounts. We have the ability to deduct our advisory fee from the client's custodial account. Clients are provided with written transaction confirmation notices and a written summary account statement directly from the custodian (i.e., TD Ameritrade, Schwab, Fidelity, etc.) at least quarterly. To the extent that we provide clients with periodic account statements or reports, the client is urged to compare any statement or report provided by us with the account statements received from the account custodian. The account custodian does not verify the accuracy of our advisory fee calculation.

There are some trust clients for which our Firm's employees or an affiliated trust company (Creative Planning Trust Company) serves as trustees. Serving as a trustee for clients is another form of custody. There are also accounts held at qualified custodians in the registration name of the client, where the client has provided Creative Planning with the authority to disburse client assets to an account not in the name of the client. The ability to disburse client assets to a third party is another form of custody.

Creative Planning offers a 'family office' service to clients whereby the Firm will pay bills on behalf of clients. This arrangement is also a form of custody.

For accounts in which Creative Planning or its related companies is deemed to have custody, the Firm has established procedures to ensure all client funds and securities are held at a qualified custodian in a separate account for each client



under that client's name. Clients or an independent representative of the client will direct, in writing, the establishment of all accounts and therefore are aware of the qualified custodian's name, address, and the manner in which the funds or securities are maintained.

For accounts that the Firm is deemed to have custody of, other than the ability to deduct fees, we have engaged an independent public accounting firm not affiliated with Creative Planning to perform an annual surprise verification examination. The purpose of such an examination is to verify that the funds and securities held in accounts actually exist and are located at the applicable qualified custodian.

### **Item 16 – Investment Discretion**

Upon receiving written authorization from the client in our standard client agreement, Creative Planning provides discretionary investment advisory services for client accounts. When discretionary authority is granted, we will have the authority to determine the type of securities, number of securities, and quantity of securities that can be bought or sold for the client portfolio without obtaining the client's consent for each transaction.

We may elect to purchase bonds through bond brokers in order to obtain a better price for the client and then have the bonds delivered to the client's brokerage account. This practice is called "trading away." This is the only case in which we select a broker to be used without specific client consent. The client's primary broker/dealer-custodian typically charges the client a transaction fee for "trading away" through other brokers.

For clients for whom a Sub-Advisor has been engaged, the Sub-Advisor will have discretionary authority to buy, sell, exchange, and otherwise trade securities within the client account. The investment strategies of the Sub-Advisor will be disclosed in their Disclosure Brochure (ADV Part 2A).

In limited situations, a client will be allowed to grant trading authorization on a non-discretionary basis. In these cases, we will be required to contact you prior to implementing changes in your account. Therefore, you will be contacted and required to accept or reject our investment recommendations, including:

- The security being recommended
- The number of shares or units
- Whether to buy or sell

Once the above factors are agreed upon, we will be responsible for making decisions regarding the timing of buying or selling an investment and the price at which the investment is bought or sold. If your accounts are managed on a non-discretionary basis, you need to know that if we are unable to reach you or you are slow to respond to our request, it can have an adverse impact on the timing of trade implementations, and we may not achieve an optimal trading price.

With respect to our Retirement Plan Services described above, Creative Planning, at the request of a plan sponsor (or plan participant in the case of managed asset allocation models), may be granted limited discretionary authority to select and replace investment alternatives for the plan (or to allocate, reallocate and rebalance model portfolios for plan participants). When such plans are covered by Title I of ERISA, Creative Planning has agreed to provide such services as an "investment manager," and a "fiduciary" as such terms are defined in ERISA Sec. 3(38) and 3(21), respectively.

All clients have the ability to place reasonable restrictions on the types of investments that may be purchased in an account. Clients may also place reasonable limitations on the discretionary power granted to our Firm so long as the limitations are specifically set forth in or included as an attachment to the client agreement. However, we reserve the right to not accept any discretionary or non-discretionary trading arrangements proposed by a client.

## **Item 17 – Voting Client Securities**

It is the policy of Creative Planning not to vote proxies on behalf of clients. It is the client's ultimate responsibility to select and make all proxy voting decisions to vote all proxies for securities held in their accounts. As noted previously, however, Creative Planning has acquired other advisory firms, and certain legacy clients of these firms may have had their proxies voted by the acquired firm. This practice may continue for a period of time post-acquisition, subject to the acquired firm's policies until the proxy voting arrangement can be terminated at the custodian by Creative Planning.

Clients should receive proxy notices directly from their custodian, issuer, or transfer agent, as we will not deliver them. Although we do not vote for client proxies, if you have a question about these items, feel free to contact your wealth manager.

Clients for whom the Firm has engaged a Sub-Advisor will be subject to the Sub-Advisor's proxy voting and corporate actions policy. The policy and the applicable client agreement will be disclosed in Item 17 of the Sub-Advisor's Disclosure Brochure (ADV Part 2A).

Clients who utilize Trust Services through an affiliated trust company of Creative Planning will have their proxies handled pursuant to the proxy voting policy of the affiliated trust company. Trust Services clients are advised to contact their trust officer for more information regarding their proxy voting policy.

## **Item 18 – Financial Information**

This item is not applicable to this brochure. Creative Planning does not require or solicit prepayment of more than \$1,200 in fees per client, six months or more in advance. Therefore, we are not required to include a balance sheet for the most recent fiscal year. The Firm is not subject to a financial condition that is reasonably likely to impair its ability to meet contractual commitments to clients. Finally, we have never been the subject of a bankruptcy petition.

**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**
**Nationwide Retirement Active Core - Passive THROUGH TDF S2 - Comprehensive**
**Updated As Of: May 08, 2024**

<b>Broad Asset Category / Morningstar Asset Category</b>	<b>Fund Name</b>	<b>Fund Code</b>	<b>Fund Ticker</b>	<b>ProspectusNet Expense Ratio</b>
<b>Equity</b>				
US Fund Large Growth	Putnam Large Cap Growth R6	GHLA	PGOEX	0.54
S&P 500 Index	Fidelity 500 Index	EVMA	FXAIX	0.015
Total Stock Market Index	Vanguard Total Stock Mkt Idx Adm	CUQA	VTSAX	0.04
US Fund Large Value	Vanguard Windsor™ Admiral™	CXBA	VWNEX	0.32
US Fund Mid-Cap Value	Victory Sycamore Established Value R6	DUFA	VEVRX	0.54
US Fund Small Growth	Nationwide Geneva Small Cap Gr R6	CHFA	NWKCX	0.83
US Fund Mid-Cap Growth	Principal MidCap R-6	ENYA	PMAQX	0.6
US Fund Foreign Large Value	Artisan International Value Instl	DRMA	APHKX	1.03
International Equity Index	Vanguard Total Intl Stock Index Admiral	CSZA	VTIAX	0.12
US Fund Foreign Large Growth	DFA International Large Cap Growth	ERMA	DILRX	0.29
US Fund Diversified Emerging Mkts	American Funds New World R6	RNWA	RNWXG	0.57
<b>Equity - Environmental, Social, and Corporate Governance (ESG)</b>				
US Fund Large Growth	Brown Advisory Sustainable Growth I	GEJA	BAFWX	0.64
US Fund Foreign Large Growth	Calvert International Equity R6	GELA	CIESX	0.85
<b>Fixed Income</b>				
US Fund Short Government	Vanguard Short-Term Federal Adm	CWTA	VSGDX	0.1
US Fund Short-Term Bond	Federated Hermes Shrt-Interm TR Bd R6	GHGA	SRBRX	0.37
US Fund Intermediate Core-Plus Bond	Baird Core Plus Bond Inst	DJUA	BCOIX	0.3
Total Bond Market Index	Fidelity U.S. Bond Index	EWDA	FXNAX	0.025
US Fund Intermediate Government	Vanguard GNMA Adm	CWHA	VFIJX	0.11
Inflation Protected Bond (TIPS) Index	Fidelity Inflation-Prot Bd Index	EVQA	FIPDX	0.05
US Fund Global Bond-USD Hedged	PIMCO International Bond (USD-Hdg) Instl	BPPA	PFORX	0.63
Global Bond Index	Vanguard Total Intl Bd Idx Admiral™	CZMA	VTABX	0.11
<b>Alternative</b>				
US Fund Real Estate	Cohen & Steers Real Estate Securities Z	DRQA	CSZIX	0.75
US Fund High Yield Bond	Federated Hermes Instl High Yield Bd R6	DYGA	FIHLX	0.49
US Fund Nontraditional Bond	BlackRock Strategic Income Opps K	FOOA	BSIKX	0.62
<b>Asset Allocation</b>				
US Fund Moderately Conservative Allocation	Vanguard Wellesley® Income Admiral™	CXAA	VWIAX	0.16
Allocation--50% to 70% Equity	Vanguard Balanced Index Adm	CSNA	VBIAX	0.07
US Fund Moderately Aggressive Allocation	BlackRock 80/20 Target Allocation Instl	DHZA	BIAPX	0.06



**IRON Fiduciary 3(38) Investment Fiduciary Service**  
**IRON Recommended Funds**

**Nationwide Retirement Active Core - Passive THROUGH TDF S2 - Comprehensive**

Updated As Of: May 08, 2024

Broad Asset Category / Morningstar Asset Category	Fund Name	Fund Code	Fund Ticker	ProspectusNet Expense Ratio
<b>Asset Allocation - Environmental, Social, and Corporate Governance (ESG)</b>				
US Fund Moderate Allocation	Impax Sustainable Allocation Instl	PAIA	PAXIX	0.57
<b>Money Market</b>				
US Fund Money Market - Taxable	Federated Hermes Govt Obl Premier	DJRA	GOFXX	0.15
<b>Target Date Funds</b>				
US Fund Target-Date 2005	Fidelity Freedom Index 2005 Instl Prem	FNPA	FFGFX	0.08
US Fund Target-Date 2000-2010	Fidelity Freedom Index 2010 Instl Prem	FNQA	FFWTX	0.08
US Fund Target-Date 2015	Fidelity Freedom Index 2015 Instl Prem	FNRA	FIWFX	0.08
US Fund Target-Date 2020	Fidelity Freedom Index 2020 Instl Prem	FNSA	FIWTX	0.08
US Fund Target-Date 2025	Fidelity Freedom Index 2025 Instl Prem	FNTA	FFEDX	0.08
US Fund Target-Date 2030	Fidelity Freedom Index 2030 Instl Prem	FNUA	FFEGX	0.08
US Fund Target-Date 2035	Fidelity Freedom Index 2035 Instl Prem	FNVA	FFEZX	0.08
US Fund Target-Date 2040	Fidelity Freedom Index 2040 Instl Prem	FNWA	FFIZX	0.08
US Fund Target-Date 2045	Fidelity Freedom Index 2045 Instl Prem	FNXA	FFOLX	0.08
US Fund Target-Date 2050	Fidelity Freedom Index 2050 Instl Prem	FNYA	FFOPX	0.08
US Fund Target-Date 2055	Fidelity Freedom Index 2055 Instl Prem	FNZA	FFLDX	0.08
US Fund Target-Date 2060	Fidelity Freedom Index 2060 Instl Prem	FOBA	FFLEX	0.08
US Fund Target-Date 2065+	Fidelity Freedom Index 2065 Instl Prm	FOCA	FFIKX	0.08
US Fund Target-Date Retirement	Fidelity Freedom Index Inc Instl Prem	FODA	FFGZX	0.08

**QDIA Option**

If the balanced fund option is selected as the QDIA, the Vanguard Balanced Index Adm(VBIAX) will be used as the investment option  
 If the target date fund option is selected as the QDIA, the Fidelity Investments Target Date funds will be used as the investment option

**Default Suspense Option**

If the default suspense option is selected, the ( ) will be used as the investment option



## IRON Fiduciary 3(38) Investment Fiduciary Service IRON Recommended Funds

### Nationwide Retirement Active Core - Passive THROUGH TDF S2 - Comprehensive

Updated As Of: May 08, 2024

**Nationwide Fixed Select Contract - Not Listed**

This contract requires competing funds restrictions, which include Money Market and various Short-Duration Bond funds where available and are listed in the Fixed Income category. Additional paperwork is required to establish the Nationwide Fixed Select Contract. This option must be approved and available for the plan type in the plan's state of jurisdiction, and requires that the plan's advisor is appropriately licensed to sell such product.

*The letter "C" after a Fund name indicates Fund house closed the subject fund for new investors.*

The fund information provided above by IRON Fiduciary is for reference purposes only for certain plans that have selected IRON Fiduciary's 3(38)'s Investment Fiduciary Service. Neither Nationwide nor any of its affiliates are related to, or affiliated with, IRON Fiduciary. Nationwide is not responsible for IRON Fiduciary's services.

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**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**
**Nationwide Retirement Active Core - Active THROUGH TDF - Comprehensive**

 Updated As Of: May 08, 2024

Broad Asset Category / Morningstar Asset Category	Fund Name	Fund Code	Fund Ticker	ProspectusNet Expense Ratio
<b>Equity</b>				
US Fund Large Growth	Putnam Large Cap Growth R6	GHLA	PGOEX	0.54
S&P 500 Index	Fidelity 500 Index	EVMA	FXAIX	0.015
Total Stock Market Index	Vanguard Total Stock Mkt Idx Adm	CUQA	VTSAX	0.04
US Fund Large Value	Vanguard Windsor™ Admiral™	CXBA	VWNEX	0.32
US Fund Mid-Cap Value	Victory Sycamore Established Value R6	DUFA	VEVRX	0.54
US Fund Small Growth	Nationwide Geneva Small Cap Gr R6	CHFA	NWKCX	0.83
US Fund Mid-Cap Growth	Principal MidCap R-6	ENYA	PMAQX	0.6
US Fund Foreign Large Value	Artisan International Value Instl	DRMA	APHKX	1.03
International Equity Index	Vanguard Total Intl Stock Index Admiral	CSZA	VTIAX	0.12
US Fund Foreign Large Growth	DFA International Large Cap Growth	ERMA	DILRX	0.29
US Fund Diversified Emerging Mkts	American Funds New World R6	RNWA	RNWXG	0.57
<b>Equity - Environmental, Social, and Corporate Governance (ESG)</b>				
US Fund Large Growth	Brown Advisory Sustainable Growth I	GEJA	BAFWX	0.64
US Fund Foreign Large Growth	Calvert International Equity R6	GELA	CIESX	0.85
<b>Fixed Income</b>				
US Fund Short Government	Vanguard Short-Term Federal Adm	CWTA	VSGDX	0.1
US Fund Short-Term Bond	Federated Hermes Shrt-Interm TR Bd R6	GHGA	SRBRX	0.37
US Fund Intermediate Core-Plus Bond	Baird Core Plus Bond Inst	DJUA	BCOIX	0.3
Total Bond Market Index	Fidelity U.S. Bond Index	EWDA	FXNAX	0.025
US Fund Intermediate Government	Vanguard GNMA Adm	CWHA	VFIJX	0.11
Inflation Protected Bond (TIPS) Index	Fidelity Inflation-Prot Bd Index	EVQA	FIPDX	0.05
US Fund Global Bond-USD Hedged	PIMCO International Bond (USD-Hdg) Instl	BPPA	PFORX	0.63
Global Bond Index	Vanguard Total Intl Bd Idx Admiral™	CZMA	VTABX	0.11
<b>Alternative</b>				
US Fund Real Estate	Cohen & Steers Real Estate Securities Z	DRQA	CSZIX	0.75
US Fund High Yield Bond	Federated Hermes Instl High Yield Bd R6	DYGA	FIHLX	0.49
US Fund Nontraditional Bond	BlackRock Strategic Income Opps K	FOOA	BSIKX	0.62
<b>Asset Allocation</b>				
US Fund Moderately Conservative Allocation	Vanguard Wellesley® Income Admiral™	CXAA	VWIAX	0.16
Allocation--50% to 70% Equity	Vanguard Balanced Index Adm	CSNA	VBIAX	0.07
US Fund Moderately Aggressive Allocation	BlackRock 80/20 Target Allocation Instl	DHZA	BIAPX	0.06





**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**

**Nationwide Retirement Active Core - Active THROUGH TDF - Comprehensive**

Updated As Of: May 08, 2024

Broad Asset Category / Morningstar Asset Category	Fund Name	Fund Code	Fund Ticker	ProspectusNet Expense Ratio
<b>Asset Allocation - Environmental, Social, and Corporate Governance (ESG)</b>				
US Fund Moderate Allocation	Impax Sustainable Allocation Instl	PAIA	PAXIX	0.57
<b>Money Market</b>				
US Fund Money Market - Taxable	Federated Hermes Govt Obl Premier	DJRA	GOFXX	0.15
<b>Target Date Funds</b>				
US Fund Target-Date 2000-2010	American Funds 2010 Trgt Date Retire R6	RFTA	RFTTX	0.29
US Fund Target-Date 2015	American Funds 2015 Trgt Date Retire R6	RFJA	RFJTX	0.3
US Fund Target-Date 2020	American Funds 2020 Trgt Date Retire R6	RRCA	RRCTX	0.31
US Fund Target-Date 2025	American Funds 2025 Trgt Date Retire R6	RFDA	RFDTX	0.32
US Fund Target-Date 2030	American Funds 2030 Trgt Date Retire R6	RFEA	RFETX	0.33
US Fund Target-Date 2035	American Funds 2035 Trgt Date Retire R6	RFFA	RFFTX	0.35
US Fund Target-Date 2040	American Funds 2040 Trgt Date Retire R6	RFGA	RFGTX	0.37
US Fund Target-Date 2045	American Funds 2045 Trgt Date Retire R6	RFHA	RFHTX	0.37
US Fund Target-Date 2050	American Funds 2050 Trgt Date Retire R6	RFIA	RFITX	0.38
US Fund Target-Date 2055	American Funds 2055 Trgt Date Retire R6	BEGA	RFKTX	0.38
US Fund Target-Date 2060	American Funds 2060 Trgt Date Retire R6	CXSA	RFUTX	0.39
US Fund Target-Date 2065	American Funds 2065 Trgt Date Retire R6	GCEA	RFVTX	0.39

**QDIA Option**

If the balanced fund option is selected as the QDIA, the Vanguard Balanced Index Adm(VBIAX) will be used as the investment option  
If the target date fund option is selected as the QDIA, the American Funds Target Date funds will be used as the investment option

**Default Suspense Option**

If the default suspense option is selected, the () will be used as the investment option

**Nationwide Fixed Select Contract - Not Listed**

This contract requires competing funds restrictions, which include Money Market and various Short-Duration Bond funds where available and are listed in the Fixed Income category. Additional paperwork is required to establish the Nationwide Fixed Select Contract. This option must be approved and available for the plan type in the plan's state of jurisdiction, and requires that the plan's advisor is appropriately licensed to sell such product.

***The letter "C" after a Fund name indicates Fund house closed the subject fund for new investors.***

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**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**

**Nationwide Retirement Active Core - Active THROUGH TDF - Comprehensive**

Updated As Of: May 08, 2024

**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**
**Nationwide Retirement Active Core - Active TO TDF - Comprehensive**
**Updated As Of: May 08, 2024**

<b>Broad Asset Category / Morningstar Asset Category</b>	<b>Fund Name</b>	<b>Fund Code</b>	<b>Fund Ticker</b>	<b>ProspectusNet Expense Ratio</b>
<b>Equity</b>				
US Fund Large Growth	Putnam Large Cap Growth R6	GHLA	PGOEX	0.54
S&P 500 Index	Fidelity 500 Index	EVMA	FXAIX	0.015
Total Stock Market Index	Vanguard Total Stock Mkt Idx Adm	CUQA	VTSAX	0.04
US Fund Large Value	Vanguard Windsor™ Admiral™	CXBA	VWNEX	0.32
US Fund Mid-Cap Value	Victory Sycamore Established Value R6	DUFA	VEVRX	0.54
US Fund Small Growth	Nationwide Geneva Small Cap Gr R6	CHFA	NWKCX	0.83
US Fund Mid-Cap Growth	Principal MidCap R-6	ENYA	PMAQX	0.6
US Fund Foreign Large Value	Artisan International Value Instl	DRMA	APHKX	1.03
International Equity Index	Vanguard Total Intl Stock Index Admiral	CSZA	VTIAX	0.12
US Fund Foreign Large Growth	DFA International Large Cap Growth	ERMA	DILRX	0.29
US Fund Diversified Emerging Mkts	American Funds New World R6	RNWA	RNWXG	0.57
<b>Equity - Environmental, Social, and Corporate Governance (ESG)</b>				
US Fund Large Growth	Brown Advisory Sustainable Growth I	GEJA	BAFWX	0.64
US Fund Foreign Large Growth	Calvert International Equity R6	GELA	CIESX	0.85
<b>Fixed Income</b>				
US Fund Short Government	Vanguard Short-Term Federal Adm	CWTA	VSGDX	0.1
US Fund Short-Term Bond	Federated Hermes Shrt-Interm TR Bd R6	GHGA	SRBRX	0.37
US Fund Intermediate Core-Plus Bond	Baird Core Plus Bond Inst	DJUA	BCOIX	0.3
Total Bond Market Index	Fidelity U.S. Bond Index	EWDA	FXNAX	0.025
US Fund Intermediate Government	Vanguard GNMA Adm	CWHA	VFIJX	0.11
Inflation Protected Bond (TIPS) Index	Fidelity Inflation-Prot Bd Index	EVQA	FIPDX	0.05
US Fund Global Bond-USD Hedged	PIMCO International Bond (USD-Hdg) Instl	BPPA	PFORX	0.63
Global Bond Index	Vanguard Total Intl Bd Idx Admiral™	CZMA	VTABX	0.11
<b>Alternative</b>				
US Fund Real Estate	Cohen & Steers Real Estate Securities Z	DRQA	CSZIX	0.75
US Fund High Yield Bond	Federated Hermes Instl High Yield Bd R6	DYGA	FIHLX	0.49
US Fund Nontraditional Bond	BlackRock Strategic Income Opps K	FOOA	BSIKX	0.62
<b>Asset Allocation</b>				
US Fund Moderately Conservative Allocation	Vanguard Wellesley® Income Admiral™	CXAA	VWIAX	0.16
Allocation--50% to 70% Equity	Vanguard Balanced Index Adm	CSNA	VBIAX	0.07
US Fund Moderately Aggressive Allocation	BlackRock 80/20 Target Allocation Instl	DHZA	BIAPX	0.06



**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**

**Nationwide Retirement Active Core - Active TO TDF - Comprehensive**

Updated As Of: May 08, 2024

<b>Broad Asset Category / Morningstar Asset Category</b>	<b>Fund Name</b>	<b>Fund Code</b>	<b>Fund Ticker</b>	<b>ProspectusNet Expense Ratio</b>
<b>Asset Allocation - Environmental, Social, and Corporate Governance (ESG)</b>				
US Fund Moderate Allocation	Impax Sustainable Allocation Instl	PAIA	PAXIX	0.57
<b>Money Market</b>				
US Fund Money Market - Taxable	Federated Hermes Govt Obl Premier	DJRA	GOFXX	0.15
<b>Target Date Funds</b>				
US Fund Target-Date 2025	MFS Lifetime 2025 R6	EUPA	LTTKX	0.33
US Fund Target-Date 2030	MFS Lifetime 2030 R6	EUQA	MLTKX	0.37
US Fund Target-Date 2035	MFS Lifetime 2035 R6	EUQA	LFEKX	0.41
US Fund Target-Date 2040	MFS Lifetime 2040 R6	EUTA	MLFKX	0.43
US Fund Target-Date 2045	MFS Lifetime 2045 R6	EUUA	LTMLX	0.44
US Fund Target-Date 2050	MFS Lifetime 2050 R6	EUVA	MFFKX	0.44
US Fund Target-Date 2055	MFS Lifetime 2055 R6	EUWA	LFIKX	0.44
US Fund Target-Date 2060	MFS Lifetime 2060 R6	EUXA	MFJKX	0.45
US Fund Target-Date Retirement	MFS Lifetime Income R6	EUYA	MLLKX	0.33

**QDIA Option**

If the balanced fund option is selected as the QDIA, the Vanguard Balanced Index Adm(VBIAX) will be used as the investment option

If the target date fund option is selected as the QDIA, the MFS Target Date funds will be used as the investment option

**Default Suspense Option**

If the default suspense option is selected, the ( ) will be used as the investment option

**Nationwide Fixed Select Contract - Not Listed**

This contract requires competing funds restrictions, which include Money Market and various Short-Duration Bond funds where available and are listed in the Fixed Income category. Additional paperwork is required to establish the Nationwide Fixed Select Contract. This option must be approved and available for the plan type in the plan's state of jurisdiction, and requires that the plan's advisor is appropriately licensed to sell such product.

***The letter "C" after a Fund name indicates Fund house closed the subject fund for new investors.***

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**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**
**Nationwide Retirement Active Core - Passive TO TDF - Comprehensive**

 Updated As Of: May 08, 2024

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<b>Equity</b>				
US Fund Large Growth	Putnam Large Cap Growth R6	GHLA	PGOEX	0.54
S&P 500 Index	Fidelity 500 Index	EVMA	FXAIX	0.015
Total Stock Market Index	Vanguard Total Stock Mkt Idx Adm	CUQA	VTSAX	0.04
US Fund Large Value	Vanguard Windsor™ Admiral™	CXBA	VWVNX	0.32
US Fund Mid-Cap Value	Victory Sycamore Established Value R6	DUFA	VEVRX	0.54
US Fund Small Growth	Nationwide Geneva Small Cap Gr R6	CHFA	NWKCX	0.83
US Fund Mid-Cap Growth	Principal MidCap R-6	ENYA	PMAQX	0.6
US Fund Foreign Large Value	Artisan International Value Instl	DRMA	APHKX	1.03
International Equity Index	Vanguard Total Intl Stock Index Admiral	CSZA	VTIAX	0.12
US Fund Foreign Large Growth	DFA International Large Cap Growth	ERMA	DILRX	0.29
US Fund Diversified Emerging Mkts	American Funds New World R6	RNWA	RNWXG	0.57
<b>Equity - Environmental, Social, and Corporate Governance (ESG)</b>				
US Fund Large Growth	Brown Advisory Sustainable Growth I	GEJA	BAFWX	0.64
US Fund Foreign Large Growth	Calvert International Equity R6	GELA	CIESX	0.85
<b>Fixed Income</b>				
US Fund Short Government	Vanguard Short-Term Federal Adm	CWTA	VSGDX	0.1
US Fund Short-Term Bond	Federated Hermes Shrt-Interm TR Bd R6	GHGA	SRBRX	0.37
US Fund Intermediate Core-Plus Bond	Baird Core Plus Bond Inst	DJUA	BCOIX	0.3
Total Bond Market Index	Fidelity U.S. Bond Index	EWDA	FXNAX	0.025
US Fund Intermediate Government	Vanguard GNMA Adm	CWHA	VFIJX	0.11
Inflation Protected Bond (TIPS) Index	Fidelity Inflation-Prot Bd Index	EVQA	FIPDX	0.05
US Fund Global Bond-USD Hedged	PIMCO International Bond (USD-Hdg) Instl	BPPA	PFORX	0.63
Global Bond Index	Vanguard Total Intl Bd Idx Admiral™	CZMA	VTABX	0.11
<b>Alternative</b>				
US Fund Real Estate	Cohen & Steers Real Estate Securities Z	DRQA	CSZIX	0.75
US Fund High Yield Bond	Federated Hermes Instl High Yield Bd R6	DYGA	FIHLX	0.49
US Fund Nontraditional Bond	BlackRock Strategic Income Opps K	FOOA	BSIKX	0.62
<b>Asset Allocation</b>				
US Fund Moderately Conservative Allocation	Vanguard Wellesley® Income Admiral™	CXAA	VWVAX	0.16
Allocation--50% to 70% Equity	Vanguard Balanced Index Adm	CSNA	VBIAX	0.07
US Fund Moderately Aggressive Allocation	BlackRock 80/20 Target Allocation Instl	DHZA	BIAPX	0.06



**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**

**Nationwide Retirement Active Core - Passive TO TDF - Comprehensive**

Updated As Of: May 08, 2024

Broad Asset Category / Morningstar Asset Category	Fund Name	Fund Code	Fund Ticker	ProspectusNet Expense Ratio
<b>Asset Allocation - Environmental, Social, and Corporate Governance (ESG)</b>				
US Fund Moderate Allocation	Impax Sustainable Allocation Instl	PAIA	PAXIX	0.57
<b>Money Market</b>				
US Fund Money Market - Taxable	Federated Hermes Govt Obl Premier	DJRA	GOFXX	0.15
<b>Target Date Funds</b>				
Target Date 2021-2025	BlackRock LifePath® Index 2025 K	CJZA	LIBKX	0.09
Target Date 2026-2030	BlackRock LifePath® Index 2030 K	CKAA	LINKX	0.09
Target Date 2031-2035	BlackRock LifePath® Index 2035 K	CKBA	LIJKX	0.09
Target Date 2036-2040	BlackRock LifePath® Index 2040 K	CKCA	LIKKX	0.09
Target Date 2041-2045	BlackRock LifePath® Index 2045 K	CKDA	LIHKX	0.09
Target Date 2046-2050	BlackRock LifePath® Index 2050 K	CKEA	LIPKX	0.09
Target Date 2056-2060	BlackRock LifePath® Index 2055 K	CKFA	LIVKX	0.09
US Fund Target-Date 2060	BlackRock LifePath® Index 2060 K	DMHA	LIZKX	0.09
US Fund Target-Date 2065	BlackRock LifePath® Index 2065 K	FOMA	LIWKX	0.09
Retirement Income	BlackRock LifePath® Index Retire K	CKGA	LIRKX	0.09

**QDIA Option**

If the balanced fund option is selected as the QDIA, the Vanguard Balanced Index Adm(VBIAX) will be used as the investment option  
If the target date fund option is selected as the QDIA, the BlackRock Target Date funds will be used as the investment option

**Default Suspense Option**

If the default suspense option is selected, the () will be used as the investment option

**Nationwide Fixed Select Contract - Not Listed**

This contract requires competing funds restrictions, which include Money Market and various Short-Duration Bond funds where available and are listed in the Fixed Income category. Additional paperwork is required to establish the Nationwide Fixed Select Contract. This option must be approved and available for the plan type in the plan's state of jurisdiction, and requires that the plan's advisor is appropriately licensed to sell such product.

***The letter "C" after a Fund name indicates Fund house closed the subject fund for new investors.***

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PNM-15868AO.4

**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**
**Nationwide Retirement Active Core - Passive THROUGH TDF - Comprehensive**

 Updated As Of: May 08, 2024

Broad Asset Category / Morningstar Asset Category	Fund Name	Fund Code	Fund Ticker	ProspectusNet Expense Ratio +
<b>Equity</b>				
US Fund Large Growth	Putnam Large Cap Growth R6	GHLA	PGOEX	0.54
S&P 500 Index	Fidelity 500 Index	EVMA	FXAIX	0.015
Total Stock Market Index	Vanguard Total Stock Mkt Idx Adm	CUQA	VTSAX	0.04
US Fund Large Value	Vanguard Windsor™ Admiral™	CXBA	VWVNX	0.32
US Fund Mid-Cap Value	Victory Sycamore Established Value R6	DUFA	VEVRX	0.54
US Fund Small Growth	Nationwide Geneva Small Cap Gr R6	CHFA	NWKCX	0.83
US Fund Mid-Cap Growth	Principal MidCap R-6	ENYA	PMAQX	0.6
US Fund Foreign Large Value	Artisan International Value Instl	DRMA	APHKX	1.03
International Equity Index	Vanguard Total Intl Stock Index Admiral	CSZA	VTIAX	0.12
US Fund Foreign Large Growth	DFA International Large Cap Growth	ERMA	DILRX	0.29
US Fund Diversified Emerging Mkts	American Funds New World R6	RNWA	RNWXG	0.57
<b>Equity - Environmental, Social, and Corporate Governance (ESG)</b>				
US Fund Large Growth	Brown Advisory Sustainable Growth I	GEJA	BAFWX	0.64
US Fund Foreign Large Growth	Calvert International Equity R6	GELA	CIESX	0.85
<b>Fixed Income</b>				
US Fund Short Government	Vanguard Short-Term Federal Adm	CWTA	VSGDX	0.1
US Fund Short-Term Bond	Federated Hermes Shrt-Interm TR Bd R6	GHGA	SRBRX	0.37
US Fund Intermediate Core-Plus Bond	Baird Core Plus Bond Inst	DJUA	BCOIX	0.3
Total Bond Market Index	Fidelity U.S. Bond Index	EWDA	FXNAX	0.025
US Fund Intermediate Government	Vanguard GNMA Adm	CWHA	VFIJX	0.11
Inflation Protected Bond (TIPS) Index	Fidelity Inflation-Prot Bd Index	EVQA	FIPDX	0.05
US Fund Global Bond-USD Hedged	PIMCO International Bond (USD-Hdg) Instl	BPPA	PFORX	0.63
Global Bond Index	Vanguard Total Intl Bd Idx Admiral™	CZMA	VTABX	0.11
<b>Alternative</b>				
US Fund Real Estate	Cohen & Steers Real Estate Securities Z	DRQA	CSZIX	0.75
US Fund High Yield Bond	Federated Hermes Instl High Yield Bd R6	DYGA	FIHLX	0.49
US Fund Nontraditional Bond	BlackRock Strategic Income Opps K	FOOA	BSIKX	0.62
<b>Asset Allocation</b>				
US Fund Moderately Conservative Allocation	Vanguard Wellesley® Income Admiral™	CXAA	VWIAX	0.16
Allocation--50% to 70% Equity	Vanguard Balanced Index Adm	CSNA	VBIAX	0.07
US Fund Moderately Aggressive Allocation	BlackRock 80/20 Target Allocation Instl	DHZA	BIAPX	0.06





**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**

**Nationwide Retirement Active Core - Passive THROUGH TDF - Comprehensive**

Updated As Of: May 08, 2024

Broad Asset Category / Morningstar Asset Category	Fund Name	Fund Code	Fund Ticker	ProspectusNet Expense Ratio +
<b>Asset Allocation - Environmental, Social, and Corporate Governance (ESG)</b>				
US Fund Moderate Allocation	Impax Sustainable Allocation Instl	PAIA	PAXIX	0.57
<b>Money Market</b>				
US Fund Money Market - Taxable	Federated Hermes Govt Obl Premier	DJRA	GOFXX	0.15
<b>Target Date Funds</b>				
Target Date 2000-2010	TIAA-CREF Lifecycle Index 2010 Instl	DMOA	TLTIX	0.1
Target Date 2011-2015	TIAA-CREF Lifecycle Index 2015 Instl	DMPA	TLFIX	0.1
Target Date 2016-2020	TIAA-CREF Lifecycle Index 2020 Instl	DMQA	TLWIX	0.1
Target Date 2021-2025	TIAA-CREF Lifecycle Index 2025 Instl	DMUA	TLQIX	0.1
Target Date 2026-2030	TIAA-CREF Lifecycle Index 2030 Instl	DMWA	TLHIX	0.1
Target Date 2031-2035	TIAA-CREF Lifecycle Index 2035 Instl	DMXA	TLYIX	0.1
Target Date 2036-2040	TIAA-CREF Lifecycle Index 2040 Instl	DMYA	TLZIX	0.1
Target Date 2041-2045	TIAA-CREF Lifecycle Index 2045 Instl	DMZA	TLXIX	0.1
Target Date 2046-2050	TIAA-CREF Lifecycle Index 2050 Instl	DNBA	TLLIX	0.1
Target Date 2051-2055	TIAA-CREF Lifecycle Index 2055 Instl	DNCA	TTIIX	0.1
Target Date 2056-2060	TIAA-CREF Lifecycle Index 2060 Instl	DNDA	TVIIX	0.1
US Fund Target-Date 2065	TIAA-CREF Lifecycle Index 2065 Instl	GFIA	TFITX	0.1
Retirement Income	TIAA-CREF Lifecycle Index Ret Inc Instl	DNEA	TRILX	0.1

**QDIA Option**

If the balanced fund option is selected as the QDIA, the Vanguard Balanced Index Adm(VBIAX) will be used as the investment option  
If the target date fund option is selected as the QDIA, the TIAA Investments Target Date funds will be used as the investment option

**Default Suspense Option**

If the default suspense option is selected, the () will be used as the investment option



## IRON Fiduciary 3(38) Investment Fiduciary Service IRON Recommended Funds

### Nationwide Retirement Active Core - Passive THROUGH TDF - Comprehensive

Updated As Of: May 08, 2024

**Nationwide Fixed Select Contract - Not Listed**

This contract requires competing funds restrictions, which include Money Market and various Short-Duration Bond funds where available and are listed in the Fixed Income category. Additional paperwork is required to establish the Nationwide Fixed Select Contract. This option must be approved and available for the plan type in the plan's state of jurisdiction, and requires that the plan's advisor is appropriately licensed to sell such product.

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+ Net Of Clear Credit if applicable.

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**IRON Fiduciary 3(38) Investment Fiduciary Service**  
**IRON Recommended Funds**
**Nationwide Retirement Index Core - Passive THROUGH TDF S2 - Comprehensive**
**Updated As Of: May 08, 2024**

<b>Broad Asset Category / Morningstar Asset Category</b>	<b>Fund Name</b>	<b>Fund Code</b>	<b>Fund Ticker</b>	<b>ProspectusNet Expense Ratio</b>
<b>Equity</b>				
Large Growth Index	Vanguard Growth Index Admiral	CSRA	VIGAX	0.05
Large Value Index	Vanguard Value Index Adm	CTAA	VVIAX	0.05
Mid-Cap Index	Vanguard Mid Cap Index Admiral	CSSA	VIMAX	0.05
Small-Cap Index	Vanguard Small Cap Index Adm	CSXA	VSMAX	0.05
International Equity Index	Vanguard Developed Markets Index Admiral	CWCA	VTMGX	0.07
Emerging Market Index	Vanguard Emerging Mkts Stock Idx Adm	CSOA	VEMAX	0.14
S&P 500 Index	Fidelity 500 Index	EVMA	FXAIX	0.015
Total Stock Market Index	Vanguard Total Stock Mkt Idx Adm	CUQA	VTSAX	0.04
<b>Equity - Environmental, Social, and Corporate Governance (ESG)</b>				
International Equity Index	Calvert International Responsible Idx R6	FSUA	CDHRX	0.26
Large Blend Index	Vanguard FTSE Social Index Admiral	FLIA	VFTAX	0.14
<b>Fixed Income</b>				
Intermediate Govt Bond Index	Vanguard Intmdt-Term Trs Idx Admiral	CZJA	VSIGX	0.07
Inflation Protected Bond (TIPS) Index	Fidelity Inflation-Prot Bd Index	EVQA	FIPDX	0.05
Total Bond Market Index	Fidelity U.S. Bond Index	EWDA	FXNAX	0.025
Short-Term Bond Index	Vanguard Short-Term Bond Index Adm	CSWA	VBIRX	0.07
Short-Term Corp Bond Index	Vanguard Short-Term Corp Bd Idx Admiral	CZLA	VSCSX	0.07
Global Bond Index	Vanguard Total Intl Bd Idx Admiral™	CZMA	VTABX	0.11
<b>Alternative</b>				
REIT Index	Vanguard Real Estate Index Admiral	CSUA	VGSLX	0.12
US Fund High Yield Bond	Federated Hermes Instl High Yield Bd R6	DYGA	FIHLX	0.49
<b>Asset Allocation</b>				
US Fund Moderately Conservative Allocation	Vanguard Wellesley® Income Admiral™	CXAA	VWIAX	0.16
Allocation--50% to 70% Equity	Vanguard Balanced Index Adm	CSNA	VBIAX	0.07
US Fund Moderately Aggressive Allocation	Fidelity Multi-Asset Index	DKJA	FFNOX	0.11
<b>Money Market</b>				
US Fund Money Market - Taxable	Federated Hermes Govt Obl Premier	DJRA	GOFXX	0.15
<b>Target Date Funds</b>				
US Fund Target-Date 2005	Fidelity Freedom Index 2005 Instl Prem	FNPA	FFGFX	0.08
US Fund Target-Date 2000-2010	Fidelity Freedom Index 2010 Instl Prem	FNQA	FFWTX	0.08
US Fund Target-Date 2015	Fidelity Freedom Index 2015 Instl Prem	FNRA	FIWFX	0.08
US Fund Target-Date 2020	Fidelity Freedom Index 2020 Instl Prem	FNSA	FIWTX	0.08



**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**

**Nationwide Retirement Index Core - Passive THROUGH TDF S2 - Comprehensive**

Updated As Of: May 08, 2024

<b>Broad Asset Category / Morningstar Asset Category</b>	<b>Fund Name</b>	<b>Fund Code</b>	<b>Fund Ticker</b>	<b>ProspectusNet Expense Ratio</b>
US Fund Target-Date 2025	Fidelity Freedom Index 2025 Instl Prem	FNTA	FFEDX	0.08
US Fund Target-Date 2030	Fidelity Freedom Index 2030 Instl Prem	FNUA	FFEGX	0.08
US Fund Target-Date 2035	Fidelity Freedom Index 2035 Instl Prem	FNVA	FFEZX	0.08
US Fund Target-Date 2040	Fidelity Freedom Index 2040 Instl Prem	FNWA	FFIZX	0.08
US Fund Target-Date 2045	Fidelity Freedom Index 2045 Instl Prem	FNXA	FFOLX	0.08
US Fund Target-Date 2050	Fidelity Freedom Index 2050 Instl Prem	FNVA	FFOPX	0.08
US Fund Target-Date 2055	Fidelity Freedom Index 2055 Instl Prem	FNZA	FFLDX	0.08
US Fund Target-Date 2060	Fidelity Freedom Index 2060 Instl Prem	FOBA	FFLEX	0.08
US Fund Target-Date 2065+	Fidelity Freedom Index 2065 Instl Prm	FOCA	FFIKX	0.08
US Fund Target-Date Retirement	Fidelity Freedom Index Inc Instl Prem	FODA	FFGZX	0.08

**QDIA Option**

If the balanced fund option is selected as the QDIA, the Vanguard Balanced Index Adm(VBIAX) will be used as the investment option  
If the target date fund option is selected as the QDIA, the Fidelity Investments Target Date funds will be used as the investment option

**Default Suspense Option**

If the default suspense option is selected, the () will be used as the investment option

**Nationwide Fixed Select Contract - Not Listed**

This contract requires competing funds restrictions, which include Money Market and various Short-Duration Bond funds where available and are listed in the Fixed Income category. Additional paperwork is required to establish the Nationwide Fixed Select Contract. This option must be approved and available for the plan type in the plan's state of jurisdiction, and requires that the plan's advisor is appropriately licensed to sell such product.

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## IRON Fiduciary 3(38) Investment Fiduciary Service IRON Recommended Funds

### Nationwide Retirement Index Core - Passive TO TDF - Comprehensive

Updated As Of: May 08, 2024

Broad Asset Category / Morningstar Asset Category	Fund Name	Fund Code	Fund Ticker	ProspectusNet Expense Ratio
<b>Equity</b>				
Large Growth Index	Vanguard Growth Index Admiral	CSRA	VIGAX	0.05
Large Value Index	Vanguard Value Index Adm	CTAA	VVIAX	0.05
Mid-Cap Index	Vanguard Mid Cap Index Admiral	CSSA	VIMAX	0.05
Small-Cap Index	Vanguard Small Cap Index Adm	CSXA	VSMAX	0.05
International Equity Index	Vanguard Developed Markets Index Admiral	CWCA	VTMGX	0.07
Emerging Market Index	Vanguard Emerging Mkts Stock Idx Adm	CSOA	VEMAX	0.14
S&P 500 Index	Fidelity 500 Index	EVMA	FXAIX	0.015
Total Stock Market Index	Vanguard Total Stock Mkt Idx Adm	CUQA	VTSAX	0.04
<b>Equity - Environmental, Social, and Corporate Governance (ESG)</b>				
International Equity Index	Calvert International Responsible Idx R6	FSUA	CDHRX	0.26
Large Blend Index	Vanguard FTSE Social Index Admiral	FLIA	VFTAX	0.14
<b>Fixed Income</b>				
Intermediate Govt Bond Index	Vanguard Intmdt-Term Trs Idx Admiral	CZJA	VSIGX	0.07
Inflation Protected Bond (TIPS) Index	Fidelity Inflation-Prot Bd Index	EVQA	FIPDX	0.05
Total Bond Market Index	Fidelity U.S. Bond Index	EWDA	FXNAX	0.025
Short-Term Bond Index	Vanguard Short-Term Bond Index Adm	CSWA	VBIRX	0.07
Short-Term Corp Bond Index	Vanguard Short-Term Corp Bd Idx Admiral	CZLA	VSCSX	0.07
Global Bond Index	Vanguard Total Intl Bd Idx Admiral™	CZMA	VTABX	0.11
<b>Alternative</b>				
REIT Index	Vanguard Real Estate Index Admiral	CSUA	VGSLX	0.12
US Fund High Yield Bond	Federated Hermes Instl High Yield Bd R6	DYGA	FIHLX	0.49
<b>Asset Allocation</b>				
US Fund Moderately Conservative Allocation	Vanguard Wellesley® Income Admiral™	CXAA	VWIAX	0.16
Allocation--50% to 70% Equity	Vanguard Balanced Index Adm	CSNA	VBIAX	0.07
US Fund Moderately Aggressive Allocation	Fidelity Multi-Asset Index	DKJA	FFNOX	0.11
<b>Money Market</b>				
US Fund Money Market - Taxable	Federated Hermes Govt Obl Premier	DJRA	GOFXX	0.15
<b>Target Date Funds</b>				
Target Date 2021-2025	BlackRock LifePath® Index 2025 K	CJZA	LIBKX	0.09
Target Date 2026-2030	BlackRock LifePath® Index 2030 K	CKAA	LINKX	0.09
Target Date 2031-2035	BlackRock LifePath® Index 2035 K	CKBA	LIJKX	0.09
Target Date 2036-2040	BlackRock LifePath® Index 2040 K	CKCA	LIKKX	0.09



**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**

**Nationwide Retirement Index Core - Passive TO TDF - Comprehensive**

Updated As Of: May 08, 2024

<b>Broad Asset Category / Morningstar Asset Category</b>	<b>Fund Name</b>	<b>Fund Code</b>	<b>Fund Ticker</b>	<b>ProspectusNet Expense Ratio</b>
Target Date 2041-2045	BlackRock LifePath® Index 2045 K	CKDA	LIHKX	0.09
Target Date 2046-2050	BlackRock LifePath® Index 2050 K	CKEA	LIPKX	0.09
Target Date 2056-2060	BlackRock LifePath® Index 2055 K	CKFA	LIVKX	0.09
US Fund Target-Date 2060	BlackRock LifePath® Index 2060 K	DMHA	LIZKX	0.09
US Fund Target-Date 2065	BlackRock LifePath® Index 2065 K	FOMA	LIWKX	0.09
Retirement Income	BlackRock LifePath® Index Retire K	CKGA	LIRKX	0.09

**QDIA Option**

If the balanced fund option is selected as the QDIA, the Vanguard Balanced Index Adm(VBIAX) will be used as the investment option

If the target date fund option is selected as the QDIA, the BlackRock Target Date funds will be used as the investment option

**Default Suspense Option**

If the default suspense option is selected, the () will be used as the investment option

**Nationwide Fixed Select Contract - Not Listed**

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## IRON Fiduciary 3(38) Investment Fiduciary Service IRON Recommended Funds

### Nationwide Retirement Index Core - Passive THROUGH TDF - Comprehensive

Updated As Of: May 08, 2024

Broad Asset Category / Morningstar Asset Category	Fund Name	Fund Code	Fund Ticker	ProspectusNet Expense Ratio +
<b>Equity</b>				
Large Growth Index	Vanguard Growth Index Admiral	CSRA	VIGAX	0.05
Large Value Index	Vanguard Value Index Adm	CTAA	VVIAX	0.05
Mid-Cap Index	Vanguard Mid Cap Index Admiral	CSSA	VIMAX	0.05
Small-Cap Index	Vanguard Small Cap Index Adm	CSXA	VSMAX	0.05
International Equity Index	Vanguard Developed Markets Index Admiral	CWCA	VTMGX	0.07
Emerging Market Index	Vanguard Emerging Mkts Stock Idx Adm	CSOA	VEMAX	0.14
S&P 500 Index	Fidelity 500 Index	EVMA	FXAIX	0.015
Total Stock Market Index	Vanguard Total Stock Mkt Idx Adm	CUQA	VTSAX	0.04
<b>Equity - Environmental, Social, and Corporate Governance (ESG)</b>				
International Equity Index	Calvert International Responsible Idx R6	FSUA	CDHRX	0.26
Large Blend Index	Vanguard FTSE Social Index Admiral	FLIA	VFTAX	0.14
<b>Fixed Income</b>				
Intermediate Govt Bond Index	Vanguard Intmdt-Term Trs Idx Admiral	CZJA	VSIGX	0.07
Inflation Protected Bond (TIPS) Index	Fidelity Inflation-Prot Bd Index	EVQA	FIPDX	0.05
Total Bond Market Index	Fidelity U.S. Bond Index	EWDA	FXNAX	0.025
Short-Term Bond Index	Vanguard Short-Term Bond Index Adm	CSWA	VBIRX	0.07
Short-Term Corp Bond Index	Vanguard Short-Term Corp Bd Idx Admiral	CZLA	VSCSX	0.07
Global Bond Index	Vanguard Total Intl Bd Idx Admiral™	CZMA	VTABX	0.11
<b>Alternative</b>				
REIT Index	Vanguard Real Estate Index Admiral	CSUA	VGSLX	0.12
US Fund High Yield Bond	Federated Hermes Instl High Yield Bd R6	DYGA	FIHLX	0.49
<b>Asset Allocation</b>				
US Fund Moderately Conservative Allocation	Vanguard Wellesley® Income Admiral™	CXAA	VWIAX	0.16
Allocation--50% to 70% Equity	Vanguard Balanced Index Adm	CSNA	VBIAX	0.07
US Fund Moderately Aggressive Allocation	Fidelity Multi-Asset Index	DKJA	FFNOX	0.11
<b>Money Market</b>				
US Fund Money Market - Taxable	Federated Hermes Govt Obl Premier	DJRA	GOFXX	0.15
<b>Target Date Funds</b>				
Target Date 2000-2010	TIAA-CREF Lifecycle Index 2010 Instl	DMOA	TLTIX	0.1
Target Date 2011-2015	TIAA-CREF Lifecycle Index 2015 Instl	DMPA	TLFIX	0.1
Target Date 2016-2020	TIAA-CREF Lifecycle Index 2020 Instl	DMQA	TLWIX	0.1
Target Date 2021-2025	TIAA-CREF Lifecycle Index 2025 Instl	DMUA	TLQIX	0.1





**IRON Fiduciary 3(38) Investment Fiduciary Service  
IRON Recommended Funds**

**Nationwide Retirement Index Core - Passive THROUGH TDF - Comprehensive**

Updated As Of: May 08, 2024

<b>Broad Asset Category / Morningstar Asset Category</b>	<b>Fund Name</b>	<b>Fund Code</b>	<b>Fund Ticker</b>	<b>ProspectusNet Expense Ratio +</b>
Target Date 2026-2030	TIAA-CREF Lifecycle Index 2030 Instl	DMWA	TLHIX	0.1
Target Date 2031-2035	TIAA-CREF Lifecycle Index 2035 Instl	DMXA	TLYIX	0.1
Target Date 2036-2040	TIAA-CREF Lifecycle Index 2040 Instl	DMYA	TLZIX	0.1
Target Date 2041-2045	TIAA-CREF Lifecycle Index 2045 Instl	DMZA	TLXIX	0.1
Target Date 2046-2050	TIAA-CREF Lifecycle Index 2050 Instl	DNBA	TLLIX	0.1
Target Date 2051-2055	TIAA-CREF Lifecycle Index 2055 Instl	DNCA	TTIIX	0.1
Target Date 2056-2060	TIAA-CREF Lifecycle Index 2060 Instl	DNDA	TVIIX	0.1
US Fund Target-Date 2065	TIAA-CREF Lifecycle Index 2065 Instl	GFIA	TFITX	0.1
Retirement Income	TIAA-CREF Lifecycle Index Ret Inc Instl	DNEA	TRILX	0.1

**QDIA Option**

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If the target date fund option is selected as the QDIA, the TIAA Investments Target Date funds will be used as the investment option

**Default Suspense Option**

If the default suspense option is selected, the () will be used as the investment option

**Nationwide Fixed Select Contract - Not Listed**

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**Nationwide Investment Advisors, LLC****Nationwide ProAccount®- Plan Sponsor Agreement (“Agreement”)**Plan: **Magnolia Educational & Research Foundation 403(b) Plan** (the “Plan”)Plan Sponsor: **Magnolia Educational & Research Foundation** (the “Plan Sponsor”)

The foregoing Plan Sponsor has entered into a Group Annuity Contract with Nationwide Life Insurance Company (“Nationwide Life”) or a Program Agreement with Nationwide Trust Company, FSB (“Nationwide Trust”) to make available a number of investment options for inclusion in the Plan (collectively, the “Nationwide Retirement Program”). Nationwide Investment Advisors, LLC (“NIA”), is an Ohio limited liability company, registered as an investment adviser with the Securities and Exchange Commission (“SEC”) under the Investment Adviser’s Act of 1940 (“Advisers Act”) and an affiliate of Nationwide Trust and Nationwide Life. On behalf of the Plan, the Plan Sponsor desires to appoint NIA as an authorized provider of investment advisory services to eligible participants in the Plan (“Plan Participants”) who desire those services for their self-directed retirement plan accounts within the Plan (each a “Plan Participant Account” and collectively, the “Plan Participant Accounts”). NIA offers Plan Participant level investment advisory services (“ProAccount”) through an investment process developed and maintained by an independent financial expert (“IFE”) selected and retained by NIA. To participate in ProAccount, Plan Participants must enter into an investment advisory agreement with NIA and complete the ProAccount Acknowledgment and Questionnaire.

On behalf of the Plan, the Plan Sponsor hereby approves NIA as an authorized provider of investment advisory services through ProAccount to those eligible Plan Participants who choose to enter into an investment advisory agreement with NIA.

The Plan Sponsor hereby authorizes each such Plan Participant’s self-direction of their Plan Participant Account, subject to guidelines imposed by the Plan, and authorizes each Plan Participant to enter into an investment advisory agreement directly with NIA.

The Plan Sponsor acknowledges that such advisory services are permitted under the documents establishing the Plan (“Plan Documents”) and that the investments and investment strategies proposed by NIA through ProAccount are consistent with the Investment Policy of the Plan. The Plan Sponsor acknowledges that NIA, Nationwide Life, and Nationwide Trust are affiliates;

In consideration of the foregoing and the promises, covenants and mutual agreements set forth herein, the adequacy of which is hereby mutually acknowledged, NIA and the Plan Sponsor, each intending to be legally bound, hereby do agree as follows:

**I. APPOINTMENT OF INVESTMENT ADVISOR**

The Plan Sponsor hereby appoints NIA to exercise discretionary authority to allocate and reallocate Plan Participant Accounts in the manner described in Section II below and NIA hereby accepts this appointment, subject to the terms and conditions of this Agreement. NIA’s authority under this Agreement will remain in effect until changed or terminated pursuant to the termination provisions described in this Agreement.

**II. DESCRIPTION OF PROACCOUNT**

Under ProAccount, the IFE develops and maintains managed account portfolios (“Portfolios”) based on the investment options offered through the Nationwide Retirement Program. In order for a Plan Participant’s assets to be eligible for management under ProAccount, they must be invested in mutual funds, variable insurance sub-accounts, certain fixed group annuity contracts, stable value accounts or other eligible investments as determined by the IFE at the time a Plan Participant is enrolled in ProAccount (“ProAccount Investments”). In its evaluation of ProAccount Investments for inclusion in the Portfolios, the IFE takes into account the maximum range of asset fees associated with the Nationwide Retirement Program, but does not consider the specific asset fees charged by the Nationwide Retirement Program to the

Plan. In the event Investments chosen by the IFE for ProAccount are not offered through the Plan, you hereby authorize and direct NIA to add such Investments, to the extent directed by the IFE, as investment options for those Plan Participants who have elected ProAccount. In addition, the Plan may offer investment options other than ProAccount Investments, including, but not limited to, individual stocks, employer stock, guaranteed certificate funds, and participant allocations to certain fixed group annuity contracts (collectively, "Non-ProAccount Investments"), which will not be considered by the IFE in its development of Portfolios. Consistent with the Department of Labor's guidance on the requirements of Qualified Default Investment Alternatives under the Pension Protection Act of 2006, investments that charge a redemption fee to participants will also be treated as Non-ProAccount Investments.

If you have directed ProAccount to be the QDIA/default investment alternative, participant contributions and any existing balances eligible for ProAccount will be placed in a moderate risk portfolio based on the participants' age. When used as a QDIA/default, ProAccount may have limited participant information. However, participants can choose to affirmatively select ProAccount and provide additional information to allow for a more individualized risk-tolerance analysis.

The Plan Sponsor hereby acknowledges that any employer-directed assets, Non-ProAccount Investments, or assets held in self-directed brokerage accounts are not eligible for inclusion in ProAccount and will remain invested in their current manner until further action is taken by the Plan Participant or the Plan Sponsor.

The IFE is not a party to this Agreement, and there is no contractual relationship between the Plan and the IFE. All fees and expenses charged by the IFE for its services will be paid by NIA. The advice provided to Plan Participants in connection with ProAccount is limited to the advice provided with respect to the Portfolios created by the IFE, which NIA cannot modify. By signing this Agreement, you agree that NIA has discretion to terminate its relationship with the IFE at any time, without notice to you, and engage the services of a suitable replacement, in its sole discretion.

By allowing ProAccount to be offered to the Plan, you are naming NIA as an authorized provider of Plan Participant level investment advisory services to eligible Plan Participants who select ProAccount.

### **III. OBLIGATIONS AND REPRESENTATIONS OF THE PLAN SPONSOR**

The Plan Sponsor agrees to notify NIA of any change to the Plan Documents that affects NIA's rights or duties to the Plan or Plan Participants and acknowledges that such change will bind NIA only to the extent NIA has agreed in writing.

The Plan Sponsor represents that (1) NIA's investment advisory services are permitted under the Plan Documents; (2) the Plan Sponsor has the authority to enter into this Agreement on behalf of the Plan; and (3) the Plan is operated, and NIA's appointment is, in compliance with all applicable federal and state laws, rules and regulations.

### **IV. OBLIGATIONS AND REPRESENTATIONS OF NIA**

NIA acknowledges that it is an "investment manager," as defined by Section 3(38) of the Employee Retirement Income Security Act of 1974, as amended, ("ERISA") and the Internal Revenue Code of 1986, as amended, (the "Code") and also acknowledges that it is a fiduciary within the meaning of Section 3(21) of ERISA and Section 4975(e)(3) of the Code (but only with respect to the provision of services described in this Agreement). NIA agrees that in performing any of its duties and obligations hereunder, NIA will act in conformity with all terms and provisions of the agreements entered into between NIA and the Plan Participants and any instructions given pursuant thereto. NIA will conform to and comply with the requirements of the Advisers Act and all other applicable federal and state laws, rules and regulations, as each may be amended from time to time.

NIA represents that it is registered as an investment adviser with the SEC under the Advisers Act or under applicable state law in each state in which it is providing investment advisory services or is otherwise required to be registered and/or notice filed, and that each of its representatives are properly registered, licensed and/or qualified to act as such under all applicable federal and state securities statutes and regulations.

NIA does not have any duty, responsibility or liability for Non-ProAccount Plan assets. NIA will not be providing investment advice regarding, or have fiduciary responsibility for, the selection and monitoring of investment options available in the Plan.

NIA shall have no obligation or authority to take any action or render any advice with respect to the voting of proxies solicited by or with respect to issuers of ProAccount Investments.



## **V. ADVICE PROGRAM FEES**

In consideration of ProAccount services rendered to Plan Participants, the Plan Sponsor hereby approves, subject to specific approval by each Plan Participant an annual ProAccount fee of 0.55% (“ProAccount Fee”), as provided in the separately executed Schedule of Fees. The ProAccount Fee is in addition to any trustee, custodial, asset, service, administrative or transactional fees that the Plan Participants or the Plan may incur through the Nationwide Retirement Program. The ProAccount Fee shall be calculated daily based on the market value of the Plan Participant’s ProAccount Investments and withdrawn quarterly in accordance with each Plan Participant’s investment advisory agreement with NIA. The Plan Sponsor hereby consents to the withdrawal of the ProAccount Fee from the applicable Plan Participant Accounts and agrees that it will use its best efforts to facilitate payment of such ProAccount Fee. If this Agreement terminates before the end of the applicable calendar quarter, then a pro-rata share of the ProAccount Fee will be withdrawn from the Plan Participant Accounts.

ProAccount may be offered to certain retirement plan participants through an arrangement with an endorser, which may provide non-advisory services in connection with ProAccount. The endorser is not authorized to make changes to this Agreement or provide investment advice on behalf of NIA. To the extent applicable, additional information about this arrangement is provided to Plan Participants in a separate Endorsement Disclosure Statement, a copy of which is attached to your separately executed Schedule of Fees.

To the extent permitted by applicable law or regulation, affiliates of NIA may receive payments from, or in connection with, ProAccount Investments selected by the IFE for inclusion in the Portfolios. In addition, the IFE may select certain investment options for which NIA or an investment advisory affiliate acts as investment manager. The IFE’s fees for services provided in connection with ProAccount are not based on the ProAccount Investments the IFE selects for the Portfolios or otherwise influenced by the payments NIA or its affiliates may receive from such investment options.

Certain ProAccount Investments may impose a trade restriction on certain transactions. It is possible that transactions initiated by NIA for ProAccount may result in the imposition of trade restrictions on one or more investment options held in Plan Participant Accounts. For further information on trade restrictions, including whether they will be applicable to any of the investment options within the Plan Participant Accounts, please consult the individual fund prospectus or other investment option disclosure material.

## **VI. INDEMNIFICATION, LIMITATION OF LIABILITY, AND RISK ACKNOWLEDGMENT**

### **Indemnification and Limitation of Liability**

Each party agrees to hold harmless, defend and indemnify the other party (including its directors, officers, employees, affiliates and agents) from and against any and all claims, liabilities, losses, costs, damages or expenses (including, without limitation, cost of litigation and reasonable attorneys’ fees) (collectively, “Losses”) arising out of or attributable to the indemnifying party’s (i) willful misconduct, bad faith, criminal activity, or gross negligence, (ii) material breach of this Agreement or the material inaccuracy of any representation or warranty provided hereunder, or (iii) violation of any law to which such party is subject.

The Plan Sponsor, on behalf of the Plan, agrees to hold harmless, defend and indemnify NIA (including its directors, officers, employees, affiliates and agents) from and against any and all Losses arising out of or attributable to NIA’s following directions or carrying out instructions, or using obsolete, inaccurate or incomplete information, given or furnished by the Plan or its agents.

A party that seeks indemnification under this Section VI must promptly give the indemnifying party written notice of any legal action. But a delay in notice does not relieve an indemnifying party of any liability to an indemnified party, except to the extent the indemnifying party shows that the delay prejudiced the defense of the action. The indemnifying party may participate in the defense at any time or it may assume the defense by giving notice to the other party. After assuming the defense, the indemnifying party: must select an attorney that is satisfactory to the other party; is not liable to the other party for any later attorney’s fees or for any other later expenses that the other party incurs, except for reasonable investigation costs; must not compromise or settle the action without the other party’s consent (but the other party must not unreasonably withhold its consent); and is not liable for any compromise or settlement made without its consent. If the indemnifying party fails to participate in or assume the defense within 15 days after receiving notice of the action, the indemnifying party is bound by any determination made in the action or by any compromise or settlement made by the other party.

Federal and state securities laws impose liabilities in certain circumstances on persons who act in good faith, and nothing in this Agreement waives or limits any rights either party has under those laws.

### **Risk Acknowledgment**

NIA uses reasonable care, consistent with industry practice, in providing advisory services through ProAccount. Investing through ProAccount, does not guarantee a profit or eliminate market or investment risk. Investment return and principal will fluctuate with market conditions, and Plan Participant Accounts may lose money. Past performance of ProAccount Investments, either individually or collectively, is no guarantee of future results. The analysis and advice provided by the IFE and delivered by NIA is based upon a number of factors, including the information you or Plan Participants may provide, various assumptions and estimates, and other considerations. As a result, the advice developed and the recommendations provided are not guarantees that Plan Participants will achieve their retirement goals or anticipated performance. The investment advice provided under this Agreement relates only to the ProAccount Investments of Plan Participant Accounts and may not be applied to any other assets a Plan Participant may own.

### **VII. CONFIDENTIALITY**

Each party agrees that it will not, without the prior written consent of the other party, at any time during the term of this Agreement or any time thereafter, except as may be required by competent legal authority or as necessary to facilitate the implementation of services hereunder, use or disclose to any person, firm or other legal entity, including any affiliate or other representative of the party, any confidential records, secrets or information related to the other party (collectively, "Confidential Information"). Confidential Information shall include, without limitation, information about the other party's products and services, customer lists, customer or client information, Plan and Plan Participant information, and all other proprietary information used by the party in its business. Each party acknowledges and agrees that all Confidential Information that it has acquired, or may acquire, was received, or will be received in confidence. Each party will exercise utmost diligence to protect and guard such Confidential Information.

The Plan Sponsor (1) acknowledges that it, or its Authorized Representative, is authorized to provide Confidential Information, including but not limited to Plan Participant information, to NIA and/or its affiliates for the operation of ProAccount, and the provision of such information does not violate any Plan or Plan Sponsor provisions or policies; and (2) authorizes the sharing of Plan Participant information among NIA and its affiliates as necessary for the operation of ProAccount.

### **VIII. TERM OF AGREEMENT**

This Agreement shall become effective upon acceptance by NIA, or its designated agent, upon review and receipt in its principal place of business, and such acceptance may be evidenced by internal records maintained by NIA or its designated agent. This Agreement shall continue until terminated by either party upon at least 30 days' advance written notice to the other. In the event NIA terminates its relationship with the current IFE and does not designate a successor IFE, this Agreement shall terminate upon written notice from NIA. This Agreement shall also automatically terminate upon the Plan's termination of its participation in the Nationwide Retirement Program. The Plan Sponsor understands that upon termination of this Agreement, the Plan Participant Accounts will remain invested in the ProAccount Investments last allocated by NIA until the Plan Participants initiate changes to those investment allocations.

## **IX. MISCELLANEOUS**

### **Notices**

Any notice, instruction and/or other communication contemplated by this Agreement must be in writing and delivered by U.S. mail, overnight courier, electronic, facsimile or other method agreed upon by the parties, in each case prepaid as applicable. All such communications shall be addressed to NIA at the address provided below and to the Plan Sponsor at the address provided on the signature page of this Agreement (or to such other addresses as the parties may specify to one another in writing):

Nationwide Financial  
Attn: Nationwide ProAccount  
PO Box 219636  
Kansas City, MO 64121-7703

Phone: 888-540-2896

Fax: 816-359-3084

Email: [rprivate@dstsystems.com](mailto:rprivate@dstsystems.com)

Notices will be deemed given upon dispatch.

### **Disclosure Documents**

As an SEC registered investment adviser, NIA provides its Privacy Policy and Form ADV Parts 2A and 2B (“Form ADV”) before or at the time you enter into this Agreement. The Form ADV is a disclosure document that summarizes the investment advisory services provided by an investment adviser registered with the SEC and/or the states. The Form ADV contains information about the advice the IFE will provide, and NIA will deliver, in addition to important information regarding the fees, risks and expenses associated with ProAccount.

The Plan Sponsor acknowledges having received and reviewed these documents upon entering into this Agreement and understand that a current version of Form ADV is available free of charge online at [nationwide.com/proaccountadv](http://nationwide.com/proaccountadv) or by calling Nationwide at 800-772-2182.

### **Entire Agreement; Amendment**

This Agreement, together with all contemporaneous Exhibits, including the separately executed Schedule of Fees, constitutes the entire agreement between the parties hereto with respect to the obligations arising hereunder and supersedes and cancels any prior agreements, representations, warranties or communications, whether oral or written, among the parties hereto relating to the subject matter hereof. The Plan Sponsor represents that no markings, alterations or amendments have been made to the Agreement and acknowledges that any such modifications would not be binding on NIA. This Agreement may be amended by NIA upon 30 days’ prior written notice to the Plan Sponsor and may be amended immediately upon notice to the extent required to satisfy federal or state regulatory requirements.

### **Headings**

All Section headings in this Agreement are for convenience of reference only and do not form part of this Agreement. Section headings will not, in any way, affect the meaning or interpretation of this Agreement.

### **Waiver**

No delay by either party in requiring performance by the other shall affect the right of such party to require performance; no waiver by either party of any breach shall be construed as a waiver of any subsequent breach or as a waiver of the provision itself or any other provision.

### **Survival**

All terms and provisions of this Agreement, including without limitation: “Indemnification, Limitation of Liability and Risk Acknowledgment” and “Confidentiality”, which should by their nature survive the termination of this Agreement, shall so survive the termination of this Agreement.



**Assignment**

Neither party may assign this Agreement (within the meaning of the Advisers Act) or assign any of the rights or delegate any of the duties or obligations of this Agreement without the other party’s prior consent. Any assignment in violation of this provision shall be void and of no force or effect.

**Force Majeure**

Neither party shall be liable for failure to perform if the failure results from a cause beyond its control, including, without limitation, fire, electrical, mechanical, or equipment breakdowns, delays by third party providers and/or communications carriers, civil disturbances or disorders, terrorist acts, strikes, acts of government authority or new governmental restrictions, or acts of God.

**Severability**

Should any provision of this Agreement be held invalid or unenforceable by any court, arbitrator, statute, rule or otherwise, the remaining provisions of this Agreement will not be affected thereby and will continue in full force and effect to the fullest extent practicable.

**Governing Law**

This Agreement shall be governed by and construed in accordance with the laws of the State of Ohio, without regard to the conflict of laws provisions thereof. Nothing herein will be construed in any manner inconsistent with the Advisers Act or any rule or order of the SEC or the Code, as applicable.

**IN WITNESS WHEREOF**, the Plan Sponsor, on behalf of the Plan, has signed this Agreement as of the date set forth below.

**Plan: Magnolia Educational & Research Foundation 403(b) Plan**

By: (signature)

*Plan Sponsor Signature*

Title:

Print Name:

Plan Address: **250 E 1st Street #1500  
Los Angeles CA 90012**

Plan Contact/Telephone: **(213) 628-3634**

Date:

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## Fee Disclosure and Description Guide

Nationwide ProAccount®

Nationwide Investment Advisors, LLC

Page 1 of 1

This disclosure is intended to fulfill the 408(b)(2) requirements of the Employee Retirement Income Security Act of 1974.

**Item:** Services

**Location:** Section II of the Plan Sponsor Agreement

**Description:** Nationwide ProAccount (“ProAccount”) is a discretionary managed account service offered by Nationwide Investment Advisors, LLC (“NIA”) for retirement plan participants who desire professional guidance in managing their self-directed retirement plan account. ProAccount offers individualized investment advice using an investment process developed and maintained by an Independent Financial Expert. To participate in ProAccount, plan participants must enter into an investment advisory agreement with NIA and complete a ProAccount questionnaire.

**Item:** Status

**Location:** Section IV of the Plan Sponsor Agreement (Section V – Auto enrollment version only)

**Description:** NIA acknowledges that it is an “investment manager,” as defined by Section 3(38) of the Employee Retirement Income Security Act of 1974, as amended, (“ERISA”) and the Internal Revenue Code of 1986, as amended, (the “Code”) and also acknowledges that it is a fiduciary within the meaning of Section 3(21) of ERISA and Section 4975(e)(3) of the Code (but only with respect to the provision of services described in this Agreement).

**Item:** Direct Compensation

**Location:** Section V of the Plan Sponsor Agreement (Section VI – Auto enrollment version only)

**Description:** NIA receives an annual ProAccount fee of up to 1.00% (“ProAccount Fee”).

**Item:** Indirect Compensation

**Location:** N/A

**Description:** NIA does not receive indirect compensation in connection with ProAccount.

**Item:** Compensation Paid Among Related Parties

**Location:** N/A

**Description:** Compensation among NIA and its related parties is not paid on a transaction basis or charged against, or reflected in, the net value of the plan’s investment.

**Item:** Compensation for Termination of Contract or Arrangement

**Location:** Section VIII of the Plan Sponsor Agreement – Termination (Section IX – Auto enrollment version only) Section V of the Plan Sponsor Agreement – Fee deduction (Section VI – Auto enrollment version only)

**Description:** There is no termination fee. If a plan participant terminates ProAccount mid-quarter, the prorated ProAccount Fee will be assessed and deducted up to the point of termination.

**Item:** Manner of Receipt of Compensation

**Location:** Section V of the Plan Sponsor Agreement (Section VI – Auto enrollment version only)

**Description:** The ProAccount Fee is calculated daily based on the plan participant’s daily balance and withdrawn quarterly in accordance with each plan participant’s investment advisory agreement with NIA.

This material is not a recommendation to buy, sell, hold, or rollover any asset, adopt an investment strategy, retain a specific investment manager or use a particular account type. It does not take into account the specific investment objectives, tax and financial condition or particular needs of any specific person. Investors should work with their financial professional to discuss their specific situation.

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**Nationwide®**

**Nationwide Investment Advisors, LLC**

Affiliated Funds / Schedule of Fees

445-00310

**Plan: Magnolia Educational & Research Foundation 403(b)  
Plan**

(the "Plan")

**Plan Sponsor: Magnolia Educational & Research  
Foundation**

(the "Plan  
Sponsor")

This Schedule of Fees supplements the Plan Sponsor Agreement between the Plan and Nationwide Investment Advisors, LLC (the "Agreement"). Terms used in this Schedule of Fees and not defined herein will have the meanings ascribed to them in the Agreement.

**Affiliated Funds**

"Affiliated Funds" are mutual funds for which Nationwide Investment Advisors, LLC ("NIA") or an affiliate acts as an investment adviser. With respect to the investment of Plan Participant Accounts in Affiliated Funds, NIA represents that it will comply with the requirements of the Department of Labor's Advisory Opinion 2001-09A by utilizing managed account portfolios developed and maintained by an independent financial expert selected and retained by NIA. Nationwide Trust Company, FSB, and Nationwide Life Insurance Company neither endorse nor encourage the use of Affiliated Funds and have not undertaken any investment review or evaluation of any Affiliated Fund. The Plan Sponsor acknowledges that Plan Participant Accounts may be invested in Affiliated Funds and approves the following fee structure for ProAccount.

**ProAccount Fees**

With respect to the management of Plan Participant Accounts through ProAccount, including any investment in Affiliated Funds, the parties hereto acknowledge that the Plan Sponsor agrees to a total ProAccount Fee of **0.55% per annum**, payable to NIA. The ProAccount Fee shall be calculated daily based on the market value of each Plan Participant's ProAccount Investments and paid quarterly, in arrears, with adjustments made based on partial quarters.

**Magnolia Educational & Research Foundation**

Signature

**Plan Sponsor Signature**

Print Name

Title

Date

## Nationwide<sup>®</sup> Trust Company, FSB Disclosure Statement

The following disclosure is provided so that the Plan Sponsor may fully understand the financial interest of the Financial Advisor(s) in the sale of Nationwide<sup>®</sup> Life Insurance Company contracts and Nationwide<sup>®</sup> Trust Company, FSB programs and services to the Plan (herein referred to as the Transaction).

### PART I DISCLOSURE

A. Name of Plan:

Magnolia Educational/Research Foundation

B. Firm Name:

Cetera Advisor Networks LLC

C. Name of Financial Advisor(s):

Joseph G Fay Jr.

D. Name of Administration Firm:

CETERA RETIREMENT PLAN SPECIALISTS

E. Program/Contract:

Nationwide Retirement Flexible Advantage

Retirement Advisor Fixed Contract

F. Affiliation of Financial Advisor(s) with Nationwide<sup>®</sup> Life Insurance Company and Nationwide<sup>®</sup> Trust Company, FSB:  
None.

There are no limitations in the ability of the Financial Advisor(s) to recommend life and annuity contracts of other insurance companies by reason of any agreement with Nationwide<sup>®</sup> Insurance Company.



G. Commission paid to Financial Advisor(s):

**Nationwide Retirement Flexible Advantage**

<u>PROGRAM YEAR</u>	<u>ON ALL TRANSFERS</u>	<u>ON ALL NEW DEPOSITS</u>	<u>ON ALL ASSETS</u>
1	0.00%	0.00%	0.55%
2	0.00%	0.00%	0.55%
3	0.00%	0.00%	0.55%
4	0.00%	0.00%	0.55%
5	0.00%	0.00%	0.55%
6	0.00%	0.00%	0.55%
7	0.00%	0.00%	0.55%
8	0.00%	0.00%	0.55%
9	0.00%	0.00%	0.55%
10 and later	0.00%	0.00%	0.55%

**Retirement Advisor Fixed Contract**

<u>CONTRACT YEAR</u>	<u>ON ALL TRANSFERS</u>	<u>ON ALL NEW DEPOSITS</u>	<u>ON ALL ASSETS</u>
1	0.00%	0.00%	0.55%
2	0.00%	0.00%	0.55%
3	0.00%	0.00%	0.55%
4	0.00%	0.00%	0.55%
5	0.00%	0.00%	0.55%
6	0.00%	0.00%	0.55%
7	0.00%	0.00%	0.55%
8	0.00%	0.00%	0.55%
9	0.00%	0.00%	0.55%
10 and later	0.00%	0.00%	0.55%

H. Administrative Service Fee Paid to Administration Firm:

**Nationwide Retirement Flexible Advantage**  
**AND**  
**Retirement Advisor Fixed Contract**

<u>PROGRAM YEAR</u>		<u>ON ALL TRANSFERS<sup>†</sup></u>	<u>ON ALL NEW DEPOSITS</u>	<u>ON ALL ASSETS</u>
1	On the first \$100,000	0.00%	0.00%	0.00%
	On the next \$650,000	0.00%	0.00%	0.00%
	On the next \$1,250,000	0.00%	0.00%	0.00%
	On the next \$3,000,000	0.00%	0.00%	0.00%
	On amounts over \$5,000,000	0.00%	0.00%	0.00%
2 and Later	On the first \$100,000	0.00%	0.00%	0.00%
	On the next \$650,000	0.00%	0.00%	0.00%
	On the next \$1,250,000	0.00%	0.00%	0.00%
	On the next \$3,000,000	0.00%	0.00%	0.00%
	On amounts over \$5,000,000	0.00%	0.00%	0.00%

<sup>†</sup> Transfers do not include internal transfers and therefore the payment schedule does not apply to these transactions.

Nationwide pays fees to the Administration Firm for performing certain administrative services which may include, but are not necessarily limited to; preparing proposals, assisting in the enrollment process, processing transactions, training Financial Advisor(s), and communicating with Plan Sponsors and/or Participants. These fees may be offset by certain fees paid by the Administration Firm to Nationwide.

I. Charges:

All Program and Contract charges are disclosed in the Contract proposal, in the Program Agreement and/or prospectus or Declaration of Trusts delivered to the Plan Sponsor.

Financial Advisor Signature	<i>Financial Professional</i>	Date
Administration Firm Signature	<i>Administration Firm Signature</i>	Date

**PART II ACKNOWLEDGEMENT AND APPROVAL BY PLAN SPONSOR**

I acknowledge receipt of the above disclosure information, proposal, Program Agreement, prospectus and Declaration of Trusts, if any, prior to the approval and execution of the above Transaction. I have read and understand the information disclosed, and understand the compensation being paid to the Financial Advisor

and/or Administration Firm for their services provided to the Plan and have determined that the compensation being paid is reasonable.

I acknowledge receipt of the above disclosure information, proposal, Program Agreement, prospectus and Declaration of Trusts, if any, prior to the approval and execution of the above Transaction. I have read and understand the information disclosed, and understand the compensation being paid to the Financial Advisor for his/her services provided to the Plan and have determined that the compensation being paid is reasonable.

I am not affiliated with the Financial Advisor(s) or with Nationwide<sup>®</sup> Life Insurance Company or Nationwide<sup>®</sup> Trust Company, FSB. I will receive no compensation, directly or indirectly, in connection with the above Transaction.

I have authority to, and hereby approve the above Transaction, on behalf of the Plan.

\_\_\_\_\_  \_\_\_\_\_  
Plan Sponsor Signature Date

**Magnolia Educational/Research Foundation**

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**COMPENSATION PAGE: VARIABLE CONTRACT/PROGRAM COMPENSATION INFORMATION**  
**Nationwide Retirement Flexible Advantage**

Compensation  
 Table Number : 400 Table Type : B9 Table Year of Entry : 01  
 Add-On Trailer : 0.55%  
 Is an Expense Credit Applicable? : N

---

Compensation Share Information:	Commission <u>Share %</u>	Trailer <u>Share %</u>	Add-On Trailer <u>Share %</u>
<b>Sales Representative</b>			
Joseph G Fay Jr.	100%	100%	100%
<b>Broker/Dealer Firm or Agency:</b> Cetera Advisor Networks LLC			

**COMPENSATION PAGE: FIXED CONTRACT COMPENSATION INFORMATION**  
**Retirement Advisor Fixed Contract**

Compensation  
 Table Number : 400 Table Type : B9 Table Year of Entry : 01  
 Add-On Trailer : 0.55%  
 Is an Expense Credit Applicable? : N

---

Compensation Share Information:	Commission <u>Share %</u>	Trailer <u>Share %</u>	Add-On Trailer <u>Share %</u>
<b>Sales Representative</b>			
Joseph G Fay Jr.	100%	100%	100%
<b>Broker/Dealer Firm or Agency:</b> Cetera Advisor Networks LLC			

*All selected contracts/programs will be companioned.*

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Please Complete

# Plan Sponsor Questionnaire

## Private Sector Operations

Page 1 of 2

Phone: 800-548-6436 • Fax: 877-634-0157 • nationwide.com

### Plan information

Plan ID: 00310 Plan Name: Magnolia Educational & Research Foundation 403(b) Plan

### Questionnaire

**Have you had a face to face meeting with your financial professional?**

Yes  No

If a face to face meeting has not occurred, please explain the relationship between you and your financial professional:

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#### Fiduciary Responsibility:

Is there currently or has there ever been any pending litigation against one of the fiduciaries responsible for the Plan?

Yes  No

Has the Department of Labor noted any wrong doings or potential violations of any fiduciaries of the Plan?

Yes  No

Is there any information Nationwide should be aware of before they agree to serve as Trustee or Custodian of this Plan?

Yes  No

If Yes is indicated to any of the above Fiduciary questions, please briefly explain in the space below:

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### Alerts & Notifications

Plan Sponsor contact will receive all alerts and notifications unless otherwise specified. Plan Sponsor contact information will default to the name and email provided on Legal Documents, but other contacts may be listed below and the settings for each adjusted independently by the Plan Sponsor (settings may be adjusted online at <https://retirement.financialtrans.com/nationwide-sponsor>).

#### Additional HR Contacts (optional):

1. Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

2. Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

If you need more additional notification contacts please reach out to your Implementation Manager.

### Payment Method

#### Payroll Information:

Payroll Vendor:  In House  Other: \_\_\_\_\_

Payroll Integration (only applicable for "Other" Payroll Vendor):  No  Yes; 180  Yes; 360

Payroll Frequency (if multiple schedules, select all that apply):  Weekly  Bi-Weekly  Semi-Monthly  Monthly

Next pay date: \_\_\_\_\_

#### Please elect how you would like to fund contributions to Nationwide:

Check  Wire OR  ACH\*

\*If electing ACH please complete the following information:

**Payment Method (cont.)**

**Bank Information and Authorization to set up ACH for contributions:**

**What you need to know**

By signing this form (this "Authorization"), you, as Plan Sponsor and on behalf of the Plan, authorize Nationwide Mutual Insurance Company, Nationwide Trust Company, FSB, Nationwide Life Insurance Company, or any of its affiliates (collectively, "Nationwide") to initiate recurring debits to the Plan's bank account referenced below. This Authorization also allows Nationwide to make one or more deposits or withdrawals (via ACH debit and/or credit) to the Plan's bank account for any contribution, refund, credit, payment or other amount that may now or at any time be due or owed between the Plan and Nationwide. This Authorization will remain in effect until the Plan delivers written notice of revocation to Nationwide at least 15 days prior to the next authorized transaction's due date.

**Acknowledgment and Agreement**

Each of Nationwide and the Plan agrees to be bound by Nacha Operating Rules and acknowledges that the origination of ACH transactions to the account referenced below must comply with applicable U.S. law. If any ACH debit is rejected for Non-Sufficient Funds (NSF), the Plan agrees that Nationwide may, at its discretion, attempt to process the debit again within 30 days, and further agrees that Nationwide may process a one-time ACH debit for a NSF fee, in an amount permitted by law for each debit returned, each of which will be initiated as a separate ACH transaction to the Plan's same business bank account. Both parties agree this Authorization constitutes authorization to debit and credit Plan's bank account identified below, and the Plan agrees not to dispute any transactions with its bank provided said transaction conforms to the terms of this Authorization. The Plan certifies that the business bank account above is enabled for ACH transactions and agrees to reimburse Nationwide for all penalties and fees incurred should the Plan's bank reject ACH debits or credits as a result of the account not being properly configured for ACH transactions.

**What you need to do**

I authorize Nationwide to initiate ACH debits and credits to the bank account indicated below, provided each transaction is initiated according to the terms of this Authorization. I certify that I am the Plan Sponsor and that I have the authority to provide this Authorization on the Plan's behalf. The Plan Sponsor and Plan agrees to provide Nationwide, at its request, a evidence deemed appropriate by Nationwide, authorizing me, or evidencing my authority, to sign and act on behalf of the Plan.

Name (please Print): \_\_\_\_\_

Signature: \_\_\_\_\_ Plan Sponsor Signature Date: \_\_\_\_\_

Bank Name \_\_\_\_\_

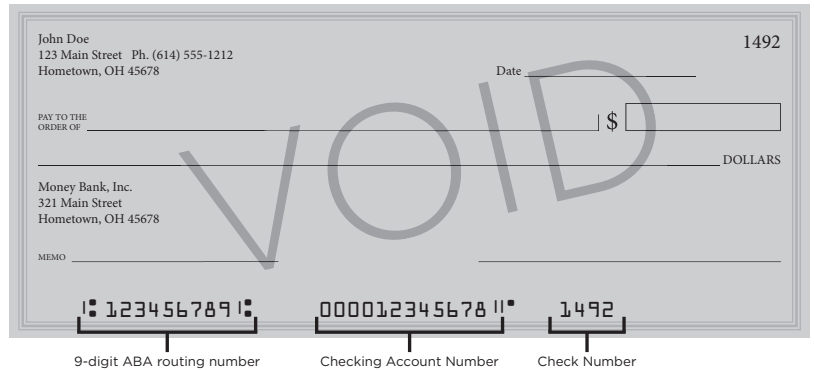
Name on Account \_\_\_\_\_

ABA (routing) Number \_\_\_\_\_

Account Number \_\_\_\_\_

Account Type:  Checking  Savings

**NOTE:** If left blank, we will default to checking.



**Nationwide®****Please Complete****Employee Notice Delivery Election Form**

Private Sector Operations

Page 1 of 3

Phone: 800-548-6436 • Fax: 877-634-0157 • nationwide.com

**1. Purpose**

Employee Notice Delivery is an optional service that allows Nationwide to provide eligible employees with required notices through electronic or hard copy delivery as opted in by the Plan Sponsor.

**2. Case Information**Case Number: 00310Case Name: Magnolia Educational & Research Foundation 403(b) Plan**3. Delivery Method (select one)**

**1. eDelivery** - Submission of employee email addresses will be required via census upload. All notices will be sent electronically based on the census data provided. Undeliverable emails will be automatically reported to the Plan Sponsor/employer who will take responsibility for distributing notices to those eligible employees unless otherwise indicated below.

**A. Indicate where to send the eDelivery:**

- Use the employer email address uploaded via a census file from the employer
- Use both the employer provided and employee provided email address that is elected by the employee when setting up their web profile

**B. Handling of undeliverable notices:**

- Delegate the handling of undeliverable emails to Nationwide. Nationwide will monitor for undeliverable email and send the notifications via U.S. mail to the employees' home address on file. Notices will be printed in black and white, double sided. Any costs associated with the mailing will be paid in the manner elected in the Payment Method Section below.

**2. Hard Copy Mailing** - Submission of employee mailing addresses - will be required via census file upload. All notices will be sent via US mail based on the census data provided. Any costs associated with the mailing will be paid in the manner elected in the Payment Method Section below.

- Print notices in black and white, double sided (default if no selection is made)
- Print notices in color, single sided

**3. Bulk Mailing** - Notices are mailed in bulk to the Plan Sponsor. Any costs associated with the mailing will be paid in the manner elected in the Payment Method section below.

- Print notices in black and white, double sided (default if no selection is made)
- Print notices in color, single sided

**4. Payment Method**

**This section is not applicable if selecting eDelivery and the Plan Sponsor is responsible for distributing undeliverable emails.**

Billing Contact Email Address: \_\_\_\_\_

Any documents mailed in addition to what's listed below will be billed as follows:

- Send a quarterly invoice\* to the Plan Sponsor.
- Send a quarterly invoice\* to the Third Party Administrator.

\*If the invoice is unpaid after 60 days, Nationwide reserves the right to deduct the amount due from plan assets and terminate this agreement.

**5. Description of Notices**

Annual notices will be sent between 30 and 90 days before your plan year end. This form must be submitted 60 days prior to the plan year end to ensure notices are delivered for the current plan year.

**NOTE:** Nationwide may combine notices in the same correspondence when feasible.

**Annual/Quarterly Notices**

- 404(a)(5) Fee Disclosure
- Safe Harbor Notice - if applicable
- Auto Enrollment and/or Qualified Default Investment Alternative (QDIA) - if applicable
- IRON Financial Notices - if applicable

**One-Time Notices**

- Blackout Notice
- New Business Fund Mapping Notice

**Investment/Plan Fee Change Notices**

- 404(a)(5) Fee Disclosure
- Fund Change Notice\*
- Plan Fee Change Notice

**Summary Annual Report, Summary Plan Description, and Summary of Material Modifications** - can be sent upon request

\*Nationwide will deliver the advance notification of fund changes to employees 30 days in advance, or as early as administratively feasible, for fund changes initiated by the Fund House using the means identified in Section 3.

PNI-0414AO.5 (01/2019)

**6. Roles & Responsibilities**

**Plan Sponsor Responsibility**

1. For New Business - Provide current census information to Nationwide including Social Security Number, first and last name and mailing address and email address (if utilizing eDelivery) for all eligible employees and/or beneficiaries, as applicable within a reasonable time period prior to when the notices are required to be delivered.
2. Monitor employee census information changes and provide all updates to Nationwide in a prompt manner to ensure the most current census information is on file at the time of notification.
3. Verify the accuracy of census data and the content of notices provided to Nationwide. Nationwide has no duty to inquire on the accuracy of the data submitted to Nationwide.
4. If the Administrator elects not to participate in this service agreement, assume the responsibilities of the Administration Firm as outlined below, including emailing all notices to Nationwide.
5. Initial notices required to be provided when an employee becomes eligible are the responsibility of the Plan Sponsor.
6. The Plan Sponsor remains responsible for the timely delivery of notices for any inaccurate, missing, incomplete or untimely census information.

**Administration Firm Responsibility**

1. At least 5 days prior to the send date, review, update and, if applicable upload or email all notices or disclosures to Nationwide.

**Nationwide Responsibility**

1. If the Plan Sponsor has elected annual notice delivery, notices will be sent between 30 and 90 days before the plan year end.
2. Notify Plan Sponsor/employer of unsuccessful delivery notifications due to an invalid email or mailing address.
3. If eDelivery is chosen and Nationwide is asked to handle undeliverable email, Nationwide will monitor for undeliverable email and deliver the notifications via U.S. Mail to the employee's home address on file.
4. If US mail is returned to Nationwide, we will attempt to identify a new address and resend the document. Plan Sponsor or Administration Firm will be notified of all returned mail.

**Termination of Service**

1. Nationwide reserves the right to terminate this service at any time by providing written notice to the Plan Sponsor.
2. Plan Sponsor has the right to terminate this service at any time by providing written notice to Nationwide.
3. Upon termination of the notice delivery service by either the Plan Sponsor or Nationwide, the responsibility for delivery of all notices covered by this Agreement will immediately become the responsibility of the Plan Sponsor.

**7. Authorization**

**Plan Sponsor:**

By signing below, the Plan Sponsor hereby delegates the delivery of the above notices to Nationwide as elected above. The Plan Sponsor acknowledges they have read, agree and accept the terms of the Plan Sponsor responsibilities as outlined above. By having the Administration firm execute this form, the Plan Sponsor delegates the Administration Firm responsibilities to the administration firm named below. The individual signing this form acknowledges that they are authorized to sign on behalf of the Plan Sponsor for this service.

Signature: \_\_\_\_\_  Date: \_\_\_\_\_

Name (please print): \_\_\_\_\_

Email Address - Plan Contact(s) to receive correspondence: \_\_\_\_\_

**Administration Firm:**

By signing below, the Administration Firm acknowledges that they have read and agree to the terms, and accept their appointment. The individual signing this form acknowledges that they are authorized to sign on behalf of the Administration Firm.

Signature: \_\_\_\_\_  Date: \_\_\_\_\_

Name (please print): \_\_\_\_\_

Email Address - Plan Contact(s) to receive correspondence: \_\_\_\_\_

**Nationwide:**

By signing below, Nationwide agrees to accept the responsibilities outlined above.

Signature: Catherine Moore Date: \_\_\_\_\_

Name (please print): Catherine Moore

**Price Estimate for US Mail****Notices with Summary Plan Description - \$4.76 per address**

- 404(a)(5) Fee Disclosure (16 pages)
- Auto Enrollment and/or QDIA (2 pages)
- Safe Harbor (4 pages)
- Summary Plan Description (25 pages)

<b>Assumptions:</b> • Black & White • Double sided • Not stapled • Includes 100 addresses	<b>Total Cost (100 addresses)</b>	<b>Cost Per Address</b>
Document Costs	\$187.00	\$1.87
Data Set Up*	\$15.45	\$0.15
Estimated Postage	\$230.00	\$2.30
Total Estimated Cost (Pre-Tax)	\$432.45	\$4.32
Estimated Tax	\$43.24	\$0.43
<b>Total Estimated Cost (including tax)</b>	<b>\$475.69</b>	<b>\$4.76</b>

**Notices with Summary Plan Description - \$9.07 per address**

- 404(a)(5) Fee Disclosure (16 pages)
- Auto Enrollment and/or QDIA (2 pages)
- Safe Harbor (4 pages)
- Summary Plan Description (25 pages)

<b>Assumptions:</b> • Color • Single sided • Not stapled • Includes 100 addresses	<b>Total Cost (100 addresses)</b>	<b>Cost Per Address</b>
Document Costs	\$579.00	\$5.79
Data Set Up*	\$15.45	\$0.15
Estimated Postage	\$230.00	\$2.30
Total Estimated Cost (Pre-Tax)	\$824.45	\$8.24
Estimated Tax	\$82.45	\$0.82
<b>Total Estimated Cost (including tax)</b>	<b>\$906.90</b>	<b>\$9.07</b>

**Advance Notices - \$1.45 per address**

- 7 pages

<b>Assumptions:</b> • Black & White • Double sided • Not stapled • Includes 100 addresses	<b>Total Cost (100 addresses)</b>	<b>Cost Per Address</b>
Document Costs	\$75.00	\$0.75
Data Set Up*	\$15.45	\$0.15
Estimated Postage	\$41.10	\$0.41
Total Estimated Cost (Pre-Tax)	\$131.55	\$1.32
Estimated Tax	\$13.16	\$0.13
<b>Total Estimated Cost (including tax)</b>	<b>\$144.71</b>	<b>\$1.45</b>

**Advance Notices - \$2.24 per address**

- 7 pages

<b>Assumptions:</b> • Color • Single sided • Not stapled • Includes 100 addresses	<b>Total Cost (100 addresses)</b>	<b>Cost Per Address</b>
Document Costs	\$147.00	\$1.47
Data Set Up*	\$15.45	\$0.15
Estimated Postage	\$41.10	\$0.41
Total Estimated Cost (Pre-Tax)	\$203.55	\$2.04
Estimated Tax	\$20.36	\$0.20
<b>Total Estimated Cost (including tax)</b>	<b>\$223.91</b>	<b>\$2.24</b>

The prices listed on this page are subject to change. In the event of a change to the pricing outlined above Nationwide will provide 60 days advance notice of the planned change. The Plan Sponsor will have the opportunity to reject the change or accept it. If the Plan Sponsor does not consent to the new price structure, the service will terminate and responsibility for delivery of all notices covered by this Agreement will revert to the Plan Sponsor.

\*Data Set up fee applies to all size print jobs: \$15.45

**Form Return**

Return by email: [nwforms@nationwide.com](mailto:nwforms@nationwide.com)

Return by fax: 877-634-0157

## Nationwide® Retirement Plans Nationwide Retirement Flexible Advantage Acceptance Agreement

Case Number: 445-00310

Legal Plan Name: Magnolia Educational & Research Foundation 403(b) Plan

Attached to and made part of this Acceptance Agreement are the following documents between the Plan Sponsor and Nationwide Trust Company, FSB.

- Nationwide Retirement Flexible Advantage Program Agreement

Attached to and made part of this Acceptance Agreement are the following documents between the Plan Sponsor and Nationwide Life Insurance Company.

- Summary of Contract Information - Fixed

Attached to and made part of this Acceptance Agreement are the following documents between the Plan Sponsor and IRON Fiduciary, an offering by Creative Planning, LLC.

- IRON Fiduciary, an offering by Creative Planning, LLC ERISA Fiduciary 3(38) Investment Management Agreement

By signing below, the Plan Sponsor or authorized signer, acknowledges that they have read all documents indicated above, inclusive of all Schedules, which are hereby incorporated by reference as if fully set forth herein this Acceptance Agreement, and agree to the terms and completed variables within.

Further, the signatories acknowledge that they have the authority to cause the Plan to enter into a contractual relationship with all parties as indicated in this Acceptance Agreement, with respect to these documents and will be subject to all rights and obligations contained therein and have received all required disclosures as required by Employee Retirement Income Security Act of 1974, as amended, including regulations thereunder, 408(b)(2). If the signatory authority under the Plan changes, the signatories have the affirmative obligation to alert Nationwide within a reasonable time of such change.

\_\_\_\_\_  
Plan Sponsor Signature

  
**Plan Sponsor Signature**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Plan Sponsor

\_\_\_\_\_  
Phone Number for Plan Sponsor

\_\_\_\_\_  
Email for Plan Sponsor

Address for Plan Sponsor:

250 E 1st, Street #1500

\_\_\_\_\_  
(Street)

Los Angeles, CA 90012

\_\_\_\_\_  
(City, State, Zip)





By signing below, Nationwide Trust Company, FSB has agreed to and accepted all rights and obligations contained in the following document(s):

- Nationwide Retirement Flexible Advantage Program Agreement
- IRON Fiduciary, an offering by Creative Planning, LLC ERISA Fiduciary 3(38) Investment Management Agreement

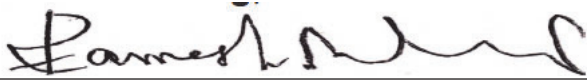
\_\_\_\_\_  
By: Nationwide Trust Company, FSB

\_\_\_\_\_  
Date

\_\_\_\_\_  
Nationwide Trust Company, FSB Title

By signing below, IRON Fiduciary, an offering by Creative Planning, LLC has agreed to and accepted all rights and obligations contained in the following document(s):

- IRON Fiduciary, an offering by Creative Planning, LLC ERISA Fiduciary 3(38) Investment Management Agreement



\_\_\_\_\_  
By: IRON Representative Signature

\_\_\_\_\_  
ramesh.poola@creativeplanning.com

\_\_\_\_\_  
Email for IRON Representative

Address for IRON Representative:

\_\_\_\_\_  
630 Dundee Road, Suite 200  
(Street)

\_\_\_\_\_  
Northbrook, IL 60062  
(City, State, Zip)

**Nationwide® Retirement Plans  
Nationwide Retirement Flexible Advantage  
Acceptance Agreement**

Case Number: 445-00310

Legal Plan Name: Magnolia Educational & Research Foundation 403(b) Plan

Attached to and made part of this Acceptance Agreement are the following Financial Advisor or Authorized Broker/Dealer Firm or Agency documents:

- **Compensation Page**

By signing this agreement the Financial Advisor or Authorized Broker/Dealer Firm or Agency Representative agrees to the terms stated throughout this agreement. Further the Financial Advisor or Authorized Broker/Dealer Firm or Agency Representative acknowledges that such documents have been delivered via hard copy and/or electronic means and hereby acknowledges that they have received all documents in their entirety.

Joseph Fay Jr.  
with Cetera Advisor Networks LLC



\_\_\_\_\_  
Signature of Financial Advisor or Authorized Broker/Dealer Firm or Agency Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Financial Advisor or Authorized Broker/Dealer Firm or Agency Representative

\_\_\_\_\_  
Email for Financial Advisor or Authorized Broker/Dealer Firm or Agency Representative

\_\_\_\_\_  
Address for Financial Advisor or Authorized Broker/Dealer Firm or Agency Representative Address:

\_\_\_\_\_  
(Street)

\_\_\_\_\_  
(City, State, Zip)

**Nationwide® Retirement Plans  
Nationwide Retirement Flexible Advantage  
Acceptance Agreement**

Case Number: 445-00310

Legal Plan Name: Magnolia Educational & Research Foundation 403(b) Plan

Attached to and made part of this Acceptance Agreement are the following Administration Firm documents:

- **Nationwide Retirement Flexible Advantage Program Agreement**

By signing below, the signatory on behalf of the Administrative Firm, hereby accepts the appointment of Administrative Firm and agrees to the duties as described in this agreement. Further the Administrative Firm acknowledges that such documents have been delivered via hard copy and/or electronic means and hereby acknowledges that they have received all documents in their entirety.

\_\_\_\_\_  
Signature of Administration Firm

**Administration Firm Signature**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Administration Firm

# Coversheet

## Approval of 2023-24 Unaudited Actuals Reports

**Section:** IV. Action Items  
**Item:** B. Approval of 2023-24 Unaudited Actuals Reports  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV\_B\_2023-24 Unaudited Actuals Report.pdf



<b>Agenda Item:</b>	IV B: Action Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Steve Budhreja, Chief Financial Officer
<b>RE:</b>	Approval of 2023-24 Unaudited Actuals Report

**Action Proposed:**

I move that the Board approve the Fiscal Year 2023-2024 Unaudited Actuals Report for Magnolia Public Schools.

**Background:**

All charter schools in California must submit their board approved “Unaudited Actuals” for the prior fiscal year by September 15th per the California Education Code. The Unaudited Actuals represents the complete prior fiscal year’s financial activities following all year-end closing activities for all MPS Schools and the Home Office.

**Exhibits:**

- Unaudited Actuals Reports for all school sites and the Magnolia Educational and Research Foundation (Executive Summary). Conflict of Interest Policy
- Full Report with Unaudited Actuals Data for the 2023-24 Fiscal Year



# 2023-24 UNAUDITED ACTUALS

SEPTEMBER 12, 2024  
BOARD MEETING



# 2023-24 Unaudited Actuals: Executive Summary

- This “Unaudited Actuals” report summarizes actual financials results for the FY 2023-24 and changes to revenue and expenditures from the previous reporting as noted below:
  - **Average Daily Attendance of 3,444 which is an overall decrease of 27 ADA from the Second Interim Budget.**
  - **Revenues of \$83.07 million, decrease of \$890k from the Second Interim Budget**
  - **Expenditures of \$80.9 million, decrease of \$721k from the Second Interim Budget**
  - **Net operating surplus of \$2.1 million, down \$172k from the Second Interim Budget**
- **MPS’s overall cash position remains solid with ending cash balance of \$43.2 million as of June 30, 2024.**

## 2023-24 Unaudited Actuals - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Enrollment (CALPADS)	714	532	380	124	211	111	280	404	504	439		3,699
Attendance (P-2 ADA)	663	495	354	111	196	104	262	371	476	413		3,444
<b>Revenue</b>												
LCFF Entitlement	10,304,929	7,578,904	5,099,555	1,819,846	3,072,902	1,478,231	3,820,831	5,227,768	7,231,078	4,567,094	-	50,201,138
Federal Revenue	1,337,863	498,079	354,773	139,153	496,566	201,409	307,132	506,898	702,129	193,583	-	4,737,585
Other State Revenues	2,947,711	1,904,108	1,791,307	369,543	3,016,597	403,495	1,703,129	1,340,899	3,191,159	1,482,841	44,247	18,195,034
Other Local Revenues	472,391	192,175	106,131	355,817	21,017	135,013	354,921	436,099	315,995	180,462	7,370,632	9,940,652
<b>Total Revenue</b>	<b>15,062,894</b>	<b>10,173,266</b>	<b>7,351,765</b>	<b>2,684,358</b>	<b>6,607,082</b>	<b>2,218,148</b>	<b>6,186,013</b>	<b>7,511,664</b>	<b>11,440,360</b>	<b>6,423,979</b>	<b>7,414,879</b>	<b>83,074,408</b>
<b>Expenses</b>												
Certificated Salaries	4,164,522	2,807,130	2,539,369	1,135,376	1,595,297	777,335	1,541,262	2,531,552	3,624,023	2,157,948	5,370	22,879,186
Classified Salaries	1,563,879	1,057,744	829,738	224,415	537,516	217,459	753,613	836,698	1,095,157	374,921	4,693,764	12,184,905
Benefits	2,177,775	1,391,031	1,298,525	472,625	765,084	366,237	883,689	1,197,495	1,725,740	852,153	1,458,791	12,589,145
Books and Supplies	967,499	493,470	322,414	138,376	249,242	107,576	253,058	456,008	759,837	295,792	331,189	4,374,460
Services and Operations	5,667,353	4,214,531	2,219,121	808,214	1,072,775	916,472	2,603,661	2,269,984	2,925,356	2,422,849	1,533,638	26,653,953
Depreciation / Cap Outlay	271,763	98,484	101,257	32,104	57,996	15,470	80,888	149,508	756,145	119,953	515	1,684,082
Other Outflows	6,012	-	-	-	-	-	-	-	527,383	5,490	2,028	540,913
<b>Total Expenses</b>	<b>14,818,804</b>	<b>10,062,390</b>	<b>7,310,424</b>	<b>2,811,111</b>	<b>4,277,910</b>	<b>2,400,550</b>	<b>6,116,171</b>	<b>7,441,244</b>	<b>11,413,640</b>	<b>6,229,105</b>	<b>8,025,295</b>	<b>80,906,644</b>
<b>Net Revenue</b>	<b>244,091</b>	<b>110,876</b>	<b>41,341</b>	<b>(126,752)</b>	<b>2,329,172</b>	<b>(182,402)</b>	<b>69,842</b>	<b>70,421</b>	<b>26,720</b>	<b>194,874</b>	<b>(610,416)</b>	<b>2,167,764</b>
<b>Fund Balance</b>												
Beginning Balance	11,005,785	5,642,260	3,254,116	1,448,873	5,303,440	2,848,933	3,259,094	7,604,881	9,527,466	1,409,667	3,563,059	54,867,574
Net Revenue	244,091	110,876	41,341	(126,752)	2,329,172	(182,402)	69,842	70,421	26,720	194,874	(610,416)	2,167,764
<b>Current Net Asset Balance</b>	<b>11,249,876</b>	<b>5,753,136</b>	<b>3,295,457</b>	<b>1,322,121</b>	<b>7,632,612</b>	<b>2,666,531</b>	<b>3,328,936</b>	<b>7,675,302</b>	<b>9,554,186</b>	<b>1,604,541</b>	<b>2,952,643</b>	<b>57,035,338</b>
Current Bal. as % of Exp	75.9%	57.2%	45.1%	47.0%	178.4%	111.1%	54.4%	103.1%	83.7%	25.8%	36.8%	70.5%

MSA-4, MSA-6, and Home Office ended the fiscal year 2023-24 with net operating loss. MSA-4 and MSA-6 should monitor the enrollment and average daily attendance to ensure a positive fund balance. Monitoring average daily attendance more frequently allows for expedient intervention and implementation of attendance solutions.

2023-24 Unaudited Actuals	Annual Budget			
<b>CONSOLIDATED</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
Projected Average Daily Attendance:	3,464	3,472	3,444	(27)
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	51,026,425	50,635,446	50,201,138	(434,308)
Federal Revenue	2,698,835	4,007,220	4,737,585	730,365
Other State Revenues	12,587,581	20,105,242	18,195,034	(1,910,209)
Other Local Revenues	15,769,093	9,220,354	9,940,652	720,298
<b>Total Revenue</b>	<b>82,081,934</b>	<b>83,968,263</b>	<b>83,074,408</b>	<b>(893,855)</b>
<b>Expenditures</b>				
Certificated Salaries	24,275,942	23,338,552	22,879,186	(459,366)
Classified Salaries	12,063,932	12,434,063	12,184,905	(249,158)
Benefits	13,102,517	12,727,943	12,589,145	(138,798)
Books and Supplies	3,820,284	4,432,387	4,374,460	(57,926)
Services and Operating Exp.	24,020,954	26,478,665	26,653,953	175,288
Depreciation & Cap Outlay	2,286,767	1,627,463	1,684,082	56,619
Other Outflows	589,008	589,008	540,913	(48,095)
<b>Total Expenditures</b>	<b>80,159,404</b>	<b>81,628,080</b>	<b>80,906,644</b>	<b>(721,436)</b>
<b>Net Revenues</b>	<b>1,922,529</b>	<b>2,340,183</b>	<b>2,167,764</b>	<b>(172,419)</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			54,867,574	
Net Revenues			2,167,764	
<b>Ending Fund Balance</b>			<b>57,035,338</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			37,198,628	46.0% of Exp
Restricted Balances (Est.)			1,216,973	1.5% of Exp
Net Fixed Assets			18,619,737	23.0% of Exp
<b>Ending Fund Balance</b>			<b>57,035,338</b>	<b>70.5% of Exp</b>

This 2023-24 Unaudited Actuals allow MPS to end this fiscal year with fund balance of \$57 million, which is 71% of annual expenditures and allows our organization to maintain healthy reserve levels.

## Magnolia Public Schools 2017 Bonds Debt Service Coverage

	MSA-1	MSA-SA	MSA-SD
Net Income	\$244,091	\$26,720	\$194,874
Add Back: Depreciation	\$271,763	\$756,145	\$119,953
Add Back: Base Rent	\$1,780,825	\$527,383	\$757,064
Add Back: 50% of CMO Fee	\$553,116	\$553,115	\$224,703
Net Income Available For Debt Service	<b>\$2,849,795</b>	<b>\$1,863,363</b>	<b>\$1,296,594</b>
Debt Service/Base Rent	\$1,780,825	\$527,383	\$757,064
<b>Debt Service Coverage</b>	<b>1.60</b>	<b>3.53</b>	<b>1.71</b>
Limit	1.10	1.10	1.10
Compliance	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Days Cash on Hand</b>	<b>149</b>	<b>107</b>	<b>104</b>
Limit	45	45	45
Compliance	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

MSA-1, Santa Ana and San Diego all achieved their bond covenant requirements.



# 2024-25 State Budget Agreement

- The 2024-25 State Budget Agreement includes a statutory cost-of-living adjustment (COLA) of 1.07% to Special Education, Child Nutrition, Mandate Block Grant.
- The 2024-25 State Budget Agreement adopts changes to the framework of the Public School System Stabilization Account (Prop 98), which serves as the State's budget reserve for K-14 schools.
  - Authorizes the deferral of \$3.6 billion in Proposition 98 funding from 2023-24 to 2024-25, and the deferral of \$246 million in Proposition 98 funding from 2024-25 to 2025-26.
  - Includes obligation to make Prop 98 funding whole again in the future.
- The 2024-25 Budget places significant burden on spending Learning Recovery Emergency Block Grant for the 2025-26, 2026-27 and 2027-28 school years, requiring need assessment and evidence-based expenditures, as well as additional reporting requirements.
- Beginning July 1, 2025, authorizes LEAs to earn additional ADA, up to ten days or the number of student absences, through attendance recovery programs (ARP).
- Although the State Budget Agreement fully funds the COLA and avoids cuts to ongoing education funding, MPS should remain aware of the higher revenue estimates, which are considered, "optimistic" and of the state budget deficit for the 2024-25 fiscal year and monitor economic conditions closely.



# QUESTIONS & COMMENTS



# 2023-24 UNAUDITED ACTUALS

SEPTEMBER 12, 2024 BOARD MEETING



## 2023-24 JULY BUDGET - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
<b>Enrollment</b>	700	530	400	120	239	110	287	394	520	430		3,730
<b>Attendance</b>	651.00	492.90	368.00	110.40	217.49	101.20	266.91	362.48	494.00	399.90		3,464.28
<b>Revenue</b>												
LCFF Entitlement	10,146,335	7,565,871	5,288,556	1,957,765	3,435,411	1,510,472	3,983,533	5,109,897	7,596,400	4,432,185	-	51,026,425
Federal Revenue	532,161	296,498	234,404	94,566	468,526	119,229	191,829	291,209	330,571	139,843	-	2,698,835
Other State Revenues	2,535,751	1,301,492	1,171,276	298,733	901,003	512,860	1,423,724	973,495	2,377,327	1,091,920	-	12,587,581
Other Local Revenues	1,420,582	812,247	808,978	372,804	510,046	330,513	763,478	1,100,968	1,091,922	666,267	7,891,287	15,769,093
<b>Total Revenue</b>	<b>14,634,829</b>	<b>9,976,107</b>	<b>7,503,214</b>	<b>2,723,868</b>	<b>5,314,986</b>	<b>2,473,074</b>	<b>6,362,563</b>	<b>7,475,569</b>	<b>11,396,220</b>	<b>6,330,215</b>	<b>7,891,287</b>	<b>82,081,934</b>
<b>Expenses</b>												
Certificated Salaries	4,405,535	3,096,317	2,714,222	1,124,085	1,812,730	893,930	1,719,036	2,640,348	3,697,276	2,172,463	-	24,275,942
Classified Salaries	1,580,283	971,277	761,774	214,910	606,127	227,041	749,123	806,335	1,186,085	423,719	4,537,257	12,063,932
Benefits	2,087,296	1,476,132	1,331,755	491,906	891,883	400,436	826,504	1,194,867	1,904,259	932,892	1,564,586	13,102,517
Books and Supplies	936,115	670,997	276,014	92,965	235,185	79,652	227,318	455,404	432,701	306,684	107,250	3,820,284
Services and Operations	4,761,909	2,887,016	2,156,797	707,162	1,479,431	813,242	2,461,500	2,029,504	2,716,915	2,357,155	1,650,324	24,020,954
Depreciation / Cap Outlay	592,048	135,790	126,142	37,940	88,888	34,973	129,410	215,400	866,180	59,137	859	2,286,767
Other Outflows	15,000	-	-	-	-	-	-	-	570,828	3,180	-	589,008
<b>Total Expenses</b>	<b>14,378,187</b>	<b>9,237,528</b>	<b>7,366,704</b>	<b>2,668,968</b>	<b>5,114,244</b>	<b>2,449,274</b>	<b>6,112,891</b>	<b>7,341,857</b>	<b>11,374,244</b>	<b>6,255,230</b>	<b>7,860,276</b>	<b>80,159,404</b>
<b>Net Revenue</b>	<b>256,643</b>	<b>738,579</b>	<b>136,510</b>	<b>54,899</b>	<b>200,742</b>	<b>23,799</b>	<b>249,672</b>	<b>133,712</b>	<b>21,976</b>	<b>74,985</b>	<b>31,011</b>	<b>1,922,529</b>
<b>Fund Balance</b>												
Beginning Balance	10,107,884	4,630,397	2,230,448	1,240,141	3,975,066	2,061,539	2,994,116	7,002,554	9,242,860	1,126,287	2,372,284	46,983,578
Net Revenue	256,643	738,579	136,510	54,899	200,742	23,799	249,672	133,712	21,976	74,985	31,011	1,922,529
<b>Projected Ending Balance</b>	<b>10,364,527</b>	<b>5,368,976</b>	<b>2,366,958</b>	<b>1,295,041</b>	<b>4,175,808</b>	<b>2,085,338</b>	<b>3,243,788</b>	<b>7,136,266</b>	<b>9,264,836</b>	<b>1,201,272</b>	<b>2,403,296</b>	<b>48,906,107</b>
Ending Bal. as % of Exp.:	72.1%	58.1%	32.1%	48.5%	81.7%	85.1%	53.1%	97.2%	81.5%	19.2%	30.6%	61.0%

## 2023-24 Second Interim Budget - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
<b>Enrollment</b>	714	532	380	124	211	111	280	404	504	439		3,699
<b>Attendance (P-2 ADA)</b>	671	502	354	113	194	104	263	379	476	416		3,472
<b>Revenue</b>												
LCFF Entitlement	10,458,378	7,686,193	5,095,637	1,869,941	3,050,834	1,486,640	3,833,581	5,343,117	7,212,179	4,598,946	-	50,635,446
Federal Revenue	1,146,427	359,255	297,386	83,409	451,542	188,534	299,687	439,769	559,721	181,492	-	4,007,220
Other State Revenues	4,086,990	3,032,803	2,022,769	454,819	1,336,970	607,421	2,043,668	1,822,200	2,993,872	1,703,730	-	20,105,242
Other Local Revenues	328,217	171,716	26,068	294,863	29,713	118,428	273,519	371,619	151,673	85,000	7,369,537	9,220,354
<b>Total Revenue</b>	<b>16,020,012</b>	<b>11,249,967</b>	<b>7,441,860</b>	<b>2,703,031</b>	<b>4,869,059</b>	<b>2,401,023</b>	<b>6,450,455</b>	<b>7,976,705</b>	<b>10,917,444</b>	<b>6,569,168</b>	<b>7,369,537</b>	<b>83,968,263</b>
<b>Expenses</b>												
Certificated Salaries	4,181,460	2,893,448	2,631,200	1,158,051	1,636,979	797,356	1,733,733	2,623,200	3,554,901	2,128,224	-	23,338,552
Classified Salaries	1,647,793	1,066,472	754,197	208,726	567,890	247,184	801,890	838,292	1,172,707	430,679	4,698,233	12,434,063
Benefits	2,044,360	1,411,591	1,305,773	512,006	775,205	389,274	848,545	1,163,214	1,788,381	883,670	1,605,924	12,727,943
Books and Supplies	1,011,237	679,869	329,939	117,165	343,285	108,452	265,174	553,796	544,091	365,449	113,931	4,432,387
Services and Operations	5,243,810	4,453,948	2,205,238	796,519	1,222,071	841,962	2,622,060	2,201,027	2,808,519	2,540,465	1,543,045	26,478,665
Depreciation / Cap Outlay	289,141	12,484	95,959	32,104	65,241	15,470	65,478	189,508	799,249	62,314	515	1,627,463
Other Outflows	15,000	-	-	-	-	-	-	-	570,828	3,180	-	589,008
<b>Total Expenses</b>	<b>14,432,801</b>	<b>10,517,813</b>	<b>7,322,306</b>	<b>2,824,571</b>	<b>4,610,670</b>	<b>2,399,699</b>	<b>6,336,879</b>	<b>7,569,038</b>	<b>11,238,676</b>	<b>6,413,980</b>	<b>7,961,648</b>	<b>81,628,080</b>
<b>Net Revenue</b>	<b>1,587,211</b>	<b>732,154</b>	<b>119,555</b>	<b>(121,540)</b>	<b>258,389</b>	<b>1,325</b>	<b>113,576</b>	<b>407,667</b>	<b>(321,232)</b>	<b>155,188</b>	<b>(592,111)</b>	<b>2,340,183</b>
<b>Fund Balance</b>												
Beginning Balance	11,005,785	5,642,260	3,254,116	1,448,873	5,303,440	2,848,933	3,259,094	7,604,881	9,527,466	1,409,667	3,563,059	54,867,574
Net Revenue	1,587,211	732,154	119,555	(121,540)	258,389	1,325	113,576	407,667	(321,232)	155,188	(592,111)	2,340,183
<b>Projected Ending Balance</b>	<b>12,592,996</b>	<b>6,374,414</b>	<b>3,373,671</b>	<b>1,327,333</b>	<b>5,561,829</b>	<b>2,850,258</b>	<b>3,372,670</b>	<b>8,012,548</b>	<b>9,206,234</b>	<b>1,564,855</b>	<b>2,970,948</b>	<b>57,207,757</b>
Ending Bal. as % of Exp.:	87.3%	60.6%	46.1%	47.0%	120.6%	118.8%	53.2%	105.9%	81.9%	24.4%	37.3%	70.1%

## 2023-24 Unaudited Actuals - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
<b>Enrollment (CALPADS)</b>	714	532	380	124	211	111	280	404	504	439		<b>3,699</b>
<b>Attendance (P-2 ADA)</b>	663	495	354	111	196	104	262	371	476	413		<b>3,444</b>
<b>Revenue</b>												
LCFF Entitlement	10,304,929	7,578,904	5,099,555	1,819,846	3,072,902	1,478,231	3,820,831	5,227,768	7,231,078	4,567,094	-	50,201,138
Federal Revenue	1,337,863	498,079	354,773	139,153	496,566	201,409	307,132	506,898	702,129	193,583	-	4,737,585
Other State Revenues	2,947,711	1,904,108	1,791,307	369,543	3,016,597	403,495	1,703,129	1,340,899	3,191,159	1,482,841	44,247	18,195,034
Other Local Revenues	472,391	192,175	106,131	355,817	21,017	135,013	354,921	436,099	315,995	180,462	7,370,632	9,940,652
<b>Total Revenue</b>	<b>15,062,894</b>	<b>10,173,266</b>	<b>7,351,765</b>	<b>2,684,358</b>	<b>6,607,082</b>	<b>2,218,148</b>	<b>6,186,013</b>	<b>7,511,664</b>	<b>11,440,360</b>	<b>6,423,979</b>	<b>7,414,879</b>	<b>83,074,408</b>
<b>Expenses</b>												
Certificated Salaries	4,164,522	2,807,130	2,539,369	1,135,376	1,595,297	777,335	1,541,262	2,531,552	3,624,023	2,157,948	5,370	22,879,186
Classified Salaries	1,563,879	1,057,744	829,738	224,415	537,516	217,459	753,613	836,698	1,095,157	374,921	4,693,764	12,184,905
Benefits	2,177,775	1,391,031	1,298,525	472,625	765,084	366,237	883,689	1,197,495	1,725,740	852,153	1,458,791	12,589,145
Books and Supplies	967,499	493,470	322,414	138,376	249,242	107,576	253,058	456,008	759,837	295,792	331,189	4,374,460
Services and Operations	5,667,353	4,214,531	2,219,121	808,214	1,072,775	916,472	2,603,661	2,269,984	2,925,356	2,422,849	1,533,638	26,653,953
Depreciation / Cap Outlay	271,763	98,484	101,257	32,104	57,996	15,470	80,888	149,508	756,145	119,953	515	1,684,082
Other Outflows	6,012	-	-	-	-	-	-	-	527,383	5,490	2,028	540,913
<b>Total Expenses</b>	<b>14,818,804</b>	<b>10,062,390</b>	<b>7,310,424</b>	<b>2,811,111</b>	<b>4,277,910</b>	<b>2,400,550</b>	<b>6,116,171</b>	<b>7,441,244</b>	<b>11,413,640</b>	<b>6,229,105</b>	<b>8,025,295</b>	<b>80,906,644</b>
<b>Net Revenue</b>	<b>244,091</b>	<b>110,876</b>	<b>41,341</b>	<b>(126,752)</b>	<b>2,329,172</b>	<b>(182,402)</b>	<b>69,842</b>	<b>70,421</b>	<b>26,720</b>	<b>194,874</b>	<b>(610,416)</b>	<b>2,167,764</b>
<b>Fund Balance</b>												
Beginning Balance	11,005,785	5,642,260	3,254,116	1,448,873	5,303,440	2,848,933	3,259,094	7,604,881	9,527,466	1,409,667	3,563,059	54,867,574
Net Revenue	244,091	110,876	41,341	(126,752)	2,329,172	(182,402)	69,842	70,421	26,720	194,874	(610,416)	2,167,764
<b>Current Net Asset Balance</b>	<b>11,249,876</b>	<b>5,753,136</b>	<b>3,295,457</b>	<b>1,322,121</b>	<b>7,632,612</b>	<b>2,666,531</b>	<b>3,328,936</b>	<b>7,675,302</b>	<b>9,554,186</b>	<b>1,604,541</b>	<b>2,952,643</b>	<b>57,035,338</b>
Current Bal. as % of Exp	77.9%	54.7%	45.0%	46.8%	165.5%	111.1%	52.5%	101.4%	85.0%	25.0%	37.1%	69.9%

2023-24 Unaudited Actuals	Annual Budget			
<b>CONSOLIDATED</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
Projected Average Daily Attendance:	3,464	3,472	3,444	(27)
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	51,026,425	50,635,446	50,201,138	(434,308)
Federal Revenue	2,698,835	4,007,220	4,737,585	730,365
Other State Revenues	12,587,581	20,105,242	18,195,034	(1,910,209)
Other Local Revenues	15,769,093	9,220,354	9,940,652	720,298
<b>Total Revenue</b>	<b>82,081,934</b>	<b>83,968,263</b>	<b>83,074,408</b>	<b>(893,855)</b>
<b>Expenditures</b>				
Certificated Salaries	24,275,942	23,338,552	22,879,186	(459,366)
Classified Salaries	12,063,932	12,434,063	12,184,905	(249,158)
Benefits	13,102,517	12,727,943	12,589,145	(138,798)
Books and Supplies	3,820,284	4,432,387	4,374,460	(57,926)
Services and Operating Exp.	24,020,954	26,478,665	26,653,953	175,288
Depreciation & Cap Outlay	2,286,767	1,627,463	1,684,082	56,619
Other Outflows	589,008	589,008	540,913	(48,095)
<b>Total Expenditures</b>	<b>80,159,404</b>	<b>81,628,080</b>	<b>80,906,644</b>	<b>(721,436)</b>
<b>Net Revenues</b>	<b>1,922,529</b>	<b>2,340,183</b>	<b>2,167,764</b>	<b>(172,419)</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			54,867,574	
Net Revenues			2,167,764	
<b>Ending Fund Balance</b>			<b>57,035,338</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			37,198,628	46.0% of Exp
Restricted Balances (Est.)			1,216,973	1.5% of Exp
Net Fixed Assets			18,619,737	23.0% of Exp
<b>Ending Fund Balance</b>			<b>57,035,338</b>	<b>70.5% of Exp</b>

2023-24 Unaudited Actuals	Annual Budget			
<b>CONSOLIDATED</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>REVENUE DETAIL</b>				
<b>LCFF Entitlement</b>				
8011 State Aid	31,119,477	29,424,816	32,217,249	2,792,433
8012 EPA Entitlement	8,766,060	8,674,219	4,329,305	(4,344,914)
8019 Prior Year Adjustments	-	-	31,552	31,552
8096 InLieuPropTaxes	11,140,888	12,536,411	13,623,032	1,086,621
<b>SUBTOTAL - LCFF Entitlement</b>	<b>51,026,425</b>	<b>50,635,446</b>	<b>50,201,138</b>	<b>(434,308)</b>
<b>Federal Revenue</b>				
8181 SpEd - Revenue	387,913	346,271	426,792	80,521
8220 SchLunchFederal	-	-	9,389	9,389
8285 SpEd - Revenue	206,966	204,050	216,476	12,426
8290 All Other Federal Revenue	2,103,956	3,456,899	4,084,928	628,029
8295 Federal Revenue PY Adj	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>	<b>2,698,835</b>	<b>4,007,220</b>	<b>4,737,585</b>	<b>730,365</b>
<b>Other State Revenue</b>				
8311 SpEd Revenue	2,258,080	2,222,548	2,239,214	16,665
8520 SchoolNutrState	-	-	-	-
8550 MandCstReimburs	110,686	107,112	103,095	(4,017)
8560 StateLotteryRev	821,034	851,763	1,126,864	275,101
8590 AllOthStateRev	9,397,780	16,923,820	14,633,798	(2,290,022)
8595 State Rev PY Adj	-	-	92,063	92,063
<b>SUBTOTAL - Other State Revenue</b>	<b>12,587,581</b>	<b>20,105,242</b>	<b>18,195,034</b>	<b>(1,910,209)</b>
<b>Local Revenue</b>				
8600 Other Local Rev	25,002	610,138	-	(610,138)
8634 StudentLunchFee	2,000	2,000	-	(2,000)
8650 Leases & Rentals	-	-	-	-
8660 Interest	24,000	24,000	65,249	41,249
8662 Summer School	-	-	-	-
8690 Prior Year Adj (Local1)	746,295	808,602	763,113	(45,489)
8695 Prior Year Adj (Local2)	-	-	-	-
8698 OthRev-Suspense	-	-	-	-
8701 CMO Fee - MSA-1	1,106,231	1,106,231	1,106,231	-
8702 CMO Fee - MSA-2	1,106,231	1,106,231	1,106,231	-
8703 CMO Fee - MSA-3	795,103	795,103	795,103	-
8704 CMO Fee - MSA-4	172,849	172,849	172,849	-
8705 CMO Fee - MSA-5	207,418	207,418	207,418	0

2023-24 Unaudited Actuals		Annual Budget			
<b>CONSOLIDATED</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
8706	CMO Fee - MSA-6	172,849	172,849	172,849	-
8707	CMO Fee - MSA-7	553,115	553,115	553,115	0
8708	CMO Fee - MSA-8	795,103	795,103	795,103	-
8709	CMO Fee - MSA-SA	1,106,231	1,106,231	1,106,231	-
8712	CMO Fee - MSA-SD	449,406	449,406	449,406	-
8699	Other Revenue	8,247,827	1,061,751	2,292,885	1,231,134
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	2,000	2,000	3,682	1,682
<b>SUBTOTAL - Local Revenue</b>		<b>15,511,660</b>	<b>8,973,027</b>	<b>9,589,466</b>	<b>616,438</b>

2023-24 Unaudited Actuals		Annual Budget			
		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>CONSOLIDATED</b>					
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	67,418	57,312	65,905	8,593
8803	Fundraising	190,015	190,015	285,281	95,266
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>257,433</b>	<b>247,327</b>	<b>351,186</b>	<b>103,859</b>
<b>TOTAL REVENUE</b>		<b>82,081,934</b>	<b>83,968,263</b>	<b>83,074,408</b>	<b>(893,855)</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	18,296,781	17,504,617	17,087,277	(417,340)
1200	Cert Aid	1,837,555	1,629,078	1,538,705	(90,374)
1300	Cert Adminis	4,141,606	4,204,856	4,253,204	48,349
<b>SUBTOTAL - Certificated Salaries</b>		<b>24,275,942</b>	<b>23,338,552</b>	<b>22,879,186</b>	<b>(459,366)</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	2,441,951	2,427,733	2,170,114	(257,618)
2200	Classified Support	2,672,227	2,805,340	2,713,477	(91,863)
2300	Classified Admin	-	-	-	-
2400	Clerical & Tech	6,949,754	7,004,090	7,269,674	265,584
2900	OtherClassStaff	-	196,900	31,639	(165,261)
<b>SUBTOTAL - Classified Salaries</b>		<b>12,063,932</b>	<b>12,434,063</b>	<b>12,184,905</b>	<b>(249,158)</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	3,871,147	3,805,283	3,928,864	123,582
3102	STRS-Classified	954,079	883,958	537,692	(346,266)
3201	PERS-Cert	780,290	596,236	138,992	(457,244)
3202	PERS-Classified	934,903	963,673	1,738,466	774,793
3301	OASDI/Med-Cert	505,738	460,791	373,456	(87,335)
3302	OASDI/Med-Class	510,745	500,662	735,978	235,316
3401	HlthWelfareCert	3,848,090	3,170,007	4,747,636	1,577,629
3402	HlthWelfareCert	963,619	1,613,559	-	(1,613,559)
3501	UI-Certificated	115,100	120,344	18,387	(101,957)
3502	UI-Classified	42,978	66,558	9,800	(56,758)
3601	WorkersCmp-Cert	295,970	209,786	272,697	62,911
3602	WorkersCmp-Class	121,684	172,969	-	(172,969)
3701	Other Retirement-Cert	-	-	-	-
3901	OthBenes-Cert	-	-	(385)	(385)



2023-24 Unaudited Actuals		Annual Budget			
<b>CONSOLIDATED</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
3902	OthBenes-Class	158,173	164,116	87,561	(76,555)
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>13,102,517</b>	<b>12,727,943</b>	<b>12,589,145</b>	<b>(138,798)</b>

2023-24 Unaudited Actuals	Annual Budget			
<b>CONSOLIDATED</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Books &amp; Supplies</b>				
4100 Text&CoreCurric	811,898	1,020,601	1,054,336	33,735
4200 BooksOthRefMats	33,850	84,790	7,942	(76,848)
4300 Ins Mats & Sups 2	16,000	51,000	41,871	(9,129)
4310 Ins Mats & Sups	199,426	218,146	167,320	(50,827)
4315 OthrSupplies	33,890	38,071	17,836	(20,235)
4320 Office Supplies	242,520	238,020	221,169	(16,851)
4325 ProfDevMat&Sups	-	-	1,576	1,576
4326 Arts&MusicSupps	58,838	131,028	75,617	(55,411)
4330 Staff Meals & Events	-	-	1,485	1,485
4335 PE Supplies	82,350	83,350	34,969	(48,381)
4340 Educat Software	613,786	633,986	615,399	(18,586)
4345 NonInstStdntSup	478,406	575,951	597,285	21,334
4346 TeacherSupplies	35,900	41,660	27,274	(14,386)
4350 Cust. Supplies	164,360	160,360	156,934	(3,426)
4351 Yearbook	1,000	1,000	4,873	3,873
4390 Uniforms	155,860	164,080	122,477	(41,603)
4400 NonCapEquip-Gen	198,031	170,031	66,520	(103,511)
4410 ClssrmFrnEqp<5k	21,290	24,960	12,593	(12,367)
4430 OffceFurnEqp<5k	21,020	66,430	99,156	32,726
4440 Computers <\$5k	368,370	439,340	716,719	277,379
4460 FixedAssetsSuspense-Facilities	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-
4464 Equipment (Pre-Cap)	27,900	27,900	-	(27,900)
4480 FixedAssets Suspense-Equipment	-	-	-	-
4710 Food	67,700	69,700	53,639	(16,061)
4720 Food:Other Food	185,880	191,102	278,332	87,230
4990 Prior Year Adj (Mat'ls)	-	-	(865)	(865)
4999 Misc Expenditure (Suspense)	2,008	880	-	(880)
<b>SUBTOTAL - Books and Supplies</b>	<b>3,820,284</b>	<b>4,432,387</b>	<b>4,374,460</b>	<b>(57,926)</b>

2023-24 Unaudited Actuals		Annual Budget			
<b>CONSOLIDATED</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	6,464,536	6,464,536	6,464,537	0
5200	Travel	3,120	3,120	3,058	(62)
5205	Conference Fees	27,440	24,940	-	(24,940)
5210	MilesParkTolls	34,350	31,350	36,395	5,045
5215	TravConferences	-	-	2,376	2,376
5220	TraLodging	32,130	73,770	130,518	56,748
5300	DuesMemberships	143,480	155,450	132,518	(22,932)
5450	Other Insurance	747,460	747,460	694,991	(52,469)
5500	OpsHousekeeping	572,536	625,036	855,500	230,464
5510	Gas & Electric	372,890	398,090	542,611	144,521
5610	Rent & Leases	4,111,026	3,755,726	3,492,126	(263,600)
5611	Rent & Leases- Interest	-	2,220,495	2,215,443	(5,052)
5620	EquipmentLeases	230,732	236,012	196,665	(39,347)
5621	EquipmentLeases- Interest	-	-	5,078	5,078
5630	Reps&MaintBldng	580,793	504,393	331,345	(173,048)
5800	ProfessServices	2,622,808	2,528,716	2,316,841	(211,875)
5810	Legal	303,600	329,600	375,757	46,157
5813	SchPrgAftSchool	740,664	847,664	1,566,448	718,784
5814	SchPrgAcadComps	17,330	17,330	5,230	(12,100)
5819	SchIProgs-Other	896,196	874,621	619,533	(255,088)
5820	Audit & CPA	108,390	108,390	114,500	6,110
5825	DMSBusinessSvcs	772,000	772,000	83,893	(688,108)
5835	Field Trips	285,270	265,270	387,020	121,750
5836	FieldTrip Trans	361,860	437,860	543,466	105,606
5840	MarkngStdtRecrt	275,930	368,930	394,954	26,024
5850	Oversight Fees	510,264	506,994	499,640	(7,354)
5857	Payroll Fees	215,540	215,540	237,820	22,280
5860	Service Fees	43,790	45,790	21,549	(24,241)
5861	Prior Year Services	-	-	-	-
5863	Prof Developmnt	220,014	254,714	154,618	(100,096)
5864	Prof Dev-Other	260,090	243,322	172,207	(71,115)
5865	Prof Dev - LLM	-	-	-	-
5869	SpEd Ctrct Inst	1,273,899	1,314,881	1,144,658	(170,223)
5870	Livescan	9,294	9,994	10,163	169
5872	SPED Fees (incl Encroachment)	159,144	159,144	195,648	36,504

2023-24 Unaudited Actuals		Annual Budget			
<b>CONSOLIDATED</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5875	Staff Recruiting	3,500	13,500	13,195	(305)
5884	Substitutes	794,400	997,900	1,664,384	666,484
5890	OthSvcsNon-Inst	530	530	33,848	33,318
5900	Communications	45,160	45,160	42,558	(2,602)
5910	Communications 2	-	-	-	-
5920	TelecomInternet	345,940	345,940	476,696	130,756
5930	PostageDelivery	63,640	63,640	31,316	(32,324)
5940	Technology	371,207	470,857	440,155	(30,702)
5990	Prior Year Adj (Services)	-	-	4,696	4,696
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>24,020,954</b>	<b>26,478,665</b>	<b>26,653,953</b>	<b>175,288</b>

2023-24 Unaudited Actuals	Annual Budget			
<b>CONSOLIDATED</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>				
6100 Site Improvement (Pre-Capitalization)	-	-	-	-
6400 EquipFixed	-	-	-	-
6900 Depreciation	2,286,767	1,627,463	1,684,082	56,619
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>2,286,767</b>	<b>1,627,463</b>	<b>1,684,082</b>	<b>56,619</b>
<b>Other Outflows</b>				
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-
7310 Indirect Costs	-	-	-	-
7438 InterestExpense	589,008	589,008	540,913	(48,095)
<b>SUBTOTAL - Other Outflows</b>	<b>589,008</b>	<b>589,008</b>	<b>540,913</b>	<b>(48,095)</b>
<b>TOTAL EXPENSES</b>	<b>80,159,404</b>	<b>81,628,080</b>	<b>80,906,644</b>	<b>(721,436)</b>



2023-24 Unaudited Actuals	Annual Budget			
<b>MSA 1</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
Projected Average Daily Attendance:	651	671	663	(9)
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	10,146,335	10,458,378	10,304,929	(153,449)
Federal Revenue	532,161	1,146,427	1,337,863	191,437
Other State Revenues	2,535,751	4,086,990	2,947,711	(1,139,279)
Other Local Revenues	1,420,582	328,217	472,391	144,174
<b>Total Revenue</b>	<b>14,634,829</b>	<b>16,020,012</b>	<b>15,062,894</b>	<b>(957,117)</b>
<b>Expenditures</b>				
Certificated Salaries	4,405,535	4,181,460	4,164,522	(16,938)
Classified Salaries	1,580,283	1,647,793	1,563,879	(83,914)
Benefits	2,087,296	2,044,360	2,177,775	133,416
Books and Supplies	936,115	1,011,237	967,499	(43,738)
Services and Operating Exp.	4,761,909	5,243,810	5,667,353	423,542
Depreciation & Cap Outlay	592,048	289,141	271,763	(17,378)
Other Outflows	15,000	15,000	6,012	(8,988)
<b>Total Expenditures</b>	<b>14,378,187</b>	<b>14,432,801</b>	<b>14,818,804</b>	<b>386,003</b>
<b>Net Revenues</b>	<b>256,643</b>	<b>1,587,211</b>	<b>244,091</b>	<b>(1,343,120)</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			11,005,785	
Net Revenues			244,091	
<b>Ending Fund Balance</b>			<b>11,249,876</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			4,356,080	29.4% of Expenditures
Restricted Balances (Est.)			337,382	2.3% of Expenditures
Net Fixed Assets			6,556,414	44.2% of Expenditures
<b>Ending Fund Balance</b>			<b>11,249,876</b>	<b>75.9% of Expenditures</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 1		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>REVENUE DETAIL</b>					
<b>LCFF Entitlement</b>					
8011	State Aid	5,830,837	5,813,609	6,656,276	842,667
8012	EPA Entitlement	2,253,227	2,289,851	1,115,355	(1,174,496)
8019	Prior Year Adjustments	-	-	-	-
8096	InLieuPropTaxes	2,062,271	2,354,918	2,533,298	178,380
<b>SUBTOTAL - LCFF Entitlement</b>		<b>10,146,335</b>	<b>10,458,378</b>	<b>10,304,929</b>	<b>(153,449)</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	98,687	87,513	100,137	12,624
8182	Special Education Discretionary Grants	-	-	-	-
8285	SpEd - Revenue	-	-	-	-
8290	All Other Federal Revenue	433,474	1,058,913	1,237,726	178,813
8295	Federal Revenue PY Adj	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>532,161</b>	<b>1,146,427</b>	<b>1,337,863</b>	<b>191,437</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	560,369	561,752	565,464	3,712
8520	SchoolNtrState	-	-	-	-
8550	MandCstReimburs	25,142	25,204	24,234	(970)
8560	StateLotteryRev	154,287	162,500	216,800	54,300
8590	AllOthStateRev	1,795,953	3,337,534	2,121,468	(1,216,065)
8595	State Rev PY Adj	-	-	19,744	19,744
<b>SUBTOTAL - Other State Revenue</b>		<b>2,535,751</b>	<b>4,086,990</b>	<b>2,947,711</b>	<b>(1,139,279)</b>
<b>Local Revenue</b>					
8600	Other Local Rev	1	312,395	-	(312,395)
8634	StudentLunchFee	-	-	-	-
8650	Leases & Rentals	-	-	-	-
8660	Interest	-	-	2,201	2,201
8682	Summer School	-	-	-	-
8677	SpEd Revenue	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-
8698	OthRev-Suspense	-	-	-	-
8699	Other Revenue	1,404,759	-	426,681	426,681
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>1,404,760</b>	<b>312,395</b>	<b>428,882</b>	<b>116,487</b>



2023-24 Unaudited Actuals		Annual Budget			
MSA 1		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	7,116	7,116	2,266	(4,850)
8803	Fundraising	8,706	8,706	41,243	32,536
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>15,822</b>	<b>15,822</b>	<b>43,509</b>	<b>27,686</b>
<b>TOTAL REVENUE</b>		<b>14,634,829</b>	<b>16,020,012</b>	<b>15,062,894</b>	<b>(957,117)</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	3,432,935	3,209,293	3,137,209	(72,084)
1200	Cert Aid	267,696	256,087	319,362	63,275
1300	Cert Adminis	704,904	716,080	707,951	(8,129)
<b>SUBTOTAL - Certificated Salaries</b>		<b>4,405,535</b>	<b>4,181,460</b>	<b>4,164,522</b>	<b>(16,938)</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	610,657	615,687	552,143	(63,545)
2200	Classified Support	565,568	535,732	492,228	(43,504)
2300	Classified Admin	-	-	-	-
2400	Clerical & Tech	404,058	496,373	519,508	23,135
2900	OtherClassStaff	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		<b>1,580,283</b>	<b>1,647,793</b>	<b>1,563,879</b>	<b>(83,914)</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	698,498	654,442	707,356	52,913
3102	STRS-Classified	98,833	94,528	0	(94,528)
3201	PERS-Cert	160,463	139,405	39,238	(100,168)
3202	PERS-Classified	165,600	190,522	386,847	196,325
3301	OASDI/Med-Cert	99,624	89,232	71,272	(17,960)
3302	OASDI/Med-Class	55,699	61,710	119,128	57,419
3401	HlthWelfareCert	528,822	519,790	800,205	280,415
3402	HlthWelfareClass	203,432	219,600	-	(219,600)
3501	UI-Certificated	21,257	25,716	2,556	(23,160)
3502	UI-Classified	5,654	(0)	-	0
3601	WorkersCmp-Cert	24,808	49,414	51,178	1,764
3602	WorkersCmp-Class	24,606	-	-	-
3701	Other Retirement-Cert	-	-	-	-
3901	OthBenes-Cert	-	-	(4)	(4)
3902	OthBenes-Class	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>2,087,296</b>	<b>2,044,360</b>	<b>2,177,775</b>	<b>133,416</b>

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 1</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	150,000	150,000	148,756	(1,245)
4200	BooksOthRefMats	8,500	8,500	1,940	(6,560)
4300	Ins Mats & Sups 2	-	-	297	297
4310	Ins Mats & Sups	58,770	58,770	13,629	(45,141)
4315	OthrSupplies	25,000	25,000	11,646	(13,354)
4320	Office Supplies	25,000	25,000	30,992	5,992
4325	ProfDevMat&Sups	-	-	-	-
4326	Arts&MusicSupps	5,000	5,000	4,261	(739)
4330	Staff Meals & Events	-	-	1,485	1,485
4335	PE Supplies	25,000	25,000	10,472	(14,528)
4340	Educat Software	96,756	112,656	71,231	(41,425)
4345	NonInstStdntSup	97,198	97,198	62,237	(34,961)
4346	TeacherSupplies	5,000	5,000	4,843	(157)
4350	Cust. Supplies	80,000	60,000	57,319	(2,681)
4351	Yearbook	-	-	1,903	1,903
4390	Uniforms	30,000	30,000	25,637	(4,363)
4400	NonCapEquip-Gen	32,891	32,891	15,769	(17,122)
4410	ClssrmFrnEqp<5k	-	-	-	-
4430	OfficeFurnEqp<5k	5,000	40,000	34,013	(5,987)
4440	Computers <\$5k	261,000	300,000	424,649	124,649
4460	FixedAssetsSuspense-Facilities	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-
4464	Equipment (Pre-Cap)	10,000	10,000	-	(10,000)
4480	FixedAssets Suspense-Equipment	-	-	-	-
4710	Food	5,000	5,000	15,199	10,199
4720	Food:Other Food	16,000	21,222	31,223	10,001
4990	Prior Year Adj (Mat'ls)	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>936,115</b>	<b>1,011,237</b>	<b>967,499</b>	<b>(43,738)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 1		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	1,106,231	1,106,231	1,106,231	-
5200	Travel - General	-	-	1,199	1,199
5205	Conference Fees	2,000	1,000	-	(1,000)
5210	MilesParkTolls	3,000	1,000	2,756	1,756
5215	TravConferences	-	-	-	-
5220	TraLodging	-	7,000	13,242	6,242
5300	DuesMemberships	21,000	25,000	24,074	(926)
5450	Other Insurance	186,000	186,000	177,891	(8,109)
5500	OpsHousekeeping	221,000	221,000	454,069	233,069
5510	Gas & Electric	95,000	95,000	125,537	30,537
5610	Rent & Leases	1,326,581	864,849	911,199	46,350
5611	Rent & Leases- Interest	-	867,169	869,626	2,457
5620	EquipmentLeases	90,000	90,000	94,644	4,644
5621	EquipmentLeases- Interest	-	-	2,279	2,279
5630	Reps&MaintBldng	186,233	186,233	117,453	(68,780)
5800	ProfessServices	402,610	443,820	317,498	(126,322)
5810	Legal	35,000	35,000	116,995	81,995
5813	SchPrgAftSchool	137,737	137,737	141,500	3,763
5814	SchPrgAcadComps	7,500	7,500	2,070	(5,430)
5819	SchIProgs-Other	88,600	88,600	157,948	69,348
5820	Audit & CPA	9,000	9,000	10,409	1,409
5825	DMSBusinessSvcs	-	-	-	-
5835	Field Trips	20,000	20,000	69,339	49,339
5836	FieldTrip Trans	80,000	80,000	107,166	27,166
5840	MarkngStdtRecrt	75,000	75,000	23,152	(51,848)
5850	Oversight Fees	101,463	102,575	102,254	(321)
5857	Payroll Fees	30,000	30,000	34,949	4,949
5860	Service Fees	16,000	16,000	110	(15,890)
5861	Prior Year Services	-	-	-	-
5863	Prof Developmnt	48,272	48,272	25,348	(22,924)
5864	Prof Dev-Other	18,062	18,062	24,392	6,330
5865	Prof Dev - LLM	-	-	-	-
5869	SpEd Ctrct Inst	184,609	184,609	195,919	11,309
5870	Livescan	2,000	2,000	1,536	(464)
5872	SPED Fees (incl Encroachment)	-	-	-	-
5875	Staff Recruiting	-	-	-	-

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 1</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5884	Substitutes	175,000	153,000	279,489	126,489
5890	OthSvcsNon-Inst	-	-	-	-
5900	Communications	10,000	10,000	5,251	(4,749)
5910	Communications 2	-	-	-	-
5920	TelecomInternet	40,000	40,000	52,917	12,917
5930	PostageDelivery	9,000	9,000	7,376	(1,624)
5940	Technology	35,010	83,153	91,537	8,384
5990	Prior Year Adj (Services)	-	-	(0)	(0)
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>4,761,909</b>	<b>5,243,810</b>	<b>5,667,353</b>	<b>423,542</b>

2023-24 Unaudited Actuals	Annual Budget			
<b>MSA 1</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>				
6100 Site Improvement (Pre-Capitalization)	-	-	-	-
6400 EquipFixed	-	-	-	-
6900 Depreciation	592,048	289,141	271,763	(17,378)
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>592,048</b>	<b>289,141</b>	<b>271,763</b>	<b>(17,378)</b>
<b>Other Outflows</b>				
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-
7310 Indirect Costs	-	-	-	-
7438 InterestExpense	15,000	15,000	6,012	(8,988)
<b>SUBTOTAL - Other Outflows</b>	<b>15,000</b>	<b>15,000</b>	<b>6,012</b>	<b>(8,988)</b>
<b>TOTAL EXPENSES</b>	<b>14,378,187</b>	<b>14,432,801</b>	<b>14,818,804</b>	<b>386,003</b>



2023-24 Unaudited Actuals	Annual Budget			
<b>MSA 2</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
Projected Average Daily Attendance:	493	502	495	(6)
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	7,565,871	7,686,193	7,578,904	13,033
Federal Revenue	296,498	359,255	498,079	131,061
Other State Revenues	1,301,492	3,032,803	1,904,108	(1,128,695)
Other Local Revenues	812,247	171,716	192,175	20,459
<b>Total Revenue</b>	<b>9,976,107</b>	<b>11,249,967</b>	<b>10,173,266</b>	<b>(964,141)</b>
<b>Expenditures</b>				
Certificated Salaries	3,096,317	2,893,448	2,807,130	(86,317)
Classified Salaries	971,277	1,066,472	1,057,744	(8,728)
Benefits	1,476,132	1,411,591	1,391,031	(20,561)
Books and Supplies	670,997	679,869	493,470	(186,399)
Services and Operating Exp.	2,887,016	4,453,948	4,214,531	(239,418)
Depreciation & Cap Outlay	135,790	12,484	98,484	86,000
Other Outflows	-	-	-	-
<b>Total Expenditures</b>	<b>9,237,528</b>	<b>10,517,813</b>	<b>10,062,390</b>	<b>(455,422)</b>
<b>Net Revenues</b>	<b>738,579</b>	<b>732,154</b>	<b>110,876</b>	<b>(508,719)</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			5,642,260	
Net Revenues			110,876	
<b>Ending Fund Balance</b>			<b>5,753,136</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			5,480,032	54.5% of Expenditures
Restricted Balances (Est.)			66,826	0.7% of Expenditures
Net Fixed Assets			206,278	2.0% of Expenditures
<b>Ending Fund Balance</b>			<b>5,753,136</b>	<b>57.2% of Expenditures</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 2		Board- Approved	Second	Unaudited	Variance From 2nd
		July Budget	Interim Budget	Actuals	Interim
<b>REVENUE DETAIL</b>					
<b>LCFF Entitlement</b>					
8011	State Aid	4,336,318	4,254,159	4,869,785	533,467
8012	EPA Entitlement	1,668,119	1,672,712	815,290	(852,829)
8019	Prior Year Adjustments	-	-	-	-
8096	InLieuPropTaxes	1,561,434	1,759,322	1,893,829	332,395
<b>SUBTOTAL - LCFF Entitlement</b>		<b>7,565,871</b>	<b>7,686,193</b>	<b>7,578,904</b>	<b>13,033</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	72,200	64,437	82,148	9,948
8182	Special Education Discretionary Grants	-	-	-	-
8285	SpEd - Revenue	-	-	-	-
8290	All Other Federal Revenue	224,298	294,818	415,931	121,113
8295	Federal Revenue PY Adj	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>296,498</b>	<b>359,255</b>	<b>498,079</b>	<b>131,061</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	424,279	425,783	417,783	(8,000)
8520	SchoolNutrState	-	-	-	-
8550	MandCstReimburs	17,569	17,170	16,188	(982)
8560	StateLotteryRev	116,817	123,168	162,074	38,907
8590	AllOthStateRev	742,826	2,466,683	1,294,094	(1,172,589)
8595	State Rev PY Adj	-	-	13,969	13,969
<b>SUBTOTAL - Other State Revenue</b>		<b>1,301,492</b>	<b>3,032,803</b>	<b>1,904,108</b>	<b>(1,128,695)</b>
<b>Local Revenue</b>					
8600	Other Local Rev	-	93,600	-	(93,600)
8634	StudentLunchFee	-	-	-	-
8650	Leases &Rentals	-	-	-	-
8660	Interest	-	-	-	-
8682	Summer School	-	-	-	-
8677	SpEd Revenue	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-
8698	OthRev-Suspense	-	-	-	-
8699	Other Revenue	775,131	41,000	148,693	107,693
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>775,131</b>	<b>134,600</b>	<b>148,693</b>	<b>14,093</b>



2023-24 Unaudited Actuals		Annual Budget			
MSA 2		Board- Approved	Second	Unaudited	Variance From 2nd
		July Budget	Interim Budget	Actuals	Interim
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	7,116	7,116	-	(7,116)
8803	Fundraising	30,000	30,000	43,483	13,483
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>37,116</b>	<b>37,116</b>	<b>43,483</b>	<b>6,367</b>
<b>TOTAL REVENUE</b>		<b>9,976,107</b>	<b>11,249,967</b>	<b>10,173,266</b>	<b>(964,141)</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	2,295,330	2,098,544	2,013,513	(85,031)
1200	Cert Aid	297,959	317,427	250,835	(66,592)
1300	Cert Adminis	503,028	477,478	542,782	65,305
<b>SUBTOTAL - Certificated Salaries</b>		<b>3,096,317</b>	<b>2,893,448</b>	<b>2,807,130</b>	<b>(86,317)</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	203,960	195,687	184,826	(10,861)
2200	Classified Support	543,841	622,092	526,334	(95,758)
2300	Classified Admin	-	-	-	-
2400	Clerical & Tech	223,476	248,694	346,585	97,892
2900	OtherClassStaff	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		<b>971,277</b>	<b>1,066,472</b>	<b>1,057,744</b>	<b>(8,728)</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	463,748	438,816	449,917	11,101
3102	STRS-Classified	48,665	51,498	1,151	(50,347)
3201	PERS-Cert	110,617	105,589	41,602	(63,986)
3202	PERS-Classified	124,516	102,941	255,141	152,200
3301	OASDI/Med-Cert	66,547	63,230	51,458	(11,772)
3302	OASDI/Med-Class	38,974	33,076	79,286	46,210
3401	HlthWelfareCert	431,877	416,717	476,778	60,062
3402	HlthWelfareCert	139,893	149,502	-	(149,502)
3501	UI-Certificated	14,188	16,473	2,653	(13,820)
3502	UI-Classified	3,580	224	-	(224)
3601	WorkersCmp-Cert	19,644	33,526	33,051	(475)
3602	WorkersCmp-Class	13,882	-	-	-
3701	Other Retirement-Cert	-	-	-	-
3901	OthBenes-Cert	-	-	(7)	(7)
3902	OthBenes-Class	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>1,476,132</b>	<b>1,411,591</b>	<b>1,391,031</b>	<b>(20,561)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 2		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	154,598	154,598	170,235	15,637
4200	BooksOthRefMats	1,000	1,000	2,437	1,437
4300	Ins Mats & Sups 2	4,000	4,000	-	(4,000)
4310	Ins Mats & Sups	35,739	35,739	21,529	(14,210)
4315	OthrSupplies	-	-	-	-
4320	Office Supplies	70,000	70,000	59,093	(10,907)
4325	ProfDevMat&Sups	-	-	-	-
4326	Arts&MusicSupps	22,000	26,000	14,227	(11,773)
4330	Staff Meals & Events	-	-	-	-
4335	PE Supplies	4,000	4,000	3,454	(547)
4340	Educat Software	117,928	117,928	66,610	(51,318)
4345	NonInstStdntSup	94,604	94,604	58,169	(36,435)
4346	TeacherSupplies	3,000	3,000	1,303	(1,697)
4350	Cust. Supplies	14,000	20,000	28,375	8,375
4351	Yearbook	-	-	-	-
4390	Uniforms	22,000	22,000	19,788	(2,212)
4400	NonCapEquip-Gen	38,000	38,000	-	(38,000)
4410	ClssrmFrnEqp<5k	7,000	7,000	989	(6,011)
4430	OffceFurnEqp<5k	5,000	5,000	2,569	(2,431)
4440	Computers <\$5k	35,000	35,000	17,703	(17,297)
4460	FixedAssetsSuspense-Facilities	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-
4480	FixedAssets Suspense-Equipment	-	-	-	-
4710	Food	5,000	5,000	80	(4,920)
4720	Food:Other Food	37,000	37,000	26,911	(10,089)
4990	Prior Year Adj (Mat'ls)	-	-	-	-
4999	Misc Expenditure (Suspense)	1,128	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>670,997</b>	<b>679,869</b>	<b>493,470</b>	<b>(186,399)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 2		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	1,106,231	1,106,231	1,106,231	-
5200	Travel - General	1,000	1,000	179	(821)
5205	Conference Fees	3,000	3,000	-	(3,000)
5210	MilesParkTolls	2,000	2,000	811	(1,189)
5220	TraLodging	5,000	5,000	20,162	15,162
5300	DuesMemberships	20,000	20,000	16,450	(3,550)
5450	Other Insurance	75,000	75,000	72,686	(2,314)
5500	OpsHousekeeping	133,000	133,000	130,196	(2,804)
5510	Gas & Electric	-	-	160,886	160,886
5610	Rent & Leases	270,000	703,162	403,162	(300,000)
5611	Rent & Leases- Interest	-	1,019,847	1,019,847	0
5620	EquipmentLeases	25,000	25,000	24,817	(183)
5621	EquipmentLeases- Interest	-	-	131	131
5630	Reps&MaintBldng	20,000	20,000	156	(19,844)
5800	ProfessServices	319,079	368,877	161,252	(207,625)
5810	Legal	25,000	25,000	14,987	(10,013)
5813	SchPrgAftSchool	211,954	211,954	201,913	(10,041)
5814	SchPrgAcadComps	4,000	4,000	-	(4,000)
5819	SchlProgs-Other	90,000	90,000	120,645	30,645
5820	Audit & CPA	12,500	12,500	10,409	(2,091)
5825	DMSBusinessSvcs	-	-	-	-
5835	Field Trips	50,000	30,000	24,931	(5,069)
5836	FieldTrip Trans	-	35,000	73,013	38,013
5840	MarkngStdtrRecrt	30,000	30,000	29,152	(848)
5850	Oversight Fees	75,659	75,664	75,210	(454)
5857	Payroll Fees	25,000	25,000	24,100	(900)
5860	Service Fees	4,000	4,000	-	(4,000)
5861	Prior Year Services	-	-	-	-
5863	Prof Developmnt	29,500	69,500	15,433	(54,067)
5864	Prof Dev-Other	25,500	25,500	17,250	(8,250)
5865	Prof Dev - LLM	-	-	-	-
5869	SpEd Ctrct Inst	95,809	95,809	90,225	(5,584)
5870	Livescan	750	750	435	(315)
5872	SPED Fees (incl Encroachment)	-	-	-	-
5875	Staff Recruiting	-	-	267	267

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 2</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5884	Substitutes	150,000	153,000	286,511	133,511
5890	OthSvcsNon-Inst	-	-	28,500	28,500
5900	Communications	5,000	5,000	4,062	(938)
5910	Communications 2	-	-	-	-
5920	TelecomInternet	20,000	20,000	38,935	18,935
5930	PostageDelivery	5,000	5,000	4,598	(402)
5940	Technology	48,035	54,155	36,988	(17,166)
5990	Prior Year Adj (Services)	-	-	-	-
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>2,887,016</b>	<b>4,453,948</b>	<b>4,214,531</b>	<b>(239,418)</b>

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 2</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>					
6100	Site Improvement (Pre-Capitalization)	-	-	-	-
6400	EquipFixed	-	-	-	-
6900	Depreciation	135,790	12,484	98,484	86,000
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>135,790</b>	<b>12,484</b>	<b>98,484</b>	<b>86,000</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-
7310	Indirect Costs	-	-	-	-
7438	InterestExpense	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>9,237,528</b>	<b>10,517,813</b>	<b>10,062,390</b>	<b>(455,422)</b>



2023-24 Unaudited Actuals	Annual Budget			
	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>MSA 3</b>				
Projected Average Daily Attendance:	368	354	354	0
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	5,288,556	5,095,637	5,099,555	3,918
Federal Revenue	234,404	297,386	354,773	57,387
Other State Revenues	1,171,276	2,022,769	1,791,307	(231,462)
Other Local Revenues	808,978	26,068	106,131	80,062
<b>Total Revenue</b>	<b>7,503,214</b>	<b>7,441,860</b>	<b>7,351,765</b>	<b>(90,096)</b>
<b>Expenditures</b>				
Certificated Salaries	2,714,222	2,631,200	2,539,369	(91,830)
Classified Salaries	761,774	754,197	829,738	75,541
Benefits	1,331,755	1,305,773	1,298,525	(7,247)
Books and Supplies	276,014	329,939	322,414	(7,526)
Services and Operating Exp.	2,156,797	2,205,238	2,219,121	13,883
Depreciation & Cap Outlay	126,142	95,959	101,257	5,297
Other Outflows	-	-	-	-
<b>Total Expenditures</b>	<b>7,366,704</b>	<b>7,322,306</b>	<b>7,310,424</b>	<b>(11,882)</b>
<b>Net Revenues</b>	<b>136,510</b>	<b>119,555</b>	<b>41,341</b>	<b>(78,214)</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			3,254,116	
Net Revenues			41,341	
<b>Ending Fund Balance</b>			<b>3,295,457</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			3,153,326	43.1% of Expenditures
Restricted Balances (Est.)			16,560	0.2% of Expenditures
Net Fixed Assets			125,571	1.7% of Expenditures
<b>Ending Fund Balance</b>			<b>3,295,457</b>	<b>45.1% of Expenditures</b>

2023-24 Unaudited Actuals		Annual Budget			
		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>MSA 3</b>					
<b>LCFF Entitlement</b>					
8011	State Aid	2,885,899	2,683,157	3,168,400	485,243
8012	EPA Entitlement	1,236,888	1,171,656	578,663	(592,993)
8019	Prior Year Adjustments	-	-	(953)	(953)
8096	InLieuPropTaxes	1,165,769	1,240,824	1,353,445	112,621
<b>SUBTOTAL - LCFF Entitlement</b>		<b>5,288,556</b>	<b>5,095,637</b>	<b>5,099,555</b>	<b>3,918</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	53,402	47,792	60,928	13,136
8182	Special Education Discretionary Grants	-	-	9,389	9,389
8285	SpEd - Revenue	-	-	-	-
8290	All Other Federal Revenue	181,002	249,594	284,456	34,862
8295	Federal Revenue PY Adj	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>234,404</b>	<b>297,386</b>	<b>354,773</b>	<b>57,387</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	316,768	303,744	298,997	(4,747)
8520	SchoolNutrState	-	-	-	-
8550	MandCstReimburs	14,973	14,003	13,674	(329)
8560	StateLotteryRev	87,216	87,865	115,828	27,963
8590	AllOthStateRev	752,319	1,617,156	1,353,826	(263,330)
8595	State Rev PY Adj	-	-	8,981	8,981
<b>SUBTOTAL - Other State Revenue</b>		<b>1,171,276</b>	<b>2,022,769</b>	<b>1,791,307</b>	<b>(231,462)</b>
<b>Local Revenue</b>					
8600	Other Local Rev	-	-	-	-
8634	StudentLunchFee	-	-	-	-
8650	Leases & Rentals	-	-	-	-
8660	Interest	-	-	-	-
8682	Summer School	-	-	-	-
8677	SpEd Revenue	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-
8698	OthRev-Suspense	-	-	-	-
8699	Other Revenue	787,910	5,000	52,998	47,998
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>787,910</b>	<b>5,000</b>	<b>52,998</b>	<b>47,998</b>



2023-24 Unaudited Actuals		Annual Budget			
		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>MSA 3</b>					
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	7,116	7,116	20,206	13,090
8803	Fundraising	13,952	13,952	32,926	18,974
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>21,068</b>	<b>21,068</b>	<b>53,132</b>	<b>32,064</b>
<b>TOTAL REVENUE</b>		<b>7,503,214</b>	<b>7,441,860</b>	<b>7,351,765</b>	<b>(90,096)</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	2,081,950	2,051,655	2,026,136	(25,519)
1200	Cert Aid	174,398	157,027	133,978	(23,049)
1300	Cert Adminis	457,874	422,518	379,256	(43,262)
<b>SUBTOTAL - Certificated Salaries</b>		<b>2,714,222</b>	<b>2,631,200</b>	<b>2,539,369</b>	<b>(91,830)</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	269,708	258,504	313,217	54,713
2200	Classified Support	240,181	243,188	260,480	17,292
2300	Classified Admin	-	-	-	-
2400	Clerical & Tech	251,885	252,505	256,041	3,536
2900	OtherClassStaff	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		<b>761,774</b>	<b>754,197</b>	<b>829,738</b>	<b>75,541</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	423,874	431,326	426,140	(5,186)
3102	STRS-Classified	59,436	32,280	20,389	(11,891)
3201	PERS-Cert	103,721	92,796	27,154	(65,642)
3202	PERS-Classified	84,397	76,351	175,977	99,627
3301	OASDI/Med-Cert	61,567	59,037	44,948	(14,089)
3302	OASDI/Med-Class	28,425	24,083	56,318	32,235
3401	HlthWelfareCert	392,876	399,668	514,936	115,269
3402	HlthWelfareCert	109,026	88,059	-	(88,059)
3501	UI-Certificated	13,017	13,010	2,066	(10,944)
3502	UI-Classified	3,119	36,865	-	(36,865)
3601	WorkersCmp-Cert	36,956	24,838	30,910	6,072
3602	WorkersCmp-Class	15,342	27,461	-	(27,461)
3701	Other Retirement-Cert	-	-	-	-
3901	OthBenes-Cert	-	-	(315)	(315)
3902	OthBenes-Class	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>1,331,755</b>	<b>1,305,773</b>	<b>1,298,525</b>	<b>(7,247)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 3		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	90,100	101,955	135,520	33,565
4200	BooksOthRefMats	1,060	30,000	-	(30,000)
4300	Ins Mats & Sups 2	-	-	-	-
4310	Ins Mats & Sups	21,090	24,810	28,845	4,035
4315	OthrSupplies	5,830	5,830	4,047	(1,783)
4320	Office Supplies	7,420	7,420	6,131	(1,289)
4325	ProfDevMat&Sups	-	-	-	-
4326	Arts&MusicSupps	2,650	2,650	-	(2,650)
4330	Staff Meals & Events	-	-	-	-
4335	PE Supplies	2,120	2,120	1,475	(645)
4340	Educat Software	61,585	61,585	60,510	(1,075)
4345	NonInstStdntSup	39,110	44,110	35,686	(8,424)
4346	TeacherSupplies	3,180	3,180	2,476	(704)
4350	Cust. Supplies	1,060	1,060	441	(619)
4351	Yearbook	-	-	-	-
4390	Uniforms	16,960	16,960	15,147	(1,813)
4400	NonCapEquip-Gen	2,120	2,120	2,660	540
4410	ClssrmFrnEqp<5k	530	2,000	1,120	(880)
4430	OffceFurnEqp<5k	530	2,000	2,279	279
4440	Computers <\$5k	530	2,000	4,259	2,259
4460	FixedAssetsSuspense-Facilities	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-
4464	Equipment (Pre-Cap)	5,300	5,300	-	(5,300)
4480	FixedAssets Suspense-Equipment	-	-	-	-
4710	Food	-	-	4,770	4,770
4720	Food:Other Food	14,840	14,840	17,047	2,207
4990	Prior Year Adj (Mat'ls)	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>276,014</b>	<b>329,939</b>	<b>322,414</b>	<b>(7,526)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 3		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	795,103	795,103	795,103	-
5200	Travel - General	-	-	-	-
5205	Conference Fees	-	-	-	-
5210	MilesParkTolls	530	530	1,345	815
5215	TravConferences	-	-	-	-
5220	TraLodging	-	3,000	5,784	2,784
5300	DuesMemberships	15,900	15,900	11,474	(4,426)
5450	Other Insurance	57,211	57,211	58,602	1,391
5500	OpsHousekeeping	4,240	14,240	15,575	1,335
5510	Gas & Electric	-	-	-	-
5610	Rent & Leases	323,858	368,858	331,383	(37,474)
5611	Rent & Leases- Interest	-	-	-	-
5620	EquipmentLeases	21,200	21,200	13,180	(8,020)
5621	EquipmentLeases- Interest	-	-	731	731
5630	Reps&MaintBldng	21,200	21,200	204	(20,996)
5800	ProfessServices	213,610	164,426	184,805	20,380
5810	Legal	26,500	26,500	13,569	(12,931)
5813	SchPrgAftSchool	152,252	152,252	39,743	(112,509)
5814	SchPrgAcadComps	-	-	700	700
5819	SchlProgs-Other	31,500	31,500	139,364	107,864
5820	Audit & CPA	9,010	9,010	10,409	1,399
5825	DMSBusinessSvcs	-	-	-	-
5835	Field Trips	31,800	31,800	30,275	(1,525)
5836	FieldTrip Trans	15,900	23,900	31,858	7,958
5840	MarkngStdtRecrt	-	30,000	36,747	6,747
5850	Oversight Fees	52,886	50,400	50,583	183
5857	Payroll Fees	21,200	21,200	21,685	485
5860	Service Fees	4,240	4,240	35	(4,205)
5863	Prof Developmnt	16,430	11,130	5,047	(6,083)
5864	Prof Dev-Other	23,852	23,852	9,190	(14,662)
5865	Prof Dev - LLM	-	-	-	-
5869	SpEd Ctrct Inst	106,601	106,601	144,873	38,272
5870	Livescan	530	530	493	(37)
5872	SPED Fees (incl Encroachment)	-	-	-	-
5875	Staff Recruiting	-	-	-	-
5884	Substitutes	106,000	108,000	185,319	77,319

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 3</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5890	OthSvcsNon-Inst	-	-	-	-
5900	Communications	5,300	5,300	3,876	(1,424)
5910	Communications 2	-	-	-	-
5920	TelecomInternet	58,300	58,300	35,212	(23,088)
5930	PostageDelivery	7,420	7,420	3,211	(4,210)
5940	Technology	34,224	41,635	38,500	(3,134)
5990	Prior Year Adj (Services)	-	-	245	245
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>2,156,797</b>	<b>2,205,238</b>	<b>2,219,121</b>	<b>13,883</b>

2023-24 Unaudited Actuals	Annual Budget			
<b>MSA 3</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>				
6100 Site Improvement (Pre-Capitalization)	-	-	-	-
6400 EquipFixed	-	-	-	-
6900 Depreciation	126,142	95,959	101,257	5,297
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>126,142</b>	<b>95,959</b>	<b>101,257</b>	<b>5,297</b>
<b>Other Outflows</b>				
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-
7310 Indirect Costs	-	-	-	-
7438 InterestExpense	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>7,366,704</b>	<b>7,322,306</b>	<b>7,310,424</b>	<b>(11,882)</b>



2023-24 Unaudited Actuals	Annual Budget			
<b>MSA 4</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
Projected Average Daily Attendance:	110	113	111	(3)
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	1,957,765	1,869,941	1,819,846	(50,095)
Federal Revenue	94,566	83,409	139,153	55,745
Other State Revenues	298,733	454,819	369,543	(85,277)
Other Local Revenues	372,804	294,863	355,817	60,954
<b>Total Revenue</b>	<b>2,723,868</b>	<b>2,703,031</b>	<b>2,684,358</b>	<b>(18,673)</b>
<b>Expenditures</b>				
Certificated Salaries	1,124,085	1,158,051	1,135,376	(22,675)
Classified Salaries	214,910	208,726	224,415	15,689
Benefits	491,906	512,006	472,625	(39,381)
Books and Supplies	92,965	117,165	138,376	21,212
Services and Operating Exp.	707,162	796,519	808,214	11,695
Depreciation & Cap Outlay	37,940	32,104	32,104	(0)
Other Outflows	-	-	-	-
<b>Total Expenditures</b>	<b>2,668,968</b>	<b>2,824,571</b>	<b>2,811,111</b>	<b>(13,460)</b>
<b>Net Revenues</b>	<b>54,899</b>	<b>(121,540)</b>	<b>(126,752)</b>	<b>(5,213)</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			1,448,873	
Net Revenues			(126,752)	
<b>Ending Fund Balance</b>			<b>1,322,121</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			1,307,473	46.5% of Expenditures
Restricted Balances (Est.)			-	0.0% of Expenditures
Net Fixed Assets			14,647	0.5% of Expenditures
<b>Ending Fund Balance</b>			<b>1,322,121</b>	<b>47.0% of Expenditures</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 4		Board- Approved	Second Interim	Unaudited	Variance From 2nd
		July Budget	Budget	Actuals	Interim
<b>LCFF Entitlement</b>					
8011	State Aid	1,221,650	1,081,866	1,208,822	126,956
8012	EPA Entitlement	386,385	390,707	188,228	(202,479)
8019	Prior Year Adjustments	-	-	-	-
8096	InLieuPropTaxes	349,730	397,368	422,796	25,428
<b>SUBTOTAL - LCFF Entitlement</b>		<b>1,957,765</b>	<b>1,869,941</b>	<b>1,819,846</b>	<b>(50,095)</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	-	-	-	-
8182	Special Education Discretionary Grants	-	-	-	-
8285	SpEd - Revenue	25,718	26,271	28,250	1,979
8290	All Other Federal Revenue	68,848	57,138	110,903	53,765
8295	Federal Revenue PY Adj	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>94,566</b>	<b>83,409</b>	<b>139,153</b>	<b>55,745</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	-	-	4,253	4,253
8520	SchoolNtrState	-	-	-	-
8550	MandCstReimburs	6,091	5,264	5,118	(146)
8560	StateLotteryRev	26,165	26,887	36,183	9,296
8590	AllOthStateRev	266,477	422,669	321,317	(101,351)
8595	State Rev PY Adj	-	-	2,671	2,671
<b>SUBTOTAL - Other State Revenue</b>		<b>298,733</b>	<b>454,819</b>	<b>369,543</b>	<b>(85,277)</b>
<b>Local Revenue</b>					
8600	Other Local Rev	-	179,143	-	(179,143)
8634	StudentLunchFee	-	-	-	-
8650	Leases &Rentals	-	-	-	-
8660	Interest	-	-	-	-
8682	Summer School	-	-	-	-
8677	SpEd Revenue	97,969	104,104	99,583	(4,521)
8695	Prior Year Adj (Local2)	-	-	-	-
8698	OthRev-Suspense	-	-	-	-
8699	Other Revenue	263,719	500	250,846	250,346
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	1,000	1,000	-	(1,000)
<b>SUBTOTAL - Local Revenue</b>		<b>362,688</b>	<b>284,747</b>	<b>350,429</b>	<b>65,682</b>



2023-24 Unaudited Actuals		Annual Budget			
MSA 4		Board- Approved	Second Interim	Unaudited	Variance From 2nd
		July Budget	Budget	Actuals	Interim
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	7,116	7,116	-	(7,116)
8803	Fundraising	3,000	3,000	5,388	2,388
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>10,116</b>	<b>10,116</b>	<b>5,388</b>	<b>(4,728)</b>
<b>TOTAL REVENUE</b>		<b>2,723,868</b>	<b>2,703,031</b>	<b>2,684,358</b>	<b>(18,673)</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	752,699	763,640	737,174	(26,466)
1200	Cert Aid	139,986	163,011	161,427	(1,584)
1300	Cert Adminis	231,400	231,400	236,775	5,375
<b>SUBTOTAL - Certificated Salaries</b>		<b>1,124,085</b>	<b>1,158,051</b>	<b>1,135,376</b>	<b>(22,675)</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	43,740	43,740	41,443	(2,297)
2200	Classified Support	25,264	25,264	30,412	5,148
2300	Classified Admin	-	-	-	-
2400	Clerical & Tech	145,906	139,722	152,559	12,837
2900	OtherClassStaff	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		<b>214,910</b>	<b>208,726</b>	<b>224,415</b>	<b>15,689</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	174,990	190,556	185,097	(5,459)
3102	STRS-Classified	18,957	14,738	-	(14,738)
3201	PERS-Cert	45,060	33,666	12,022	(21,644)
3202	PERS-Classified	27,984	29,082	53,985	24,902
3301	OASDI/Med-Cert	26,052	26,544	19,640	(6,903)
3302	OASDI/Med-Class	9,368	10,452	17,294	6,842
3401	HlthWelfareCert	139,914	156,043	172,852	16,809
3402	HlthWelfareCert	27,023	27,607	-	(27,607)
3501	UI-Certificated	5,415	6,267	503	(5,764)
3502	UI-Classified	1,014	924	-	(924)
3601	WorkersCmp-Cert	12,134	12,848	11,232	(1,616)
3602	WorkersCmp-Class	3,995	3,281	-	(3,281)
3701	Other Retirement-Cert	-	-	-	-
3901	OthBenes-Cert	-	-	-	-
3902	OthBenes-Class	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>491,906</b>	<b>512,006</b>	<b>472,625</b>	<b>(39,381)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 4		Board- Approved	Second Interim	Unaudited	Variance From 2nd
		July Budget	Budget	Actuals	Interim
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	35,000	27,000	47,310	20,310
4200	BooksOthRefMats	-	22,000	-	(22,000)
4300	Ins Mats & Sups 2	-	-	-	-
4310	Ins Mats & Sups	5,000	10,000	5,449	(4,551)
4315	OthrSupplies	-	-	908	908
4320	Office Supplies	8,000	8,000	8,952	952
4325	ProfDevMat&Sups	-	-	-	-
4326	Arts&MusicSupps	-	-	199	199
4330	Staff Meals & Events	-	-	-	-
4335	PE Supplies	2,000	2,000	262	(1,738)
4340	Educat Software	19,320	22,320	23,665	1,345
4345	NonInstStdntSup	10,145	10,145	14,694	4,549
4346	TeacherSupplies	1,500	1,500	1,345	(155)
4350	Cust. Supplies	-	-	125	125
4351	Yearbook	1,000	1,000	-	(1,000)
4390	Uniforms	5,000	5,000	1,957	(3,043)
4400	NonCapEquip-Gen	2,000	2,000	-	(2,000)
4410	ClssrmFrnEqp<5k	-	2,200	2,190	(10)
4430	OffceFurnEqp<5k	-	-	-	-
4440	Computers <\$5k	-	-	26,559	26,559
4460	FixedAssetsSuspense-Facilities	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-
4480	FixedAssets Suspense-Equipment	-	-	-	-
4710	Food	1,000	1,000	155	(845)
4720	Food:Other Food	3,000	3,000	4,607	1,607
4990	Prior Year Adj (Mat'ls)	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>92,965</b>	<b>117,165</b>	<b>138,376</b>	<b>21,212</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 4		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	172,849	172,849	172,849	-
5200	Travel - General	-	-	-	-
5205	Conference Fees	-	-	-	-
5210	MilesParkTolls	500	1,000	434	(566)
5215	TravConferences	-	-	-	-
5220	TraLodging	500	1,000	2,217	1,217
5300	DuesMemberships	7,000	7,000	6,088	(912)
5450	Other Insurance	17,555	17,555	16,487	(1,068)
5500	OpsHousekeeping	8,000	8,000	7,426	(574)
5510	Gas & Electric	-	-	-	-
5610	Rent & Leases	138,309	150,000	158,379	8,379
5611	Rent & Leases- Interest	-	-	-	-
5620	EquipmentLeases	6,200	6,200	6,255	55
5621	EquipmentLeases- Interest	-	-	131	131
5630	Reps&MaintBldng	3,500	3,500	2,108	(1,392)
5800	ProfessServices	84,266	116,832	51,173	(65,659)
5810	Legal	10,000	20,000	13,479	(6,521)
5813	SchPrgAftSchool	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-
5819	SchlProgs-Other	3,500	3,500	1,021	(2,479)
5820	Audit & CPA	9,000	9,000	10,409	1,409
5825	DMSBusinessSvcs	-	-	-	-
5835	Field Trips	10,000	10,000	11,000	1,000
5836	FieldTrip Trans	76,000	109,000	110,724	1,724
5840	MarkngStdtRecrt	10,000	15,000	25,368	10,368
5850	Oversight Fees	19,578	19,578	18,198	(1,380)
5857	Payroll Fees	9,000	9,000	11,911	2,911
5860	Service Fees	1,000	3,000	2,663	(337)
5863	Prof Developmnt	7,500	-	3,032	3,032
5864	Prof Dev-Other	21,131	21,131	11,545	(9,586)
5865	Prof Dev - LLM	-	-	-	-
5869	SpEd Ctrct Inst	25,196	25,196	25,671	475
5870	Livescan	300	300	129	(171)
5872	SPED Fees (incl Encroachment)	14,489	14,489	25,534	11,045
5875	Staff Recruiting	-	-	-	-

2023-24 Unaudited Actuals		Annual Budget			
MSA 4		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5884	Substitutes	10,000	10,000	63,460	53,460
5890	OthSvcsNon-Inst	-	-	-	-
5900	Communications	3,000	3,000	1,961	(1,039)
5910	Communications 2	-	-	-	-
5920	TelecomInternet	25,000	25,000	31,161	6,161
5930	PostageDelivery	3,000	3,000	1,023	(1,977)
5940	Technology	10,790	12,390	16,380	3,990
5990	Prior Year Adj (Services)	-	-	(0)	(0)
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>707,162</b>	<b>796,519</b>	<b>808,214</b>	<b>11,695</b>

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 4</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>					
6100	Site Improvement (Pre-Capitalization)	-	-	-	-
6400	EquipFixed	-	-	-	-
6900	Depreciation	37,940	32,104	32,104	(0)
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>37,940</b>	<b>32,104</b>	<b>32,104</b>	<b>(0)</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-
7310	Indirect Costs	-	-	-	-
7438	InterestExpense	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>2,668,968</b>	<b>2,824,571</b>	<b>2,811,111</b>	<b>(13,460)</b>



2023-24 Unaudited Actuals	Annual Budget			
<b>MSA 5</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
Projected Average Daily Attendance:	217	194	196	2
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	3,435,411	3,050,834	3,072,902	22,068
Federal Revenue	468,526	451,542	496,566	45,025
Other State Revenues	901,003	1,336,970	3,016,597	1,679,626
Other Local Revenues	510,046	29,713	21,017	(8,696)
<b>Total Revenue</b>	<b>5,314,986</b>	<b>4,869,059</b>	<b>6,607,082</b>	<b>1,738,023</b>
<b>Expenditures</b>				
Certificated Salaries	1,812,730	1,636,979	1,595,297	(41,681)
Classified Salaries	606,127	567,890	537,516	(30,373)
Benefits	891,883	775,205	765,084	(10,121)
Books and Supplies	235,185	343,285	249,242	(94,043)
Services and Operating Exp.	1,479,431	1,222,071	1,072,775	(149,296)
Depreciation & Cap Outlay	88,888	65,241	57,996	(7,245)
Other Outflows	-	-	-	-
<b>Total Expenditures</b>	<b>5,114,244</b>	<b>4,610,670</b>	<b>4,277,910</b>	<b>(332,760)</b>
<b>Net Revenues</b>	<b>200,742</b>	<b>258,389</b>	<b>2,329,172</b>	<b>2,070,783</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			5,303,440	
Net Revenues			2,329,172	
<b>Ending Fund Balance</b>			<b>7,632,612</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			4,384,490	102.5% of Expenditures
Restricted Balances (Est.)			610,307	14.3% of Expenditures
Net Fixed Assets			2,637,814	61.7% of Expenditures
<b>Ending Fund Balance</b>			<b>7,632,612</b>	<b>178.4% of Expenditures</b>

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 5</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>LCFF Entitlement</b>					
8011	State Aid	1,998,555	1,728,504	2,005,952	277,448
8012	EPA Entitlement	729,438	641,499	319,069	(322,430)
8019	Prior Year Adjustments	-	-	(2)	(2)
8096	InLieuPropTaxes	707,418	680,831	747,883	67,052
<b>SUBTOTAL - LCFF Entitlement</b>		<b>3,435,411</b>	<b>3,050,834</b>	<b>3,072,902</b>	<b>22,068</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	33,323	30,012	35,035	5,024
8182	Special Education Discretionary Grants	-	-	-	-
8285	SpEd - Revenue	-	-	-	-
8290	All Other Federal Revenue	435,203	421,530	461,531	40,001
8295	Federal Revenue PY Adj	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>468,526</b>	<b>451,542</b>	<b>496,566</b>	<b>45,025</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	187,211	169,710	185,848	16,137
8520	SchoolNutrState	-	-	-	-
8550	MandCstReimburs	8,592	7,651	8,063	412
8560	StateLotteryRev	51,545	49,093	64,004	14,911
8590	AllOthStateRev	653,654	1,110,517	2,752,765	1,642,249
8595	State Rev PY Adj	-	-	5,917	5,917
<b>SUBTOTAL - Other State Revenue</b>		<b>901,003</b>	<b>1,336,970</b>	<b>3,016,597</b>	<b>1,679,626</b>
<b>Local Revenue</b>					
8600	Other Local Rev	-	-	-	-
8634	StudentLunchFee	-	-	-	-
8650	Leases & Rentals	-	-	-	-
8660	Interest	12,000	12,000	6,012	(5,988)
8682	Summer School	-	-	-	-
8677	SpEd Revenue	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-
8698	OthRev-Suspense	-	-	-	-
8699	Other Revenue	483,333	3,000	1,244	(1,756)
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>495,333</b>	<b>15,000</b>	<b>7,256</b>	<b>(7,744)</b>



2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 5</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	7,116	7,116	-	(7,116)
8803	Fundraising	7,597	7,597	13,762	6,164
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>14,713</b>	<b>14,713</b>	<b>13,762</b>	<b>(952)</b>
<b>TOTAL REVENUE</b>		<b>5,314,986</b>	<b>4,869,059</b>	<b>6,607,082</b>	<b>1,738,023</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	1,277,428	1,203,936	1,115,650	(88,287)
1200	Cert Aid	162,814	66,291	81,917	15,626
1300	Cert Adminis	372,488	366,752	397,731	30,979
<b>SUBTOTAL - Certificated Salaries</b>		<b>1,812,730</b>	<b>1,636,979</b>	<b>1,595,297</b>	<b>(41,681)</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	349,596	297,359	274,327	(23,032)
2200	Classified Support	128,464	128,464	55,316	(73,148)
2300	Classified Admin	-	-	-	-
2400	Clerical & Tech	128,066	142,066	207,874	65,807
2900	OtherClassStaff	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		<b>606,127</b>	<b>567,890</b>	<b>537,516</b>	<b>(30,373)</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	284,562	255,234	278,474	23,239
3102	STRS-Classified	71,302	49,941	435	(49,506)
3201	PERS-Cert	45,596	29,179	-	(29,179)
3202	PERS-Classified	44,456	55,391	130,065	74,674
3301	OASDI/Med-Cert	34,522	27,753	22,887	(4,867)
3302	OASDI/Med-Class	18,009	19,597	40,822	21,225
3401	HlthWelfareCert	252,753	239,197	271,608	32,411
3402	HlthWelfareCert	73,201	63,759	-	(63,759)
3501	UI-Certificated	8,294	7,222	2,325	(4,897)
3502	UI-Classified	2,690	2,333	-	(2,333)
3601	WorkersCmp-Cert	39,152	16,992	18,476	1,484
3602	WorkersCmp-Class	17,346	8,607	-	(8,607)
3701	Other Retirement-Cert	-	-	-	-
3901	OthBenes-Cert	-	-	(7)	(7)
3902	OthBenes-Class	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>891,883</b>	<b>775,205</b>	<b>765,084</b>	<b>(10,121)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 5		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	21,200	72,320	56,783	(15,537)
4200	BooksOthRefMats	9,010	9,010	3,139	(5,871)
4300	Ins Mats & Sups 2	5,000	40,000	38,464	(1,536)
4310	Ins Mats & Sups	9,541	9,541	2,437	(7,104)
4315	OthrSupplies	1,060	1,060	-	(1,060)
4320	Office Supplies	18,020	18,020	8,415	(9,605)
4325	ProfDevMat&Sups	-	-	-	-
4326	Arts&MusicSupps	4,240	20,000	18,210	(1,790)
4330	Staff Meals & Events	-	-	-	-
4335	PE Supplies	18,020	18,020	7,306	(10,714)
4340	Educat Software	50,658	50,658	32,015	(18,643)
4345	NonInstStdntSup	29,556	29,556	28,147	(1,409)
4346	TeacherSupplies	6,360	6,360	3,335	(3,025)
4350	Cust. Supplies	1,060	1,060	-	(1,060)
4351	Yearbook	-	-	2,239	2,239
4390	Uniforms	13,780	20,000	9,980	(10,020)
4400	NonCapEquip-Gen	1,060	1,060	1,029	(31)
4410	ClssrmFrnEqp<5k	1,060	1,060	-	(1,060)
4430	OffceFurnEqp<5k	4,240	4,240	2,080	(2,160)
4440	Computers <\$5k	13,780	13,780	13,720	(60)
4460	FixedAssetsSuspense-Facilities	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-
4464	Equipment (Pre-Cap)	7,420	7,420	-	(7,420)
4480	FixedAssets Suspense-Equipment	-	-	-	-
4710	Food	6,000	6,000	5,000	(1,000)
4720	Food:Other Food	14,120	14,120	16,943	2,823
4990	Prior Year Adj (Mat'ls)	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>235,185</b>	<b>343,285</b>	<b>249,242</b>	<b>(94,043)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 5		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	207,418	207,418	207,418	-
5200	Travel - General	-	-	1,227	1,227
5205	Conference Fees	1,590	1,590	-	(1,590)
5210	MilesParkTolls	1,060	1,060	1,102	42
5215	TravConferences	-	-	-	-
5220	TraLodging	4,240	4,240	6,760	2,520
5300	DuesMemberships	10,600	10,600	11,589	989
5450	Other Insurance	43,471	43,471	35,209	(8,262)
5500	OpsHousekeeping	10,600	10,600	43,238	32,638
5510	Gas & Electric	10,600	10,600	(3,001)	(13,601)
5610	Rent & Leases	213,576	213,576	205,948	(7,629)
5611	Rent & Leases- Interest	-	-	-	-
5620	EquipmentLeases	5,300	5,300	2,441	(2,859)
5621	EquipmentLeases- Interest	-	-	131	131
5630	Reps&MaintBldg	137,800	30,000	1,221	(28,779)
5800	ProfessServices	353,868	186,493	137,334	(49,159)
5810	Legal	21,200	21,200	488	(20,712)
5813	SchPrgAftSchool	-	-	4,560	4,560
5814	SchPrgAcadComps	-	-	-	-
5819	SchIProgs-Other	60,036	22,461	15,291	(7,170)
5820	Audit & CPA	9,540	9,540	10,409	869
5825	DMSBusinessSvcs	-	-	-	-
5835	Field Trips	41,430	41,430	66,375	24,945
5836	FieldTrip Trans	6,360	6,360	22,664	16,304
5840	MarkngStdtdRecrt	42,400	42,400	38,280	(4,120)
5850	Oversight Fees	34,354	34,354	30,470	(3,884)
5857	Payroll Fees	15,900	15,900	16,440	540
5860	Service Fees	1,060	1,060	-	(1,060)
5863	Prof Developmnt	17,317	17,317	9,111	(8,206)
5864	Prof Dev-Other	15,900	15,900	9,624	(6,276)
5869	SpEd Ctrct Inst	130,247	130,247	60,089	(70,158)
5870	Livescan	795	795	619	(176)
5872	SPED Fees (incl Encroachment)	-	-	-	-
5875	Staff Recruiting	-	-	107	107
5884	Substitutes	31,800	83,000	89,350	6,350
5890	OthSvcsNon-Inst	-	-	-	-

2023-24 Unaudited Actuals		Annual Budget			
MSA 5		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5900	Communications	3,180	3,180	2,723	(457)
5910	Communications 2	-	-	-	-
5920	TelecomInternet	21,200	21,200	1,720	(19,480)
5930	PostageDelivery	4,240	4,240	3,231	(1,009)
5940	Technology	22,348	26,539	36,376	9,838
5990	Prior Year Adj (Services)	-	-	4,230	4,230
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>1,479,431</b>	<b>1,222,071</b>	<b>1,072,775</b>	<b>(149,296)</b>

2023-24 Unaudited Actuals	Annual Budget			
<b>MSA 5</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>				
6100 Site Improvement (Pre-Capitalization)	-	-	-	-
6400 EquipFixed	-	-	-	-
6900 Depreciation	88,888	65,241	57,996	(7,245)
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>88,888</b>	<b>65,241</b>	<b>57,996</b>	<b>(7,245)</b>
<b>Other Outflows</b>				
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-
7310 Indirect Costs	-	-	-	-
7438 InterestExpense	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>5,114,244</b>	<b>4,610,670</b>	<b>4,277,910</b>	<b>(332,760)</b>



2023-24 Unaudited Actuals	Annual Budget			
<b>MSA 6</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
Projected Average Daily Attendance:	101	104	104	(0)
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	1,510,472	1,486,640	1,478,231	(8,409)
Federal Revenue	119,229	188,534	201,409	12,875
Other State Revenues	512,860	607,421	403,495	(203,926)
Other Local Revenues	330,513	118,428	135,013	16,585
<b>Total Revenue</b>	<b>2,473,074</b>	<b>2,401,023</b>	<b>2,218,148</b>	<b>(182,876)</b>
<b>Expenditures</b>				
Certificated Salaries	893,930	797,356	777,335	(20,021)
Classified Salaries	227,041	247,184	217,459	(29,725)
Benefits	400,436	389,274	366,237	(23,037)
Books and Supplies	79,652	108,452	107,576	(876)
Services and Operating Exp.	813,242	841,962	916,472	74,510
Depreciation & Cap Outlay	34,973	15,470	15,470	(0)
Other Outflows	-	-	-	-
<b>Total Expenditures</b>	<b>2,449,274</b>	<b>2,399,699</b>	<b>2,400,550</b>	<b>851</b>
<b>Net Revenues</b>	<b>23,799</b>	<b>1,325</b>	<b>(182,402)</b>	<b>(183,727)</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			2,848,933	
Net Revenues			(182,402)	
<b>Ending Fund Balance</b>			<b>2,666,531</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			2,644,746	110.2% of Expenditures
Restricted Balances (Est.)			16,180	0.7% of Expenditures
Net Fixed Assets			5,605	0.2% of Expenditures

2023-24 Unaudited Actuals		Annual Budget			
MSA 6		Board- Approved	Second	Unaudited	Variance From 2nd
		July Budget	Interim Budget	Actuals	Interim
<b>LCFF Entitlement</b>					
8011	State Aid	866,228	793,867	921,185	127,318
8012	EPA Entitlement	323,658	327,866	161,087	(166,779)
8019	Prior Year Adjustments	-	-	(1)	(1)
8096	InLieuPropTaxes	320,586	364,907	395,960	31,053
<b>SUBTOTAL - LCFF Entitlement</b>		<b>1,510,472</b>	<b>1,486,640</b>	<b>1,478,231</b>	<b>(8,409)</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	-	-	-	-
8182	Special Education Discretionary Grants	-	-	-	-
8285	SpEd - Revenue	22,289	24,557	26,454	1,897
8290	All Other Federal Revenue	96,940	163,977	174,955	10,978
8295	Federal Revenue PY Adj	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>119,229</b>	<b>188,534</b>	<b>201,409</b>	<b>12,875</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	-	-	3,032	3,032
8520	SchoolNutrState	-	-	-	-
8550	MandCstReimburs	2,009	2,004	1,645	(359)
8560	StateLotteryRev	23,984	25,133	33,886	8,753
8590	AllOthStateRev	486,867	580,284	367,606	(212,679)
8595	State Rev PY Adj	-	-	(2,675)	(2,675)
<b>SUBTOTAL - Other State Revenue</b>		<b>512,860</b>	<b>607,421</b>	<b>403,495</b>	<b>(203,926)</b>
<b>Local Revenue</b>					
8600	Other Local Rev	-	-	-	-
8634	StudentLunchFee	-	-	-	-
8650	Leases & Rentals	-	-	-	-
8660	Interest	-	-	-	-
8682	Summer School	-	-	-	-
8677	SpEd Revenue	89,805	97,312	93,255	(4,057)
8695	Prior Year Adj (Local2)	-	-	-	-
8698	OthRev-Suspense	-	-	-	-
8699	Other Revenue	221,592	2,000	31,255	29,255
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	3,682	3,682
<b>SUBTOTAL - Local Revenue</b>		<b>311,397</b>	<b>99,312</b>	<b>128,192</b>	<b>28,879</b>



2023-24 Unaudited Actuals		Annual Budget			
MSA 6		Board- Approved	Second	Unaudited	Variance From 2nd
		July Budget	Interim Budget	Actuals	Interim
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	7,116	7,116	1,055	(6,061)
8803	Fundraising	12,000	12,000	5,767	(6,233)
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>19,116</b>	<b>19,116</b>	<b>6,822</b>	<b>(12,294)</b>
<b>TOTAL REVENUE</b>		<b>2,473,074</b>	<b>2,401,023</b>	<b>2,218,148</b>	<b>(182,876)</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	658,068	576,232	638,040	61,808
1200	Cert Aid	12,738	-	2,100	2,100
1300	Cert Adminis	223,124	221,124	137,195	(83,929)
<b>SUBTOTAL - Certificated Salaries</b>		<b>893,930</b>	<b>797,356</b>	<b>777,335</b>	<b>(20,021)</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	18,881	15,250	220	(15,030)
2200	Classified Support	123,172	146,946	129,791	(17,155)
2300	Classified Admin	-	-	-	-
2400	Clerical & Tech	84,988	84,988	87,448	2,460
2900	OtherClassStaff	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		<b>227,041</b>	<b>247,184</b>	<b>217,459</b>	<b>(29,725)</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	144,408	136,288	138,535	2,247
3102	STRS-Classified	14,393	9,413	-	(9,413)
3201	PERS-Cert	18,951	12,271	-	(12,271)
3202	PERS-Classified	36,855	46,768	53,841	7,072
3301	OASDI/Med-Cert	16,332	13,823	11,360	(2,463)
3302	OASDI/Med-Class	11,535	13,966	16,781	2,815
3401	HlthWelfareCert	103,191	96,065	136,506	40,441
3402	HlthWelfareCert	29,186	39,379	-	(39,379)
3501	UI-Certificated	4,131	3,795	363	(3,432)
3502	UI-Classified	1,059	1,113	-	(1,113)
3601	WorkersCmp-Cert	14,540	8,924	8,852	(72)
3602	WorkersCmp-Class	5,855	7,471	-	(7,471)
3701	Other Retirement-Cert	-	-	-	-
3901	OthBenes-Cert	-	-	-	-
3902	OthBenes-Class	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>400,436</b>	<b>389,274</b>	<b>366,237</b>	<b>(23,037)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 6		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	21,200	34,000	34,158	158
4200	BooksOthRefMats	-	-	-	-
4300	Ins Mats & Sups 2	-	-	-	-
4310	Ins Mats & Sups	2,120	2,120	86	(2,034)
4315	OthrSupplies	-	-	-	-
4320	Office Supplies	4,240	4,240	6,500	2,260
4325	ProfDevMat&Sups	-	-	-	-
4326	Arts&MusicSupps	1,378	1,378	(362)	(1,740)
4330	Staff Meals & Events	-	-	-	-
4335	PE Supplies	1,060	1,060	1,242	182
4340	Educat Software	21,356	21,356	11,840	(9,516)
4345	NonInstStdntSup	10,808	26,808	37,367	10,559
4346	TeacherSupplies	5,300	5,300	-	(5,300)
4350	Cust. Supplies	2,120	2,120	439	(1,681)
4351	Yearbook	-	-	731	731
4390	Uniforms	4,240	4,240	1,529	(2,711)
4400	NonCapEquip-Gen	1,060	1,060	(422)	(1,482)
4410	ClssrmFrnEqp<5k	-	-	-	-
4430	OffceFurnEqp<5k	530	530	-	(530)
4440	Computers <\$5k	-	-	10,446	10,446
4460	FixedAssetsSuspense-Facilities	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-
4480	FixedAssets Suspense-Equipment	-	-	-	-
4710	Food	-	-	-	-
4720	Food:Other Food	4,240	4,240	4,075	(165)
4990	Prior Year Adj (Mat'ls)	-	-	(52)	(52)
4999	Misc Expenditure (Suspense)	-	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>79,652</b>	<b>108,452</b>	<b>107,576</b>	<b>(876)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 6		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	172,849	172,849	172,849	-
5200	Travel - General	-	-	-	-
5205	Conference Fees	530	530	-	(530)
5210	MilesParkTolls	530	530	633	103
5215	TravConferences	-	-	-	-
5220	TraLodging	530	530	1,609	1,079
5300	DuesMemberships	2,650	2,650	3,245	595
5450	Other Insurance	22,033	22,033	16,901	(5,132)
5500	OpsHousekeeping	13,780	13,780	6,070	(7,710)
5510	Gas & Electric	530	530	-	(530)
5610	Rent & Leases	131,464	131,464	74,239	(57,225)
5611	Rent & Leases- Interest	-	-	-	-
5620	EquipmentLeases	7,632	7,632	5,168	(2,464)
5621	EquipmentLeases- Interest	-	-	131	131
5630	Reps&MaintBldng	2,120	2,120	-	(2,120)
5800	ProfessServices	114,573	125,416	134,528	9,112
5810	Legal	8,500	8,500	86	(8,414)
5813	SchPrgAftSchool	66,228	66,228	103,890	37,662
5814	SchPrgAcadComps	-	-	-	-
5819	SchlProgs-Other	2,120	2,120	20,484	18,364
5820	Audit & CPA	9,540	9,540	10,409	869
5825	DMSBusinessSvcs	-	-	-	-
5835	Field Trips	-	-	15,235	15,235
5836	FieldTrip Trans	120,000	120,000	126,512	6,512
5840	MarkngStdtRecrt	530	530	23,365	22,835
5850	Oversight Fees	15,105	15,105	14,782	(323)
5857	Payroll Fees	9,540	9,540	11,434	1,894
5860	Service Fees	1,590	1,590	5,366	3,776
5863	Prof Developmnt	20,555	20,555	17,450	(3,105)
5864	Prof Dev-Other	4,985	4,985	4,000	(985)
5869	SpEd Ctrct Inst	23,077	24,557	43,601	19,044
5870	Livescan	424	424	210	(214)
5872	SPED Fees (incl Encroachment)	19,575	19,575	23,914	4,339
5875	Staff Recruiting	-	-	-	-
5884	Substitutes	5,300	20,000	33,097	13,097
5890	OthSvcsNon-Inst	-	-	-	-

2023-24 Unaudited Actuals		Annual Budget			
MSA 6		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5900	Communications	1,590	1,590	1,946	356
5910	Communications 2	-	-	-	-
5920	TelecomInternet	20,000	20,000	27,735	7,735
5930	PostageDelivery	1,060	1,060	0	(1,060)
5940	Technology	14,303	15,999	17,793	1,793
5990	Prior Year Adj (Services)	-	-	(209)	(209)
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>813,242</b>	<b>841,962</b>	<b>916,472</b>	<b>74,510</b>

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 6</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>					
6100	Site Improvement (Pre-Capitalization)	-	-	-	-
6400	EquipFixed	-	-	-	-
6900	Depreciation	34,973	15,470	15,470	(0)
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>34,973</b>	<b>15,470</b>	<b>15,470</b>	<b>(0)</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-
7310	Indirect Costs	-	-	-	-
7438	InterestExpense	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>2,449,274</b>	<b>2,399,699</b>	<b>2,400,550</b>	<b>851</b>



2023-24 Unaudited Actuals	Annual Budget			
<b>MSA 7</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
Projected Average Daily Attendance:	267	263	262	(1)
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	3,983,533	3,833,581	3,820,831	(12,750)
Federal Revenue	191,829	299,687	307,132	7,445
Other State Revenues	1,423,724	2,043,668	1,703,129	(340,539)
Other Local Revenues	763,478	273,519	354,921	81,402
<b>Total Revenue</b>	<b>6,362,563</b>	<b>6,450,455</b>	<b>6,186,013</b>	<b>(264,442)</b>
<b>Expenditures</b>				
Certificated Salaries	1,719,036	1,733,733	1,541,262	(192,471)
Classified Salaries	749,123	801,890	753,613	(48,277)
Benefits	826,504	848,545	883,689	35,144
Books and Supplies	227,318	265,174	253,058	(12,115)
Services and Operating Exp.	2,461,500	2,622,060	2,603,661	(18,399)
Depreciation & Cap Outlay	129,410	65,478	80,888	15,410
Other Outflows	-	-	-	-
<b>Total Expenditures</b>	<b>6,112,891</b>	<b>6,336,879</b>	<b>6,116,171</b>	<b>(220,708)</b>
<b>Net Revenues</b>	<b>249,672</b>	<b>113,576</b>	<b>69,842</b>	<b>(43,735)</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			3,259,094	
Net Revenues			69,842	
<b>Ending Fund Balance</b>			<b>3,328,936</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			2,588,899	42.3% of Expenditures
Restricted Balances (Est.)			13,121	0.2% of Expenditures
Net Fixed Assets			726,915	11.9% of Expenditures
<b>Ending Fund Balance</b>			<b>3,328,936</b>	<b>54.4% of Expenditures</b>

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 7</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>LCFF Entitlement</b>					
8011	State Aid	2,310,976	2,107,652	2,423,282	315,630
8012	EPA Entitlement	827,026	803,212	395,108	(408,104)
8019	Prior Year Adjustments	-	-	1	1
8096	InLieuPropTaxes	845,531	922,717	1,002,440	79,723
<b>SUBTOTAL - LCFF Entitlement</b>		<b>3,983,533</b>	<b>3,833,581</b>	<b>3,820,831</b>	<b>(12,750)</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	-	-	-	-
8182	Special Education Discretionary Grants	-	-	-	-
8285	SpEd - Revenue	64,662	62,787	66,988	4,201
8290	All Other Federal Revenue	127,167	236,900	240,144	3,244
8295	Federal Revenue PY Adj	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>191,829</b>	<b>299,687</b>	<b>307,132</b>	<b>7,445</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	-	-	-	-
8520	SchoolNutrState	-	-	-	-
8550	MandCstReimburs	5,298	5,123	4,818	(305)
8560	StateLotteryRev	63,258	64,261	85,789	21,528
8590	AllOthStateRev	1,355,168	1,974,285	1,604,816	(369,469)
8595	State Rev PY Adj	-	-	7,706	7,706
<b>SUBTOTAL - Other State Revenue</b>		<b>1,423,724</b>	<b>2,043,668</b>	<b>1,703,129</b>	<b>(340,539)</b>
<b>Local Revenue</b>					
8600	Other Local Rev	-	-	-	-
8634	StudentLunchFee	2,000	2,000	-	(2,000)
8650	Leases &Rentals	-	-	-	-
8660	Interest	-	-	-	-
8682	Summer School	-	-	-	-
8677	SpEd Revenue	236,856	248,810	236,140	(12,670)
8695	Prior Year Adj (Local2)	-	-	-	-
8698	OthRev-Suspense	-	-	-	-
8699	Other Revenue	511,913	10,000	106,828	96,828
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	1,000	1,000	-	(1,000)
<b>SUBTOTAL - Local Revenue</b>		<b>751,769</b>	<b>261,810</b>	<b>342,968</b>	<b>81,158</b>



2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 7</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	7,116	7,116	-	(7,116)
8803	Fundraising	4,593	4,593	11,953	7,360
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>11,709</b>	<b>11,709</b>	<b>11,953</b>	<b>244</b>
<b>TOTAL REVENUE</b>		<b>6,362,563</b>	<b>6,450,455</b>	<b>6,186,013</b>	<b>(264,442)</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	1,378,560	1,307,779	1,082,224	(225,555)
1200	Cert Aid	93,280	85,844	88,761	2,917
1300	Cert Adminis	247,196	340,110	370,277	30,167
<b>SUBTOTAL - Certificated Salaries</b>		<b>1,719,036</b>	<b>1,733,733</b>	<b>1,541,262</b>	<b>(192,471)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 7		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Classified Salaries</b>					
2100	Instructional Aides	353,237	417,076	352,147	(64,929)
2200	Classified Support	159,440	159,190	179,309	20,119
2300	Classified Admin	-	-	-	-
2400	Clerical & Tech	236,447	197,890	199,790	1,900
2900	OtherClassStaff	-	27,733	22,367	(5,366)
<b>SUBTOTAL - Classified Salaries</b>		<b>749,123</b>	<b>801,890</b>	<b>753,613</b>	<b>(48,277)</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	283,017	285,187	271,037	(14,150)
3102	STRS-Classified	36,267	35,880	-	(35,880)
3201	PERS-Cert	35,769	42,362	-	(42,362)
3202	PERS-Classified	108,294	101,726	177,456	75,730
3301	OASDI/Med-Cert	31,620	33,653	22,305	(11,348)
3302	OASDI/Med-Class	33,436	31,546	57,015	25,469
3401	HlthWelfareCert	208,200	225,050	338,598	113,548
3402	HlthWelfareCert	56,129	59,322	-	(59,322)
3501	UI-Certificated	8,071	8,250	(2,046)	(10,297)
3502	UI-Classified	2,955	2,823	-	(2,823)
3601	WorkersCmp-Cert	7,897	2,602	19,331	16,729
3602	WorkersCmp-Class	14,849	20,144	-	(20,144)
3701	Other Retirement-Cert	-	-	-	-
3901	OthBenes-Cert	-	-	(7)	(7)
3902	OthBenes-Class	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>826,504</b>	<b>848,545</b>	<b>883,689</b>	<b>35,144</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 7		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	25,800	59,436	62,849	3,413
4200	BooksOthRefMats	2,160	2,160	-	(2,160)
4300	Ins Mats & Sups 2	7,000	7,000	3,111	(3,889)
4310	Ins Mats & Sups	19,540	19,540	10,930	(8,611)
4315	OthrSupplies	-	2,000	1,235	(765)
4320	Office Supplies	20,520	20,520	19,112	(1,408)
4325	ProfDevMat&Sups	-	-	-	-
4326	Arts&MusicSupps	1,080	2,000	3,330	1,330
4330	Staff Meals & Events	-	-	-	-
4335	PE Supplies	1,620	1,620	636	(984)
4340	Educat Software	34,375	35,675	29,208	(6,467)
4345	NonInstStdntSup	28,482	28,482	32,933	4,451
4346	TeacherSupplies	1,080	1,080	60	(1,020)
4350	Cust. Supplies	21,600	21,600	23,556	1,956
4351	Yearbook	-	-	-	-
4390	Uniforms	9,720	9,720	4,542	(5,178)
4400	NonCapEquip-Gen	32,400	22,400	6,216	(16,184)
4410	ClssrmFrnEqp<5k	5,400	5,400	3,269	(2,131)
4430	OfficeFurnEqp<5k	2,160	2,160	28,471	26,311
4440	Computers <\$5k	2,700	12,700	10,425	(2,275)
4460	FixedAssetsSuspense-Facilities	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-
4480	FixedAssets Suspense-Equipment	-	-	-	-
4710	Food	5,400	5,400	7,325	1,925
4720	Food:Other Food	5,400	5,400	5,851	451
4990	Prior Year Adj (Mat'ls)	-	-	-	-
4999	Misc Expenditure (Suspense)	880	880	-	(880)
<b>SUBTOTAL - Books and Supplies</b>		<b>227,318</b>	<b>265,174</b>	<b>253,058</b>	<b>(12,115)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 7		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	553,115	553,115	553,115	0
5200	Travel - General	-	-	-	-
5205	Conference Fees	1,080	1,080	-	(1,080)
5210	MilesParkTolls	1,080	1,080	2,960	1,880
5215	TravConferences	-	-	-	-
5220	TraLodging	2,000	2,000	11,941	9,941
5300	DuesMemberships	10,800	10,800	5,841	(4,959)
5450	Other Insurance	62,100	62,100	59,156	(2,944)
5500	OpsHousekeeping	39,960	39,960	24,136	(15,824)
5510	Gas & Electric	66,960	66,960	38,322	(28,638)
5610	Rent & Leases	303,000	303,000	308,234	5,234
5611	Rent & Leases- Interest	-	-	-	-
5620	EquipmentLeases	15,120	15,120	9,328	(5,792)
5621	EquipmentLeases- Interest	-	-	279	279
5630	Reps&MaintBldng	73,440	104,840	88,296	(16,544)
5800	ProfessServices	161,731	225,199	177,164	(48,035)
5810	Legal	10,800	10,800	86	(10,715)
5813	SchPrgAftSchool	10,800	10,800	670,474	659,674
5814	SchPrgAcadComps	-	-	-	-
5819	SchlProgs-Other	588,119	588,119	36,116	(552,004)
5820	Audit & CPA	9,720	9,720	10,409	689
5825	DMSBusinessSvcs	-	-	-	-
5835	Field Trips	24,840	24,840	4,381	(20,459)
5836	FieldTrip Trans	-	-	1,841	1,841
5840	MarkngStdtRecrt	27,000	27,000	31,885	4,885
5850	Oversight Fees	39,835	37,491	38,208	717
5857	Payroll Fees	16,200	16,200	18,636	2,436
5860	Service Fees	1,620	1,620	4,045	2,425
5863	Prof Developmnt	26,460	26,460	8,351	(18,109)
5864	Prof Dev-Other	16,200	16,200	21,150	4,950
5869	SpEd Ctrct Inst	225,818	225,818	140,958	(84,860)
5870	Livescan	1,080	1,080	1,062	(18)
5872	SPED Fees (incl Encroachment)	55,080	55,080	60,540	5,460
5875	Staff Recruiting	-	-	150	150
5884	Substitutes	59,400	123,000	208,883	85,883
5890	OthSvcsNon-Inst	-	-	-	-

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 7</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5900	Communications	2,160	2,160	3,262	1,102
5920	TelecomInternet	23,760	23,760	30,056	6,296
5930	PostageDelivery	2,700	2,700	1,009	(1,692)
5940	Technology	29,520	33,957	33,389	(568)
5990	Prior Year Adj (Services)	-	-	-	-
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>2,461,500</b>	<b>2,622,060</b>	<b>2,603,661</b>	<b>(18,399)</b>

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 7</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>					
6100	Site Improvement (Pre-Capitalization)	-	-	-	-
6400	EquipFixed	-	-	-	-
6900	Depreciation	129,410	65,478	80,888	15,410
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>129,410</b>	<b>65,478</b>	<b>80,888</b>	<b>15,410</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-
7310	Indirect Costs	-	-	-	-
7438	InterestExpense	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>6,112,891</b>	<b>6,336,879</b>	<b>6,116,171</b>	<b>(220,708)</b>



2023-24 Unaudited Actuals	Annual Budget			
<b>MSA 8</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
Projected Average Daily Attendance:	362	379	371	(8)
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	5,109,897	5,343,117	5,227,768	(115,349)
Federal Revenue	291,209	439,769	506,898	67,129
Other State Revenues	973,495	1,822,200	1,340,899	(481,301)
Other Local Revenues	1,100,968	371,619	436,099	64,480
<b>Total Revenue</b>	<b>7,475,569</b>	<b>7,976,705</b>	<b>7,511,664</b>	<b>(465,041)</b>
<b>Expenditures</b>				
Certificated Salaries	2,640,348	2,623,200	2,531,552	(91,648)
Classified Salaries	806,335	838,292	836,698	(1,595)
Benefits	1,194,867	1,163,214	1,197,495	34,281
Books and Supplies	455,404	553,796	456,008	(97,789)
Services and Operating Exp.	2,029,504	2,201,027	2,269,984	68,957
Depreciation & Cap Outlay	215,400	189,508	149,508	(40,000)
Other Outflows	-	-	-	-
<b>Total Expenditures</b>	<b>7,341,857</b>	<b>7,569,038</b>	<b>7,441,244</b>	<b>(127,794)</b>
<b>Net Revenues</b>	<b>133,712</b>	<b>407,667</b>	<b>70,421</b>	<b>(337,247)</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			7,604,881	
Net Revenues			70,421	
<b>Ending Fund Balance</b>			<b>7,675,302</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			7,527,288	101.2% of Expenditures
Restricted Balances (Est.)			6,500	0.1% of Expenditures
Net Fixed Assets			141,514	1.9% of Expenditures
<b>Ending Fund Balance</b>			<b>7,675,302</b>	<b>103.1% of Expenditures</b>



2023-24 Unaudited Actuals		Annual Budget			
MSA 8		Board- Approved	Second	Unaudited	Variance From 2nd
		July Budget	Interim Budget	Actuals	Interim
<b>LCFF Entitlement</b>					
8011	State Aid	2,799,076	2,814,627	3,230,716	416,089
8012	EPA Entitlement	1,162,539	1,198,415	578,659	(619,756)
8019	Prior Year Adjustments	-	-	-	-
8096	InLieuPropTaxes	1,148,282	1,330,075	1,418,393	88,318
<b>SUBTOTAL - LCFF Entitlement</b>		<b>5,109,897</b>	<b>5,343,117</b>	<b>5,227,768</b>	<b>(115,349)</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	-	-	-	-
8182	Special Education Discretionary Grants	-	-	-	-
8285	SpEd - Revenue	94,298	90,436	94,784	4,348
8290	All Other Federal Revenue	196,911	349,333	412,114	62,781
8295	Federal Revenue PY Adj	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>291,209</b>	<b>439,769</b>	<b>506,898</b>	<b>67,129</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	-	-	8,310	8,310
8520	SchoolNutrState	-	-	-	-
8550	MandCstReimburs	7,195	7,379	6,965	(414)
8560	StateLotteryRev	85,908	92,558	121,386	28,828
8590	AllOthStateRev	880,392	1,722,263	1,193,794	(528,469)
8595	State Rev PY Adj	-	-	10,443	10,443
<b>SUBTOTAL - Other State Revenue</b>		<b>973,495</b>	<b>1,822,200</b>	<b>1,340,899</b>	<b>(481,301)</b>
<b>Local Revenue</b>					
8600	Other Local Rev	1	-	-	-
8634	StudentLunchFee	-	-	-	-
8650	Leases & Rentals	-	-	-	-
8660	Interest	3,500	3,500	8,994	5,494
8682	Summer School	-	-	-	-
8677	SpEd Revenue	321,665	358,376	334,135	(24,241)
8695	Prior Year Adj (Local2)	-	-	-	-
8698	OthRev-Suspense	-	-	-	-
8699	Other Revenue	759,203	3,250	88,601	85,351
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>1,084,369</b>	<b>365,126</b>	<b>431,730</b>	<b>66,605</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 8		Board- Approved	Second	Unaudited	Variance From 2nd
		July Budget	Interim Budget	Actuals	Interim
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	10,106	-	-	-
8803	Fundraising	6,494	6,494	4,369	(2,125)
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>16,600</b>	<b>6,494</b>	<b>4,369</b>	<b>(2,125)</b>
<b>TOTAL REVENUE</b>		<b>7,475,569</b>	<b>7,976,705</b>	<b>7,511,664</b>	<b>(465,041)</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	2,021,868	1,994,324	1,922,197	(72,127)
1200	Cert Aid	169,048	161,458	159,900	(1,558)
1300	Cert Adminis	449,432	467,419	449,456	(17,963)
<b>SUBTOTAL - Certificated Salaries</b>		<b>2,640,348</b>	<b>2,623,200</b>	<b>2,531,552</b>	<b>(91,648)</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	282,474	259,435	214,433	(45,002)
2200	Classified Support	281,689	342,987	387,574	44,587
2300	Classified Admin	-	-	-	-
2400	Clerical & Tech	242,172	235,871	234,691	(1,180)
2900	OtherClassStaff	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		<b>806,335</b>	<b>838,292</b>	<b>836,698</b>	<b>(1,595)</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	442,144	449,509	440,777	(8,732)
3102	STRS-Classified	48,338	31,301	1,872	(29,429)
3201	PERS-Cert	94,965	49,709	17,006	(32,703)
3202	PERS-Classified	68,224	100,680	182,397	81,716
3301	OASDI/Med-Cert	50,113	48,209	40,895	(7,315)
3302	OASDI/Med-Class	33,359	30,902	63,316	32,413
3401	HlthWelfareCert	301,316	298,886	418,325	119,439
3402	HlthWelfareCert	110,359	108,459	-	(108,459)
3501	UI-Certificated	12,644	12,688	3,532	(9,156)
3502	UI-Classified	3,218	2,684	-	(2,684)
3601	WorkersCmp-Cert	18,161	8,587	29,400	20,813
3602	WorkersCmp-Class	12,026	21,600	-	(21,600)
3701	Other Retirement-Cert	-	-	-	-
3901	OthBenes-Cert	-	-	(24)	(24)
3902	OthBenes-Class	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>1,194,867</b>	<b>1,163,214</b>	<b>1,197,495</b>	<b>34,281</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 8		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	100,000	140,892	147,449	6,557
4200	BooksOthRefMats	10,000	10,000	-	(10,000)
4300	Ins Mats & Sups 2	-	-	-	-
4310	Ins Mats & Sups	24,851	30,851	38,254	7,403
4315	OthrSupplies	-	-	-	-
4320	Office Supplies	24,500	20,000	27,163	7,163
4325	ProfDevMat&Sups	-	-	-	-
4326	Arts&MusicSupps	5,000	26,000	22,470	(3,530)
4330	Staff Meals & Events	-	-	-	-
4335	PE Supplies	1,500	2,500	2,641	141
4340	Educat Software	92,000	92,000	41,947	(50,053)
4345	NonInstStdntSup	40,053	79,053	65,723	(13,330)
4346	TeacherSupplies	2,000	2,000	233	(1,767)
4350	Cust. Supplies	16,000	16,000	5,121	(10,879)
4351	Yearbook	-	-	-	-
4390	Uniforms	13,000	13,000	9,197	(3,803)
4400	NonCapEquip-Gen	20,000	2,000	7,548	5,548
4410	ClssrmFrnEqp<5k	2,000	2,000	1,217	(783)
4430	OffceFurnEqp<5k	2,500	2,500	-	(2,500)
4440	Computers <\$5k	40,000	53,000	50,860	(2,140)
4460	FixedAssetsSuspense-Facilities	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-
4464	Equipment (Pre-Cap)	2,000	2,000	-	(2,000)
4480	FixedAssets Suspense-Equipment	-	-	-	-
4710	Food	40,000	40,000	16,760	(23,240)
4720	Food:Other Food	20,000	20,000	16,024	(3,976)
4990	Prior Year Adj (Mat'ls)	-	-	3,400	3,400
4999	Misc Expenditure (Suspense)	-	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>455,404</b>	<b>553,796</b>	<b>456,008</b>	<b>(97,789)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA 8		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	795,103	795,103	795,103	-
5200	Travel - General	-	-	-	-
5205	Conference Fees	2,500	1,000	-	(1,000)
5210	MilesParkTolls	2,500	1,000	391	(609)
5215	TravConferences	-	-	-	-
5220	TraLodging	5,000	18,000	23,426	5,426
5300	DuesMemberships	11,000	11,000	9,301	(1,699)
5450	Other Insurance	65,082	65,082	42,688	(22,394)
5500	OpsHousekeeping	5,000	7,500	10,305	2,805
5510	Gas & Electric	-	-	-	-
5610	Rent & Leases	437,894	437,894	485,257	47,363
5611	Rent & Leases- Interest	-	-	-	-
5620	EquipmentLeases	12,000	12,000	7,044	(4,956)
5621	EquipmentLeases- Interest	-	-	374	374
5630	Reps&MaintBldng	4,000	4,000	688	(3,312)
5800	ProfessServices	171,666	178,644	131,281	(47,363)
5810	Legal	9,000	25,000	18,042	(6,958)
5813	SchPrgAftSchool	27,300	54,300	41,005	(13,295)
5814	SchPrgAcadComps	-	-	889	889
5819	SchlProgs-Other	9,000	25,000	4,370	(20,630)
5820	Audit & CPA	9,000	9,000	10,409	1,409
5825	DMSBusinessSvcs	-	-	-	-
5835	Field Trips	33,000	33,000	69,405	36,405
5836	FieldTrip Trans	-	-	5,243	5,243
5840	MarkngStdtRecrt	10,000	20,000	44,212	24,212
5850	Oversight Fees	51,099	53,431	52,278	(1,153)
5857	Payroll Fees	20,000	20,000	22,067	2,067
5860	Service Fees	-	-	4,089	4,089
5863	Prof Developmnt	14,500	22,000	25,130	3,130
5864	Prof Dev-Other	31,768	15,000	27,962	12,962
5869	SpEd Ctrct Inst	64,584	104,086	64,503	(39,583)
5870	Livescan	500	1,200	1,266	66
5872	SPED Fees (incl Encroachment)	70,000	70,000	85,660	15,660
5875	Staff Recruiting	-	-	-	-
5884	Substitutes	85,000	128,000	157,008	29,008
5890	OthSvcsNon-Inst	-	-	-	-

2023-24 Unaudited Actuals		Annual Budget			
MSA 8		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5900	Communications	5,000	5,000	3,272	(1,728)
5910	Communications 2	-	-	-	-
5920	TelecomInternet	40,000	40,000	87,386	47,386
5930	PostageDelivery	7,000	7,000	2,935	(4,065)
5940	Technology	31,007	37,787	41,486	3,699
5990	Prior Year Adj (Services)	-	-	(4,493)	(4,493)
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>2,029,504</b>	<b>2,201,027</b>	<b>2,269,984</b>	<b>68,957</b>

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA 8</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>					
6100	Site Improvement (Pre-Capitalization)	-	-	-	-
6400	EquipFixed	-	-	-	-
6900	Depreciation	215,400	189,508	149,508	(40,000)
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>215,400</b>	<b>189,508</b>	<b>149,508</b>	<b>(40,000)</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-
7310	Indirect Costs	-	-	-	-
7438	InterestExpense	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>7,341,857</b>	<b>7,569,038</b>	<b>7,441,244</b>	<b>(127,794)</b>



2023-24 Unaudited Actuals	Annual Budget			
MSA SA	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
Projected Average Daily Attendance:	494	476	476	1
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	7,596,400	7,212,179	7,231,078	18,899
Federal Revenue	330,571	559,721	702,129	142,408
Other State Revenues	2,377,327	2,993,872	3,191,159	197,287
Other Local Revenues	1,091,922	151,673	315,995	164,322
<b>Total Revenue</b>	<b>11,396,220</b>	<b>10,917,444</b>	<b>11,440,360</b>	<b>522,916</b>
<b>Expenditures</b>				
Certificated Salaries	3,697,276	3,554,901	3,624,023	69,122
Classified Salaries	1,186,085	1,172,707	1,095,157	(77,550)
Benefits	1,904,259	1,788,381	1,725,740	(62,641)
Books and Supplies	432,701	544,091	759,837	215,747
Services and Operating Exp.	2,716,915	2,808,519	2,925,356	116,837
Depreciation & Cap Outlay	866,180	799,249	756,145	(43,104)
Other Outflows	570,828	570,828	527,383	(43,445)
<b>Total Expenditures</b>	<b>11,374,244</b>	<b>11,238,676</b>	<b>11,413,640</b>	<b>174,964</b>
<b>Net Revenues</b>	<b>21,976</b>	<b>(321,232)</b>	<b>26,720</b>	<b>347,952</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			9,527,466	
Net Revenues			26,720	
<b>Ending Fund Balance</b>			<b>9,554,186</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			1,753,350	15.4% of Expenditures
Restricted Balances (Est.)			63,548	0.6% of Expenditures
Net Fixed Assets			7,737,288	67.8% of Expenditures
<b>Ending Fund Balance</b>			<b>9,554,186</b>	<b>83.7% of Expenditures</b>



2023-24 Unaudited Actuals		Annual Budget			
MSA SA		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>LCFF Entitlement</b>					
8011	State Aid	7,465,732	7,085,092	7,038,312	(46,780)
8012	EPA Entitlement	98,800	95,136	95,236	100
8019	Prior Year Adjustments	-	-	32,507	32,507
8096	InLieuPropTaxes	31,868	31,951	65,023	33,072
<b>SUBTOTAL - LCFF Entitlement</b>		<b>7,596,400</b>	<b>7,212,179</b>	<b>7,231,078</b>	<b>18,899</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	70,633	63,302	80,702	17,400
8182	Special Education Discretionary Grants	-	-	-	-
8285	SpEd - Revenue	-	-	-	-
8290	All Other Federal Revenue	259,938	496,418	621,427	125,008
8295	Federal Revenue PY Adj	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>330,571</b>	<b>559,721</b>	<b>702,129</b>	<b>142,408</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	425,226	410,884	407,178	(3,706)
8520	SchoolNutrState	-	-	-	-
8550	MandCstReimburs	15,879	15,228	14,686	(542)
8560	StateLotteryRev	117,078	118,858	155,783	36,925
8590	AllOthStateRev	1,819,144	2,448,902	2,599,704	150,802
8595	State Rev PY Adj	-	-	13,808	13,808
<b>SUBTOTAL - Other State Revenue</b>		<b>2,377,327</b>	<b>2,993,872</b>	<b>3,191,159</b>	<b>197,287</b>
<b>Local Revenue</b>					
8600	Other Local Rev	-	-	-	-
8634	StudentLunchFee	-	-	-	-
8650	Leases & Rentals	-	-	-	-
8660	Interest	8,500	8,500	25,199	16,699
8682	Summer School	-	-	-	-
8677	SpEd Revenue	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-
8698	OthRev-Suspense	-	-	-	-
8699	Other Revenue	1,032,249	92,000	190,523	98,523
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>1,040,749</b>	<b>100,500</b>	<b>215,722</b>	<b>115,222</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA SA		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	7,500	7,500	31,510	24,010
8803	Fundraising	43,673	43,673	68,763	25,090
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>51,173</b>	<b>51,173</b>	<b>100,273</b>	<b>49,100</b>
<b>TOTAL REVENUE</b>		<b>11,396,220</b>	<b>10,917,444</b>	<b>11,440,360</b>	<b>522,916</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	2,681,700	2,622,727	2,730,840	108,113
1200	Cert Aid	426,144	337,990	257,972	(80,018)
1300	Cert Adminis	589,432	594,184	635,211	41,027
<b>SUBTOTAL - Certificated Salaries</b>		<b>3,697,276</b>	<b>3,554,901</b>	<b>3,624,023</b>	<b>69,122</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	199,454	214,752	166,289	(48,463)
2200	Classified Support	513,632	512,337	559,942	47,605
2300	Classified Admin	-	-	-	-
2400	Clerical & Tech	472,999	355,618	359,653	4,035
2900	OtherClassStaff	-	90,000	9,273	(80,728)
<b>SUBTOTAL - Classified Salaries</b>		<b>1,186,085</b>	<b>1,172,707</b>	<b>1,095,157</b>	<b>(77,550)</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	590,280	598,892	638,480	39,588
3102	STRS-Classified	102,705	84,674	62,524	(22,150)
3201	PERS-Cert	126,382	66,142	1,969	(64,173)
3202	PERS-Classified	157,345	143,292	163,294	20,002
3301	OASDI/Med-Cert	80,620	64,482	53,052	(11,430)
3302	OASDI/Med-Class	57,669	50,306	59,133	8,827
3401	HlthWelfareCert	564,145	547,200	705,282	158,082
3402	HlthWelfareCert	163,369	173,273	-	(173,273)
3501	UI-Certificated	17,793	16,903	1,988	(14,915)
3502	UI-Classified	5,602	4,870	-	(4,870)
3601	WorkersCmp-Cert	30,313	29,302	40,032	10,730
3602	WorkersCmp-Class	8,034	9,046	-	(9,046)
3701	Other Retirement-Cert	-	-	-	-
3901	OthBenes-Cert	-	-	(14)	(14)
3902	OthBenes-Class	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>1,904,259</b>	<b>1,788,381</b>	<b>1,725,740</b>	<b>(62,641)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA SA		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	106,000	172,400	172,512	112
4200	BooksOthRefMats	1,060	1,060	426	(634)
4300	Ins Mats & Sups 2	-	-	-	-
4310	Ins Mats & Sups	13,250	17,250	36,991	19,741
4315	OthrSupplies	-	-	-	-
4320	Office Supplies	18,020	18,020	15,376	(2,644)
4325	ProfDevMat&Sups	-	-	1,576	1,576
4326	Arts&MusicSupps	9,010	20,000	6,648	(13,352)
4330	Staff Meals & Events	-	-	-	-
4335	PE Supplies	24,380	24,380	5,467	(18,913)
4340	Educat Software	67,888	67,888	80,438	12,549
4345	NonInstStdntSup	88,892	108,892	214,724	105,832
4346	TeacherSupplies	4,240	4,240	3,982	(258)
4350	Cust. Supplies	15,800	25,800	30,810	5,010
4351	Yearbook	-	-	-	-
4390	Uniforms	21,200	21,200	17,854	(3,346)
4400	NonCapEquip-Gen	22,500	22,500	7,891	(14,609)
4410	ClssrmFrnEqp<5k	5,300	5,300	3,808	(1,492)
4430	OffceFurnEqp<5k	-	-	3,826	3,826
4440	Computers <\$5k	6,360	6,360	118,489	112,129
4460	FixedAssetsSuspense-Facilities	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-
4464	Equipment (Pre-Cap)	3,180	3,180	-	(3,180)
4480	FixedAssets Suspense-Equipment	-	-	-	-
4710	Food	5,300	5,300	4,350	(950)
4720	Food:Other Food	20,320	20,320	37,829	17,509
4990	Prior Year Adj (Mat'ls)	-	-	(3,162)	(3,162)
4999	Misc Expenditure (Suspense)	-	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>432,701</b>	<b>544,091</b>	<b>759,837</b>	<b>215,747</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA SA		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	1,106,231	1,106,231	1,106,231	-
5200	Travel - General	-	-	453	453
5205	Conference Fees	2,120	2,120	-	(2,120)
5210	MilesParkTolls	1,060	1,060	5,939	4,879
5215	TravConferences	-	-	146	146
5220	TraLodging	1,060	9,500	14,645	5,145
5300	DuesMemberships	19,080	25,000	28,608	3,608
5450	Other Insurance	131,000	131,000	140,178	9,178
5500	OpsHousekeeping	93,456	93,456	53,737	(39,719)
5510	Gas & Electric	115,000	115,000	122,115	7,115
5610	Rent & Leases	3,180	3,180	-	(3,180)
5611	Rent & Leases- Interest	-	-	-	-
5620	EquipmentLeases	24,380	24,380	13,919	(10,461)
5621	EquipmentLeases- Interest	-	-	131	131
5630	Reps&MaintBldng	53,000	53,000	65,356	12,356
5800	ProfessServices	317,169	288,688	169,843	(118,845)
5810	Legal	75,000	75,000	6,602	(68,398)
5813	SchPrgAftSchool	27,560	107,560	234,910	127,350
5814	SchPrgAcadComps	3,180	3,180	-	(3,180)
5819	SchlProgs-Other	22,260	22,260	34,890	12,630
5820	Audit & CPA	9,540	9,540	10,409	869
5825	DMSBusinessSvcs	-	-	-	-
5835	Field Trips	42,400	42,400	43,614	1,214
5836	FieldTrip Trans	63,600	63,600	59,090	(4,510)
5840	MarkngStdtrRecrt	16,500	50,000	79,712	29,712
5850	Oversight Fees	75,964	72,407	71,986	(421)
5857	Payroll Fees	31,800	31,800	36,922	5,122
5860	Service Fees	4,770	4,770	3,150	(1,620)
5863	Prof Developmnt	4,240	4,240	12,084	7,844
5864	Prof Dev-Other	62,540	62,540	44,259	(18,281)
5869	SpEd Ctrct Inst	167,291	167,291	217,017	49,726
5870	Livescan	1,855	1,855	1,347	(508)
5872	SPED Fees (incl Encroachment)	-	-	-	-
5875	Staff Recruiting	-	-	-	-
5884	Substitutes	121,900	109,900	240,216	130,316
5890	OthSvcsNon-Inst	-	-	-	-

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA SA</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5900	Communications	5,300	5,300	3,941	(1,359)
5910	Communications 2	-	-	-	-
5920	TelecomInternet	47,700	47,700	67,213	19,513
5930	PostageDelivery	8,480	8,480	3,971	(4,509)
5940	Technology	58,299	66,081	38,650	(27,431)
5990	Prior Year Adj (Services)	-	-	(5,929)	(5,929)
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>2,716,915</b>	<b>2,808,519</b>	<b>2,925,356</b>	<b>116,837</b>

2023-24 Unaudited Actuals	Annual Budget			
<b>MSA SA</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>				
6100 Site Improvement (Pre-Capitalization)	-	-	-	-
6400 EquipFixed	-	-	-	-
6900 Depreciation	866,180	799,249	756,145	(43,104)
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>866,180</b>	<b>799,249</b>	<b>756,145</b>	<b>(43,104)</b>
<b>Other Outflows</b>				
7299 Other Outgo (not incl. SPED Encroachment)	-	-	-	-
7310 Indirect Costs	-	-	-	-
7438 InterestExpense	570,828	570,828	527,383	(43,445)
<b>SUBTOTAL - Other Outflows</b>	<b>570,828</b>	<b>570,828</b>	<b>527,383</b>	<b>(43,445)</b>
<b>TOTAL EXPENSES</b>	<b>11,374,244</b>	<b>11,238,676</b>	<b>11,413,640</b>	<b>174,964</b>



2023-24 Unaudited Actuals	Annual Budget			
MSA SD	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
Projected Average Daily Attendance:	400	416	413	(3)
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	4,432,185	4,598,946	4,567,094	(31,852)
Federal Revenue	139,843	181,492	193,583	12,091
Other State Revenues	1,091,920	1,703,730	1,482,841	(220,889)
Other Local Revenues	666,267	85,000	180,462	95,462
<b>Total Revenue</b>	<b>6,330,215</b>	<b>6,569,168</b>	<b>6,423,979</b>	<b>(145,189)</b>
<b>Expenditures</b>				
Certificated Salaries	2,172,463	2,128,224	2,157,948	29,725
Classified Salaries	423,719	430,679	374,921	(55,758)
Benefits	932,892	883,670	852,153	(31,517)
Books and Supplies	306,684	365,449	295,792	(69,657)
Services and Operating Exp.	2,357,155	2,540,465	2,422,849	(117,616)
Depreciation & Cap Outlay	59,137	62,314	119,953	57,639
Other Outflows	3,180	3,180	5,490	2,310
<b>Total Expenditures</b>	<b>6,255,230</b>	<b>6,413,980</b>	<b>6,229,105</b>	<b>(184,875)</b>
<b>Net Revenues</b>	<b>74,985</b>	<b>155,188</b>	<b>194,874</b>	<b>39,686</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			1,409,667	
Net Revenues			194,874	
<b>Ending Fund Balance</b>			<b>1,604,541</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			1,063,311	17.1% of Expenditures
Restricted Balances (Est.)			86,548	1.4% of Expenditures
Net Fixed Assets			454,681	7.3% of Expenditures
<b>Ending Fund Balance</b>			<b>1,604,541</b>	<b>25.8% of Expenditures</b>



2023-24 Unaudited Actuals		Annual Budget			
MSA SD		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>LCFF Entitlement</b>					
8011	State Aid	1,404,206	1,062,283	694,519	(367,764)
8012	EPA Entitlement	79,980	83,165	82,610	(555)
8019	Prior Year Adjustments	-	-	-	-
8096	InLieuPropTaxes	2,947,999	3,453,498	3,789,965	336,467
<b>SUBTOTAL - LCFF Entitlement</b>		<b>4,432,185</b>	<b>4,598,946</b>	<b>4,567,094</b>	<b>(31,852)</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	59,668	53,214	67,841	14,627
8182	Special Education Discretionary Grants	-	-	-	-
8285	SpEd - Revenue	-	-	-	-
8290	All Other Federal Revenue	80,175	128,278	125,742	(2,536)
8295	Federal Revenue PY Adj	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>139,843</b>	<b>181,492</b>	<b>193,583</b>	<b>12,091</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	344,227	350,674	348,348	(2,326)
8520	SchoolNutrState	-	-	-	-
8550	MandCstReimburs	7,938	8,087	7,704	(383)
8560	StateLotteryRev	94,776	101,441	135,130	33,689
8590	AllOthStateRev	644,979	1,243,528	980,160	(263,368)
8595	State Rev PY Adj	-	-	11,499	11,499
<b>SUBTOTAL - Other State Revenue</b>		<b>1,091,920</b>	<b>1,703,730</b>	<b>1,482,841</b>	<b>(220,889)</b>
<b>Local Revenue</b>					
8600	Other Local Rev	25,000	25,000	-	(25,000)
8634	StudentLunchFee	-	-	-	-
8650	Leases &Rentals	-	-	-	-
8660	Interest	-	-	22,843	22,843
8682	Summer School	-	-	-	-
8677	SpEd Revenue	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-
8698	OthRev-Suspense	-	-	-	-
8699	Other Revenue	581,267	-	100,738	100,738
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>606,267</b>	<b>25,000</b>	<b>123,582</b>	<b>98,582</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA SD		Board- Approved	Second	Unaudited	Variance From 2nd
		July Budget	Interim Budget	Actuals	Interim
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	-	-	2,478	2,478
8803	Fundraising	60,000	60,000	54,402	(5,598)
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>60,000</b>	<b>60,000</b>	<b>56,880</b>	<b>(3,120)</b>
<b>TOTAL REVENUE</b>		<b>6,330,215</b>	<b>6,569,168</b>	<b>6,423,979</b>	<b>(145,189)</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	1,716,243	1,676,488	1,684,296	7,809
1200	Cert Aid	93,492	83,944	82,452	(1,492)
1300	Cert Adminis	362,728	367,792	391,200	23,408
<b>SUBTOTAL - Certificated Salaries</b>		<b>2,172,463</b>	<b>2,128,224</b>	<b>2,157,948</b>	<b>29,725</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	110,243	110,243	71,070	(39,173)
2200	Classified Support	90,976	89,140	92,091	2,952
2300	Classified Admin	-	-	-	-
2400	Clerical & Tech	222,500	231,296	211,760	(19,536)
2900	OtherClassStaff	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		<b>423,719</b>	<b>430,679</b>	<b>374,921</b>	<b>(55,758)</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	365,627	365,033	393,052	28,020
3102	STRS-Classified	55,857	56,586	36,921	(19,665)
3201	PERS-Cert	38,766	25,117	-	(25,117)
3202	PERS-Classified	28,782	24,786	45,790	21,004
3301	OASDI/Med-Cert	38,741	34,828	35,640	811
3302	OASDI/Med-Class	12,395	11,319	16,689	5,371
3401	HlthWelfareCert	298,114	271,393	298,374	26,982
3402	HlthWelfareCert	52,001	52,321	-	(52,321)
3501	UI-Certificated	10,289	10,021	4,448	(5,573)
3502	UI-Classified	1,995	1,940	-	(1,940)
3601	WorkersCmp-Cert	24,577	22,754	21,246	(1,508)
3602	WorkersCmp-Class	5,749	7,572	-	(7,572)
3701	Other Retirement-Cert	-	-	-	-
3901	OthBenes-Cert	-	-	(7)	(7)
3902	OthBenes-Class	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>932,892</b>	<b>883,670</b>	<b>852,153</b>	<b>(31,517)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA SD		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	107,000	107,000	78,763	(28,237)
4200	BooksOthRefMats	1,060	1,060	-	(1,060)
4300	Ins Mats & Sups 2	-	-	-	-
4310	Ins Mats & Sups	9,525	9,525	9,169	(356)
4315	OthrSupplies	-	-	-	-
4320	Office Supplies	31,800	31,800	28,441	(3,359)
4325	ProfDevMat&Sups	-	-	-	-
4326	Arts&MusicSupps	8,480	28,000	6,635	(21,365)
4330	Staff Meals & Events	-	-	-	-
4335	PE Supplies	2,650	2,650	2,014	(636)
4340	Educat Software	46,170	46,170	23,845	(22,325)
4345	NonInstStdntSup	14,559	32,104	28,215	(3,889)
4346	TeacherSupplies	4,240	10,000	9,698	(302)
4350	Cust. Supplies	12,720	12,720	10,749	(1,971)
4351	Yearbook	-	-	-	-
4390	Uniforms	16,960	16,960	16,847	(113)
4400	NonCapEquip-Gen	33,500	33,500	21,329	(12,171)
4410	ClssrmFrnEq<5k	-	-	-	-
4430	OffceFurnEq<5k	1,060	10,000	14,608	4,608
4440	Computers <\$5k	-	5,000	7,642	2,642
4460	FixedAssetsSuspense-Facilities	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-
4480	FixedAssets Suspense-Equipment	-	-	-	-
4710	Food	-	2,000	-	(2,000)
4720	Food:Other Food	16,960	16,960	37,837	20,877
4990	Prior Year Adj (Mat'ls)	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>306,684</b>	<b>365,449</b>	<b>295,792</b>	<b>(69,657)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA SD		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	449,406	449,406	449,406	-
5200	Travel - General	2,120	2,120	-	(2,120)
5205	Conference Fees	2,120	2,120	-	(2,120)
5210	MilesParkTolls	1,590	1,590	4,156	2,566
5215	TravConferences	-	-	-	-
5220	TraLodging	5,300	15,000	14,147	(853)
5300	DuesMemberships	7,950	10,000	9,216	(784)
5450	Other Insurance	79,118	79,118	60,177	(18,941)
5500	OpsHousekeeping	40,000	80,000	82,266	2,266
5510	Gas & Electric	84,800	110,000	98,753	(11,247)
5610	Rent & Leases	733,163	423,774	431,094	7,320
5611	Rent & Leases- Interest	-	333,479	325,970	(7,509)
5620	EquipmentLeases	15,900	21,180	13,934	(7,246)
5621	EquipmentLeases- Interest	-	-	761	761
5630	Reps&MaintBldng	79,500	79,500	50,569	(28,931)
5800	ProfessServices	207,780	192,322	133,895	(58,428)
5810	Legal	10,600	10,600	3,113	(7,487)
5813	SchPrgAftSchool	106,833	106,833	128,452	21,619
5814	SchPrgAcadComps	2,650	2,650	1,571	(1,079)
5819	SchlProgs-Other	1,060	1,060	31,370	30,310
5820	Audit & CPA	9,540	9,540	10,409	869
5825	DMSBusinessSvcs	-	-	-	-
5835	Field Trips	31,800	31,800	36,764	4,964
5836	FieldTrip Trans	-	-	484	484
5840	MarkngStdtRecrt	26,500	41,000	38,340	(2,660)
5850	Oversight Fees	44,322	45,989	45,671	(319)
5857	Payroll Fees	15,900	15,900	17,312	1,412
5860	Service Fees	9,010	9,010	1,641	(7,369)
5863	Prof Developmnt	4,240	4,240	6,100	1,860
5864	Prof Dev-Other	12,152	12,152	2,835	(9,317)
5869	SpEd Ctrct Inst	250,666	250,666	161,803	(88,864)
5870	Livescan	1,060	1,060	2,784	1,724
5872	SPED Fees (incl Encroachment)	-	-	-	-
5875	Staff Recruiting	-	10,000	8,802	(1,198)
5884	Substitutes	50,000	110,000	121,051	11,051
5890	OthSvcsNon-Inst	530	530	5,348	4,818

2023-24 Unaudited Actuals		Annual Budget			
<b>MSA SD</b>		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5900	Communications	3,180	3,180	5,080	1,900
5910	Communications 2	-	-	-	-
5920	TelecomInternet	34,980	34,980	56,022	21,042
5930	PostageDelivery	4,240	4,240	609	(3,631)
5940	Technology	29,144	35,424	42,874	7,450
5990	Prior Year Adj (Services)	-	-	20,070	20,070
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>2,357,155</b>	<b>2,540,465</b>	<b>2,422,849</b>	<b>(117,616)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA SD		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>					
6100	Site Improvement (Pre-Capitalization)	-	-	-	-
6400	EquipFixed	-	-	-	-
6900	Depreciation	59,137	62,314	119,953	57,639
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>59,137</b>	<b>62,314</b>	<b>119,953</b>	<b>57,639</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-
7310	Indirect Costs	-	-	-	-
7438	InterestExpense	3,180	3,180	5,490	2,310
<b>SUBTOTAL - Other Outflows</b>		<b>3,180</b>	<b>3,180</b>	<b>5,490</b>	<b>2,310</b>
<b>TOTAL EXPENSES</b>		<b>6,255,230</b>	<b>6,413,980</b>	<b>6,229,105</b>	<b>(184,875)</b>



2023-24 Unaudited Actuals	Annual Budget			
MSA MERF	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>SUMMARY</b>				
<b>Revenue</b>				
Other State Revenues	-	-	44,247	44,247
Other Local Revenues	7,891,287	7,369,537	7,370,632	1,094
<b>Total Revenue</b>	<b>7,891,287</b>	<b>7,369,537</b>	<b>7,414,879</b>	<b>45,341</b>
<b>Expenditures</b>				
Certificated Salaries	-	-	5,370	5,370
Classified Salaries	4,537,257	4,698,233	4,693,764	(4,469)
Benefits	1,564,586	1,605,924	1,458,791	(147,134)
Books and Supplies	107,250	113,931	331,189	217,258
Services and Operating Exp.	1,650,324	1,543,045	1,533,638	(9,407)
Depreciation & Cap Outlay	859	515	515	0
Other Outflows	-	-	2,028	2,028
<b>Total Expenditures</b>	<b>7,860,276</b>	<b>7,961,648</b>	<b>8,025,295</b>	<b>63,647</b>
<b>Net Revenues</b>	<b>31,011</b>	<b>(592,111)</b>	<b>(610,416)</b>	<b>(18,306)</b>
<b>Fund Balance</b>				
Beginning Balance (Audited.)			3,563,059	
Net Revenues			(610,416)	
<b>Ending Fund Balance</b>			<b>2,952,643</b>	
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.			2,939,633	36.6% of Expenditures
Restricted Balances (Est.)			-	0.0% of Expenditures
Net Fixed Assets			13,010	0.2% of Expenditures
<b>Ending Fund Balance</b>			<b>2,952,643</b>	<b>36.8% of Expenditures</b>



2023-24 Unaudited Actuals		Annual Budget			
MSA MERF		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Other State Revenue</b>					
8590	AllOthStateRev	-	-	44,247	44,247
8595	State Rev PY Adj	-	-	-	-
<b>SUBTOTAL - Other State Revenue</b>		-	-	<b>44,247</b>	<b>44,247</b>
<b>Local Revenue</b>					
8698	OthRev-Suspense	-	-	-	-
8701	CMO Fee - MSA-1	1,106,231	1,106,231	1,106,231	-
8702	CMO Fee - MSA-2	1,106,231	1,106,231	1,106,231	-
8703	CMO Fee - MSA-3	795,103	795,103	795,103	-
8704	CMO Fee - MSA-4	172,849	172,849	172,849	-
8705	CMO Fee - MSA-5	207,418	207,418	207,418	0
8706	CMO Fee - MSA-6	172,849	172,849	172,849	-
8707	CMO Fee - MSA-7	553,115	553,115	553,115	0
8708	CMO Fee - MSA-8	795,103	795,103	795,103	-
8709	CMO Fee - MSA-SA	1,106,231	1,106,231	1,106,231	-
8712	CMO Fee - MSA-SD	449,406	449,406	449,406	-
8699	Other Revenue	1,426,751	905,001	894,478	(10,523)
8980	Misc Revenue (Suspense 2)	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>7,891,287</b>	<b>7,369,537</b>	<b>7,359,014</b>	<b>(10,523)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA MERF		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	-	-	8,389	8,389
8803	Fundraising	-	-	3,228	3,228
<b>SUBTOTAL - Fundraising &amp; Grants</b>		-	-	<b>11,618</b>	<b>11,618</b>
<b>TOTAL REVENUE</b>		<b>7,891,287</b>	<b>7,369,537</b>	<b>7,414,879</b>	<b>45,341</b>
<b>EXPENSES DETAIL</b>					
<b>Certificated Salaries</b>					
1300	Cert Adminis	-	-	5,370	5,370
<b>SUBTOTAL - Certificated Salaries</b>		-	-	<b>5,370</b>	<b>5,370</b>
<b>Classified Salaries</b>					
2400	Clerical & Tech	4,537,257	4,619,066	4,693,764	74,698
2900	OtherClassStaff	-	79,167	-	(79,167)
<b>SUBTOTAL - Classified Salaries</b>		<b>4,537,257</b>	<b>4,698,233</b>	<b>4,693,764</b>	<b>(4,469)</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	-	-	-	-
3102	STRS-Classified	399,326	423,120	414,400	(8,719)
3201	PERS-Cert	-	-	-	-
3202	PERS-Classified	88,452	92,133	113,673	21,540
3301	OASDI/Med-Cert	-	-	-	-
3302	OASDI/Med-Class	211,876	213,706	210,196	(3,510)
3401	HlthWelfareCert	626,880	-	614,172	614,172
3402	HlthWelfareCert	-	632,279	-	(632,279)
3501	UI-Certificated	-	-	-	-
3502	UI-Classified	12,092	12,783	9,800	(2,983)
3601	WorkersCmp-Cert	67,788	-	8,989	8,989
3602	WorkersCmp-Class	-	67,788	-	(67,788)
3902	OthBenes-Class	158,173	164,116	87,561	(76,555)
3990	PY Benefit Adjustments	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>1,564,586</b>	<b>1,605,924</b>	<b>1,458,791</b>	<b>(147,134)</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA MERF		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	1,000	1,000	-	(1,000)
4315	OthrSupplies	2,000	4,181	-	(4,181)
4320	Office Supplies	15,000	15,000	10,994	(4,006)
4340	Educat Software	5,750	5,750	174,092	168,342
4345	NonInstStdntSup	25,000	25,000	19,392	(5,608)
4390	Uniforms	3,000	5,000	-	(5,000)
4400	NonCapEquip-Gen	12,500	12,500	4,501	(7,999)
4410	ClssrmFrnEqp<5k	-	-	-	-
4430	OfficeFurnEqp<5k	-	-	11,310	11,310
4440	Computers <\$5k	9,000	11,500	31,966	20,466
4720	Food:Other Food	34,000	34,000	79,985	45,985
4990	Prior Year Adj (Mat'ls)	-	-	(1,051)	(1,051)
4999	Misc Expenditure (Suspense)	-	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>107,250</b>	<b>113,931</b>	<b>331,189</b>	<b>217,258</b>

2023-24 Unaudited Actuals		Annual Budget			
MSA MERF		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Services &amp; Other Operating Expenses</b>					
5205	Conference Fees	12,500	12,500	-	(12,500)
5210	MilesParkTolls	20,500	20,500	15,867	(4,633)
5215	TravConferences	-	-	2,230	2,230
5220	TraLodging	8,500	8,500	16,584	8,084
5300	DuesMemberships	17,500	17,500	6,632	(10,868)
5450	Other Insurance	8,890	8,890	15,016	6,126
5500	OpsHousekeeping	3,500	3,500	28,484	24,984
5510	Gas & Electric	-	-	-	-
5610	Rent & Leases	230,000	155,968	183,230	27,262
5611	Rent & Leases- Interest	-	-	-	-
5620	EquipmentLeases	8,000	8,000	5,934	(2,067)
5621	EquipmentLeases- Interest	-	-	-	-
5630	Reps&MaintBldng	-	-	5,295	5,295
5800	ProfessServices	276,457	238,000	718,069	480,069
5810	Legal	72,000	72,000	188,312	116,312
5813	SchPrgAftSchool	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-
5819	SchlProgs-Other	-	-	58,033	58,033
5820	Audit & CPA	12,000	12,000	10,409	(1,591)
5825	DMSBusinessSvcs	772,000	772,000	83,893	(688,108)
5835	Field Trips	-	-	15,700	15,700
5836	FieldTrip Trans	-	-	4,873	4,873
5840	MarkngStdtRecrt	38,000	38,000	24,741	(13,259)
5850	Oversight Fees	-	-	-	-
5857	Payroll Fees	21,000	21,000	22,364	1,364
5860	Service Fees	500	500	450	(50)
5863	Prof Developmnt	31,000	31,000	27,532	(3,468)
5864	Prof Dev-Other	28,000	28,000	-	(28,000)
5869	SpEd Ctrct Inst	-	-	-	-
5870	Livescan	-	-	282	282
5872	SPED Fees (incl Encroachment)	-	-	-	-
5875	Staff Recruiting	3,500	3,500	3,869	369
5884	Substitutes	-	-	-	-
5890	OthSvcsNon-Inst	-	-	-	-
5900	Communications	1,450	1,450	7,184	5,734
5910	Communications 2	-	-	-	-

2023-24 Unaudited Actuals		Annual Budget			
MSA MERF		Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
5920	TelecomInternet	15,000	15,000	48,339	33,339
5930	PostageDelivery	11,500	11,500	3,354	(8,146)
5940	Technology	58,527	63,737	46,181	(17,556)
5990	Prior Year Adj (Services)	-	-	(9,219)	(9,219)
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>1,650,324</b>	<b>1,543,045</b>	<b>1,533,638</b>	<b>(9,407)</b>

2023-24 Unaudited Actuals	Annual Budget			
<b>MSA MERF</b>	Board- Approved July Budget	Second Interim Budget	Unaudited Actuals	Variance From 2nd Interim
<b>Capital Outlay &amp; Depreciation</b>				
6900 Depreciation	859	515	515	0
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>859</b>	<b>515</b>	<b>515</b>	<b>0</b>
<b>Other Outflows</b>				
7438 InterestExpense	-	-	2,028	2,028
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>2,028</b>	<b>2,028</b>
<b>TOTAL EXPENSES</b>	<b>7,860,276</b>	<b>7,961,648</b>	<b>8,025,295</b>	<b>63,647</b>



## Coversheet

### Approval of Franco Architects Change Orders for Magnolia Science Academy-1 Tenant Improvement Project at 18242 Sherman Way (Gym)

**Section:** IV. Action Items  
**Item:** C. Approval of Franco Architects Change Orders for Magnolia Science Academy-1 Tenant Improvement Project at 18242 Sherman Way (Gym)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV\_C\_Franco Architects Change Orders for MSA-1.pdf





<b>Agenda Item:</b>	IV C: Action Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
<b>RE:</b>	Approval of Franco Architects Change Orders for MSA-1 Tenant Improvement Project at 18242 Sherman Way (Gym)

1. **Action Proposed:**

MPS Staff recommends that the Board approve Rafael Franco Associate Architect’s two (2) change orders for Magnolia Science Academy-1’s new gym at 18242 Sherman Way, Reseda, CA 91335.

2. **Purpose:**

The purpose of this proposed action is to get the Board’s approval for Rafael Franco Associate Architect’s 2 Change Orders totaling \$12,697.00

- Change Order #1- \$7,697.00 for Additional architectural coordination during the Construction Administration Phase. (July – September 2024)
- Change Order #2- \$5,000 to prepare an application to obtain a fire sprinkler water meter for the Project at 18242 Sherman Way.

3. **Background:**

MSA1 closed escrow on the property at 18242 Sherman Way on August 31, 2022, to build a gym. Staff released an RFP for architectural services on February 15, 2023. The staff decided to proceed with Rafael Franco Associate Architect due to their history of successful collaboration with MPS.

4. **Analysis:**

There are few reasons why change orders were received for this project:

- There were two large and two small vaults inside the building that the structural engineer could not assess before the demolition. It was later determined that the structure needed additional support.
- The beams of the canopy in front of the building were accidentally cut by the demolition company, necessitating additional shoring and a redesign of the beams.
- The design of the fire sprinkler was not included in the initial proposal, so it needed to be added to their scope, along with the installation of a fire sprinkler water meter.



- Additional requests were also made by the school to add extra hoops and curtains, and it was accommodated.

<b>Change Orders Received:</b>	
1. Design of Fire Sprinkler System	\$6,000.00 (Approved)
2. Electrical (Misc -1) revised	\$3,135.00 (Approved)
3. Structural Upgrade / Shoring	\$9,600.00 (Approved)
4. Fire Sprinkler Water Meter	\$5,000.00 (Pending Approval)
5. Additional architectural coordination during the Construction Administration Phase. (July – September 2024)	\$7,697.00 (Pending Approval)
Contract:	\$89,800.00
Total:	\$121,232.00

5. **Impact:**

RFA needed to provide additional services due to owners request items such as curtain and extra basketball hoops to be able to accommodate the request into the project.

6. **Budget Implications:**

The projected \$121,232 worth of expenditures will be paid for using MSA 1's operating budget and the fiscal impact will be incorporated into the 2024-25 First Interim Report to be presented to the board in December, 2024. We expect that MSA 1 will continue to maintain a budget surplus for the year despite these additional expenses.

7. **Exhibits:**

Exhibit A: Franco Architects Change Orders (2)



# Exhibit A.

# Franco Architect Change Orders



RAFAEL FRANCO & ASSOCIATES, INC.  
Architecture • Planning • Design

## Contract Amendment: Add-Service - Fire Sprinkler Water Meter

**DATE:** October 5, 2023  
**CLIENT:** Magnolia Public Schools  
250 East 1<sup>st</sup> Street, Ste 1500  
Los Angeles, CA 90012

**ORIGINAL CONTRACT DATE:** February 14, 2023 (Executed RFA Proposal)

**RE: 18242 Sherman Way, Reseda, CA 91335 (JAM Building)**

**A. SCOPE**

Prepare application to obtain fire sprinkler water meter.

**B. COMPENSATION**

Compensation will be based on time and material not to exceed \$5,000.00. We will invoice for services on a periodic basis for time expended or work completed in the previous period. Invoices are due and payable upon receipt.

If this agreement meets with your approval, a signature is required where indicated below. Once executed, we will proceed to commence our work and project services. By signing this proposal, it is understood that you agree to and acknowledge the terms and conditions set forth herein and those made a part of the base contract between MPS and RFA which shall remain in effect and made a part of this agreement and authorize us to perform the services delineated above.

Arthur Fernandez  
President

*Arthur Fernandez*  
\_\_\_\_\_  
Rafael Franco & Associates, Inc.  
[art@rfaarchitects.com](mailto:art@rfaarchitects.com)

C (818)974-8477

Accepted By:

\_\_\_\_\_  
Alfredo Rubalcava, CEO and Superintendent

Date: \_\_\_\_\_






# Add Service - MSA1 JAM\_Fire Sprinkler Water Meter 112823

Final Audit Report

2024-08-22

Created:	2024-08-22
By:	Mary Solorzano (MARY@RFAARCHITECTS.COM)
Status:	Signed
Transaction ID:	CBJCHBCAABAAuGibEvsI992S-7NSoZorLjgFmX-gRlv4

## "Add Service - MSA1 JAM\_Fire Sprinkler Water Meter 112823" History

-  Document created by Mary Solorzano (MARY@RFAARCHITECTS.COM)  
2024-08-22 - 7:19:24 PM GMT
-  Document emailed to Arthur Fernandez (art@rfaarchitects.com) for signature  
2024-08-22 - 7:19:27 PM GMT
-  Email viewed by Arthur Fernandez (art@rfaarchitects.com)  
2024-08-22 - 7:21:47 PM GMT
-  Document e-signed by Arthur Fernandez (art@rfaarchitects.com)  
Signature Date: 2024-08-22 - 7:21:53 PM GMT - Time Source: server
-  Agreement completed.  
2024-08-22 - 7:21:53 PM GMT

## Coversheet

### Approval of Berliner Architect Change Order for Magnolia Science Academy-2 Conditional Use Permit Project at 16600 Vanowen Street (Ground Up Construction)

**Section:** IV. Action Items  
**Item:** D. Approval of Berliner Architect Change Order for Magnolia Science Academy-2 Conditional Use Permit Project at 16600 Vanowen Street (Ground Up Construction)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV\_D\_Berliner Architect Change Order for MSA-2.pdf



<b>Agenda Item:</b>	IV D: Action Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
<b>RE:</b>	Approval of Berliner Architect Change Order for MSA-2 Conditional Use Permit Project at 16600 Vanowen Street (Ground Up Construction)

1. **Action Proposed:**

MPS Staff recommends that the Board approve Berliner Architect’s \$12,000 change order, along with an \$8,000 contingency, to finalize the conditional use permit (“CUP”) application for Magnolia Science Academy-2 new site at 16600 Vanowen Street in Van Nuys.

2. **Purpose:**

The purpose of this proposed action is to get the Board’s approval for Berliner’s change order allowing them to complete the architectural services for the CUP application for MSA2’s new site at 16600 Vanowen Street in Van Nuys.

3. **Background:**

MPM 16600 Vanowen Street LLC closed escrow on the property at 16600 Vanowen Street on February 27, 2023, to build a brand-new campus for MSA2. MPS leases the property from the LLC for the benefit of and occupancy by MSA2. Staff released an RFP for architectural services for CUP Application on 2/15/2023, received 4 proposals, (from Rafael Franco & Associates, Nadel, Berliner Architects and Franco Architects). A selection committee was formed to screen the vendors. After reaching out to all references, the staff decided to go with Berliner Architect due to our history working with them and they’re being the lowest bidder for the project.

- Rafael Franco & Associates - \$130,342
- Nadel - \$88,000
- Berliner Architect - \$62,700
- Franco Architect - \$145,000

4. **Analysis:**





Additional meetings were required due to the school's request to explore different options during the planning phase. Since our agreement is based on time and materials, the proposed hours have been fully utilized.

Please see approved change orders we have received so far:

Preliminary Design	We received credit towards the initial design for CUP because they did a scheme design during the escrow	\$9,000
Initial Design for CUP	This includes consultants and reimbursables	\$62,770
WA_01	Redesign Efforts	\$10,000
WA_02	Signage	\$5,000
WA_03	Additional CUP costs, including consultants	\$16,400
WA_04	Cost Estimate	Note: This was not approved
	<b>Total Spent:</b>	<b>\$103,170</b>
WA_05	<i>Pending Approval</i>	<i>\$12,000</i>
	<i>Pending Approval Contingency</i>	<i>\$8,000</i>

**5. Impact:**

Ongoing design services are essential as we progress with the CUP. Approving this change order will enable us to successfully complete the CUP process.

**6. Budget Implications:**

The total projected costs for this change order shall not exceed \$20,000 and the costs will be paid for out of MSA 2's operating budget. We will incorporate these costs into the 2024-25 First Interim Report to be presented to the board in December 2024. MSA 2 is expected to maintain a balance with a projected surplus for the remainder of the 2024-25 fiscal year.

**7. Exhibits:**

Exhibit A. Berliner Architect Change Order for MSA-2 Conditional Use Permit Project



# Exhibit A.

## Berliner Architect Change Order for MSA-2 Conditional Use Permit Project

W O R K A U T H O R I Z A T I O N

**BERLINER**  
ARCHITECTS

<b>Work Authorization Number</b>	05	<b>Date</b>	August 1, 2024
<b>Project</b>	Magnolia Science Academy 2 - CUP	<b>Project Number</b>	22-059.5
<b>Project Location</b>	16600 and 16602 W Vanowen Street		
<b>Client</b>	Magnolia Public Schools		

Authorization is confirmed for Berliner Architects, to perform the following services:

Berliner Architects exceeded the time and materials (T&M) fees for the CUP efforts by \$4,000. Our team continues to coordinate with Veronica Becerra and remains involved in the CUP approval process with LA City Planning.


We are proposing to increase the time and materials (T&M) fees to \$12,000 for the ongoing CUP approval coordination.

<b>Berliner Architects - T&amp;M NTE</b>	<b>\$12,000</b>
<b>Total Fees</b>	<b>\$12,000</b>

Original or Master Agreement (if any), dated: March 10, 2023

Other References:

Fee and Basis  
 Total Fee - **NTE \$12,000**

<b>Date service began:</b>	August 2023	<b>Services projected to be completed no later than the following, if indicated:</b>
<b>Services requested by:</b>	Alfredo Rubalcava	<b>Date of Request:</b> 8/1/2024
<b>Prepared by:</b>		<b>Date Signed:</b> 8/1/2024

See reverse side of this Work Authorization (Page 2) for Terms and Conditions.

Client Authorization by: \_\_\_\_\_ Date Signed: \_\_\_\_\_

5976 Washington Blvd.  
 Culver City, California 90232  
 Tel:310. 838 2100  
 Fax:310. 838 2150

# Work Authorization

## Terms and Conditions

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1. Berliner Architects shall provide the services specified on page 1 of this Work Authorization. Terms and Conditions shall be in accordance with the original or master agreement between Client and Architect, or if such does not exist or is not applicable to this Work Authorization, the Terms and Conditions below shall be incorporated into this Work Authorization. Should anything arise that is not covered by such Terms and Conditions or this Work Authorization, then applicable provisions of Berliner Architects Standard Terms and Conditions STC, current as of the date of this Work Authorization, shall govern. Copies of these documents are available from the Architect on request. The provisions on page 1 of the Work Authorization take precedence over the Terms and Conditions. Where a portion of one document is amended by another of later date, all unmodified portions shall remain in effect. The term "Architect" includes the Architect's officers, directors, shareholders, employees and agents. This Agreement shall not create a contractual relationship or duty to any third party.
2. Fees to be compensated on an hourly basis shall be computed by multiplying the hours directly spent on the Project by the hourly billing rates of the Architect's standard rate schedule, which rates are subject to adjustment periodically, plus 1.1 times any consultants invoices, unless otherwise stated in the Letter of Agreement.
3. Fees to be compensated on a lump sum or percentage basis shall be based upon the Architect's determination of the proportion of its services completed through the billing period.
4. The following Reimbursable Expenses incurred by the Architect in connection with the Project are not included in the Fee stipulated unless specifically stated in this Work Authorization or the Master Agreement, if any: Models and renderings, photography, printing, reproductions, reproducible, telecommunications, data communications, facsimile, long distance telephone calls, travel, out-of-town living expenses, shipping, delivery and messenger service, sales taxes and the like, shall be billed at 1.1 times the amounts invoiced to Berliner Architects, or where incurred as in-house hourly costs, at the Architect's standard hourly billing rates, unless otherwise stated in this Work Authorization. Other than for computer usage in connection with accounting procedures and non-technical word processing, usage of computer, CADD and plotting equipment shall also be a Reimbursable Expense, billed at the Architect's standard rates.
5. Payment for fees and expenses, normally billed monthly, shall be due upon receipt of the Architect's invoice. Disputes and questions regarding an invoice shall be brought to Architect's attention within ten days following receipt of invoice, and shall not be cause for withholding payment for the undisputed portion of the invoice. A service charge of 1.5% per month, in addition to reasonable collection expenses, shall be added to balances unpaid 30 days after invoice date. The Architect reserves the right to suspend or terminate its services, or withhold its documents without notice, if payment in full is not received within 60 days after invoice date, and the Architect shall not be held liable for any claims or losses that may result therefrom.
6. If the scope of the Project, Architect's services, or Project Time is increased, compensation shall be increased accordingly. If the Scope of the Project or Architect's services is decreased, fees for the balance of the Architect's services not yet performed shall be adjusted accordingly.
7. After completion or termination of the Architect's services, and after all payments due the Architect have been made, the Client may retain and use only for alteration, additions, or completion for this Project, copies or reproducible of drawings, specifications, and other materials prepared by the Architect in connection with the Project. In the event of such use, the names and other identifications of the Architect and its consultants shall be removed from the documents and the Architect and its consultants shall be indemnified and held harmless by the Owner for claims arising out of 1) work performed subsequent to the Architect's services, 2) work not constructed or installed in accordance with the Architect's full Construction Documents, or 3) work constructed or installed without the Architect's full construction observation services.
8. In the event of any dispute, controversy or claim arising out of this Agreement or any alleged breach thereof ("Dispute"), the Client and Architect shall participate in a mediation conducted under the auspices of a recognized neutral third-party professional Mediation Service, in a good faith effort to negotiate a resolution of the Dispute, prior to undertaking any legal action. The selection of the Mediation Service shall be acceptable to the parties, and the cost of the Mediation Service shall be borne equally by the parties. In any legal action following the unsuccessful mediation of a dispute, the prevailing party shall be entitled to reasonable attorney's fees.
9. The Client acknowledges that the Architect is unable to reasonably obtain insurance for claims arising out of the performance or failure to perform professional services, including but not limited to, the preparation of reports, designs, drawings and specifications or testing related to the investigation, detection, abatement, replacement, discharge or removal of products, materials or processes containing asbestos, PCB, or any other toxic or hazardous contaminants, materials, air pollutants or water pollutants at the site ("Hazardous Substances" or "Hazardous Substances Services"). Accordingly, the Architect shall not provide such services. The Client hereby agrees to bring no claim for negligence, breach of contract, indemnity or other cause of action against the Architect if such a claim in any way arises out of Hazardous Substances or Hazardous Substances Services.
10. The Client agrees to indemnify, defend and hold the Architect harmless from and against any and all claims, suits, demands, losses and expenses, including reasonable attorneys' fees and all legal expenses and fees incurred on appeal and all interest thereon, accruing to or resulting from any and all persons, firms or any other legal entity, on account of any damage or loss to property or persons, including death, arising out of 1) Hazardous Substances or Hazardous Substances Services, except where the Architect is found to be solely liable for such damages or losses by a court or forum of competent jurisdiction; or 2) the performance or non-performance of any obligations under this Agreement except to the extent found by a court or forum of competent jurisdiction to be attributable to the negligent errors or omissions of the Architect.
11. The Client shall provide complete Project information, which the Architect shall be entitled to rely upon. The Client shall designate a representative authorized to act in its behalf to provide decisions, liaison with the Architect, and approvals of drawings, reports, presentations and other documents and data. Client's written decisions, approvals and authorizations, and Architect's services shall be provided promptly in order to meet mutually agreed project schedules. Services on a phase shall commence only after Client's written approval of the previous phase and Client's authorization to proceed. Out-of-sequence services, if requested, shall be compensated as Additional Services.
12. The Architect shall not have control over or charge of, and shall not be responsible for, construction means, methods, techniques, construction schedules, sequences or procedures, fabrication, procurement, shipment, delivery, receipt, inspection or installation, or for safety programs in connection with the Work, or for acts, omissions, or failure to carry out the Work in accordance with the Contract Documents by the Contractor, subcontractors, or any other persons or entities or their agents or employees performing or supplying the Work.
13. The Client hereby agrees that to the fullest extent permitted by law, the Architect's total liability to the Client for any and all injuries, claims, losses, expenses or damages whatsoever arising out of or in any way relating to the Project or this Agreement from any cause or causes including, but not limited to, the Architect's negligence, errors, omissions, breach of contract or breach of warranty shall not exceed the total compensation received by the Architect under this Agreement.

# Coversheet

## Approval of Resolution Implementing Prequalification of Construction Contracts Under Public Contract Code Section 20111.6. Resolution No. 20240912-01

**Section:** IV. Action Items  
**Item:** F. Approval of Resolution Implementing Prequalification of Construction  
Contracts Under Public Contract Code Section 20111.6. Resolution No. 20240912-01  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV\_F\_Prequalification of Construction\_Resolution No. 20240912-01.pdf



<b>Agenda Item:</b>	IV F: Action Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Patrick Ontiveros, Director of Facilities & General Counsel Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
<b>RE:</b>	Approval of Resolutions Implementing Prequalification of Construction Contracts Under Public Contract Code Section 20111.6. Resolution No. 20240912-01

**Action Proposed:**

MPS staff recommends and moves for the Board to approve Resolution #20240912-01 for purposes of starting the prequalification process for contractors for the Magnolia Science Academy-5 project at 7111 Winnetka Ave.

**Purpose:**

The purpose of this recommended action is to comply with the Public Contract Code Section 20111.6 for purposes of awarding construction contracts. That section specifically requires a school district to prequalify bidders for public works projects using any funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 (Education Code section 17070.10 et seq.) or any funds from any future state school bond for a public project with a projected expenditure of one million dollars (\$1,000,000) or more

**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. Escrow for the purchase and sale of the Property was opened on December 22, 2021. At the June 16th meeting the Board approved a loan from CLI Capital to fund the acquisition of the Property.



MPS assigned to MPM Sherman Winnetka LLC (“Winnetka LLC”) the right to acquire and take title to the Property with a loan from CLI Capital. Winnetka Ave LLC is a subsidiary of Magnolia Properties Management, Inc., a 501(c)(3) support corporation. Concurrent with the foregoing assignment, MPS entered into a lease for the Property with Winnetka Ave LLC. Escrow on the Property closed on October 21, 2022. In August 2024, Winnetka LLC sold the Property to MPS in accordance with the requirements of the State of California award.

### ***CSFP Award***

MPS Staff applied for funding to the OPSC’s CSFP program 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 State Allocation Board (“SAB”) approved a preliminary apportionment in the amount of \$50,838,000. Awards made by CSFP are 50% loan and 50% grant. The loan portion is paid back by the award recipient and is amortized over 30 years. The CSFP award will be used to construct a new campus for MSA-5 which is currently co-located with MSA-1 on MSA-1’s campus. To date, MPS has received approximately \$4 million in advance design and \$10 million in advance site acquisition funds.

### **Analysis & Impact:**

State of California law requires that certain processes and procedures be adopted prior to the awarding of construction contracts for State funded projects. The proposed resolutions proposed to be adopted by the Committee and Board satisfy those requirements. The adoption of the proposed resolution will allow MPS Staff to move forward with the Project.

### **Budget Implications:**

Adoption of the resolutions described in this report have no immediate budget implications.

### **Exhibits:**

Resolutions



**RESOLUTION IMPLEMENTING PREQUALIFICATION  
OF CONSTRUCTION CONTRACTORS UNDER  
PUBLIC CONTRACT CODE SECTION 20111.6  
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION dba  
MAGNOLIA PUBLIC SCHOOLS  
RESOLUTION NO. 20240912-01**

**WHEREAS**, for construction contracts awarded on or after January 1, 2014, Public Contract Code section 20111.6 requires the governing board of a school district with an average daily attendance over two thousand five hundred (2,500) to prequalify bidders for public works projects using any funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 (Education Code section 17070.10 et seq.) or any funds from any future state school bond for a public project with a projected expenditure of one million dollars (\$1,000,000) or more;

**WHEREAS**, for purposes of Public Contract Code section 20111.6 and public projects that fall within its purview, bidders shall include the prime contractor and, if utilized, all electrical, mechanical, and plumbing subcontractors (licensed pursuant to section 7058 of the Business and Professions Code- specifically, contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46 licenses);

**WHEREAS**, the standardized questionnaire and financial statement in a form specified by the District (“Questionnaire”) is required to include a complete statement of the prospective bidder’s financial ability and experience in performing public works;

**WHEREAS**, the Questionnaire and financial statement must be verified under oath by the bidder in the manner in which civil pleadings and civil actions are verified;

**WHEREAS**, the Questionnaire is not a public record and is not to be opened to public inspection,;

**WHEREAS**, each Questionnaire submitted by a prospective bidder will be scored in accordance with an established point system;

**WHEREAS**, Public Contract Code section 20111.6 requires Magnolia Educational & Research Foundation dba Magnolia Public Schools (the “District”) to adopt and apply a uniform system of rating bidders on the basis of the completed Questionnaire in order to determine if bidders will be deemed qualified to bid;

**WHEREAS**, the District may not accept a proposal from any potential bidder who is required to submit a Questionnaire in accordance with Public Contract Code section 20111.6, but has not done so at least ten (10) business days prior to the date fixed upon the public opening of sealed bids, or has not been prequalified by the District in accordance with Public Contract Code section 20111.6(f) at least five (5) business days prior to the opening of sealed bids; and

**WHEREAS**, the District wishes to establish a process for prequalifying prospective bidders pursuant to Public Contract Code section 20111.6 on a yearly basis and such prequalification shall be considered valid for up to one (1) calendar year following the date of initial prequalification.

**NOW THEREFORE, THE GOVERNING BOARD OF MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION dba MAGNOLIAR PUBLIC SCHOOLS (THE “BOARD”) DOES HEREBY RESOLVE:**

1. In accordance with Public Contract Code section 20111.6, the Governing Board (“Board”) of the District establishes a prequalification program for construction contracts awarded on or after January 1, 2014 that receive funding pursuant to the Leroy F. Greene School Facilities Act of 1998 (Education Code Section 17070.10 et seq.) or any funds from any future state school bond and involves a projected expenditure of one million dollars (\$1,000,000) or more, (“Prequalification Program”).

2. The Prequalification Program shall utilize the Questionnaire attached hereto as Exhibit “A” and incorporated herein.

3. In accordance with Public Contract Code section 20111.6, the District adopts the Prequalification Evaluation of allocating points set forth in the document attached hereto as Exhibit “B” with respect to the District’s review of any submitted Questionnaires. Any potential bidder who submits a Questionnaire that does not meet the above-referenced criteria set forth therein shall be considered not qualified and rejected.

4. The Questionnaire shall be completed by any potential bidder in conformance with Public Contract Code section 20111.6.

5. With respect to construction contracts awarded on or after January 1, 2014 that receive funding pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond and involves a projected expenditure of one million dollars (\$1,000,000) or more, each prospective bidder must be prequalified in conformance with the Prequalification Program prior to submitting a bid.

6. In submitting any bids for construction contracts awarded on or after January 1, 2014 that receive funding pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond and involves a projected expenditure of one million dollars (\$1,000,000) or more, and any future projects that require prequalification of contractors, the District will furnish each prospective bidder a standardized proposal form that when completed and executed, will constitute such potential bidder’s bid (“Proposal”).

7. A Proposal shall not be accepted from any person or other entity for any construction contracts awarded on or after January 1, 2014 that receive funding pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond and involves a projected expenditure of one million dollars (\$1,000,000) or more who: (1) has not submitted a Questionnaire at least ten (10) business days prior to the date fixed for the public opening of the seal bids for such construction contract in accordance with Public Contract Code

section 20111.6(f), or (2) who has not been prequalified for at least five (5) business days prior to the public opening of seal bids for such contract, in accordance with Pubic Contract Code section 20111.6(f).

8. Once prequalified pursuant to this section, such prequalification shall be valid for up to one (1) calendar year following the date of initial prequalification.

9. The Board hereby delegates to the District’s Chief Executive Officer & Superintendent, Deputy Superintendent, and their respective designees, the authority to determine whether a potential bidder shall be considered prequalified, the authority to hear and oversee prequalification determination appeals, and the authority to make revisions to the Questionnaire and Uniform System of allocating points.

**PASSED AND ADOPTED** by the Governing Board of the **MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION dba MAGNOLIA PUBLIC SCHOOLS** on September 12, 2024, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSENT: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_

I, \_\_\_\_\_, Secretary of the **MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION dba MAGNOLIA PUBLIC SCHOOLS** Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which resolution is on file in office of said Board.

\_\_\_\_\_  
Secretary

**EXHIBIT “A”**

[INSERT PREQUALIFICATION QUESTIONNAIRE]

**EXHIBIT “B”**

[INSERT UNIFORM SYSTEM OF ALLOCATING POINTS/SCORING]

**ANNOUNCEMENT OF PREQUALIFICATION PROCEDURES FOR CONSTRUCTION  
CONTRACTORS**

Notice is hereby given by the **INSERT DISTRICT** School District (“District”) that prime contractors and mechanical, electrical and plumbing (“MEP”) subcontractors (as defined in Public Contract Code section 20111.6) planning to participate in bidding on certain public projects to be undertaken by the District, must be prequalified prior to submitting bids for such public projects. Pursuant to Public Contract Code Section 20111.6 bidders on all public projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond that involves a projected public project expenditure of one million dollars (\$1,000,000) or more, must be prequalified.

Prequalification application packages are available on the District’s **website [insert District website if applicable]** or at the District’s main office.

***Timeline***

In order to submit a valid bid for any project requiring prequalification, prospective bidders must submit a prequalification questionnaire, a financial statement, and a standardized bidding form at least ten (10) business days prior to the date fixed for the public opening of sealed bids or must be deemed prequalified to bid at least five (5) business days prior to that date.

This prequalification packet includes a questionnaire and financial statement, to be verified under oath. The District will use the information and documentation required by the packet to prequalify prime contractors and MEP subcontractors in accordance with Public Contract Code section 20111.6.

***Questionnaire***

All questions in the questionnaire must be answered. If a question is not applicable, then indicate a response of “N/A”. “You” or “Yours” as used herein refers to the prospective bidders’ firm and any of its owners, officers, principals and qualifying individuals. Any references to owners, officer, principals or partners herein shall include any qualifying individuals including any RME or RMO. If two or more business entities submit a bid on a project as a Joint Venture, or expect to submit a bid as part of a Joint Venture, each entity within the Joint Venture must be separately qualified to bid.

Each questionnaire must be signed under penalty of perjury in the manner designated at the end of the form, by an individual who has the legal authority to bind the contractor on whose behalf that person is signing. If any information provided by a prospective bidder becomes inaccurate, the prospective bidder must immediately notify the District and provide updated accurate information in writing, under penalty of perjury. Each prospective bidder shall have a duly authorized owner, officer or principal complete the questionnaire and verify the truth of the information provided therein and in the financial statement.

***Financial Statement***

In addition to completing the attached questionnaire, each prospective bidder must submit its most current reviewed or year-end audited financial statement, which must have been prepared by a certified public accountant within twelve (12) months of each prospective bidder's submission of the prequalification package. Each prospective bidder must also provide its most current financial statement, which must have been prepared within three (3) months of each prospective bidder's submission of the prequalification package. Finally, each prospective bidder must submit a notarized statement from an admitted surety insurer (approved by the California Department of Insurance and authorized to issue bonds in the State of California) which states your current bonding capacity.

Financial statements submitted with this prequalification package shall not be prepared by any individual who is in the regular employ of the firm submitting the statement, nor by any individual or entity who has more than a ten percent (10%) financial interest in the firm's business. If the individual or entity that prepared a financial statement submitted with this prequalification package has any financial interest in the firm's business, the firm shall notify the District of such financial interest in a separate signed statement accompanying this prequalification package.

***Submission***

Prospective bidders are encouraged to submit prequalification packages as soon as possible, so that they may be notified of prequalification status well in advance of the bid process. The prequalification packages should be sealed, marked "**CONFIDENTIAL PREQUALIFICATION,**" and mailed to the following:

**DISTRICT CONTACT**  
**INSERT ADDRESS**  
**CITY, CA, ZIP CODE**

The questionnaire answers and financial statements included in the prequalification packages submitted by prospective bidders are not public records and are not open to public inspection. All such information provided will be kept confidential to the extent permitted by law, although the contents may be disclosed to third parties for the purpose of verification, investigation of substantial allegations, and in the process of any subsequent proceedings. State law requires that the names of contractors applying for prequalification status shall be public records subject to disclosure, and the first page of the questionnaire will be used for that purpose.

***Evaluation by the District***

The District will evaluate the information provided and issue each submitting prospective bidder a rating of "Prequalified" or "Not Prequalified." The District's decision will be based on the information provided, references, and such additional outside information as the District in its discretion deems reasonable and necessary to obtain. The District may, but is not obligated to, investigate the truth of any statements or information provided by a prospective bidder in response hereto.

Prequalification approval will remain valid for one (1) calendar year from the date of notice of qualification, except that the District reserves the right during that calendar year to adjust, increase, limit, suspend or rescind



the prequalification ratings based on subsequently learned information and after giving notice of the proposed action to the prospective bidder and an opportunity for a hearing consistent with the hearing procedures described below for appealing a prequalification determination.

While it is the intent of the prequalification questionnaire and documents required herein to assist the District in determining bidder responsibility prior to the submission of bids and to aid the District in selecting the lowest responsible bidder, neither the fact of prequalification, nor any prequalification rating, will preclude the District from a post-bid consideration and determination on a specific project of whether a bidder has the quality, fitness, capacity and experience to satisfactorily perform the proposed work, and has demonstrated the requisite trustworthiness.

### ***Appeal***

A prospective bidder who has timely submitted a completed application form, and who receives a rating of “Not Prequalified” from the District may appeal that determination. There is no appeal from a finding that a prospective bidder is not prequalified because of a late application or a failure to submit required information. A prospective bidder may appeal the District’s decision with respect to its request for prequalification, by giving written notice to the District no later than five (5) business days after receipt of notice of its qualification status. Notice shall be sent to the address listed above. Unless a prospective bidder files a timely appeal, the prospective bidder waives any and all rights to challenge the qualification decision of the District, whether by administrative process, judicial process or any other legal process or proceeding. The District reserves the right to resolve appeals before or after bid opening or award of any contract. The date for submission and opening of bids for a specific project and any subsequent contract award will not be delayed or postponed to allow for completion of an appeal process.

After receipt of a request for appeal, the District will provide the prospective bidder any supporting evidence that has been received from others or adduced as a result of an investigation by the District. The appealing prospective bidder will be provided an opportunity to rebut any evidence. The District, in its sole discretion, may conduct a hearing regarding the prospective bidder’s timely appeal. If such a hearing is conducted, the prospective bidder consents to the District’s [REDACTED], or his or her designee, to act as the hearing officer

### ***Bidding***

Bids will not be accepted from any prospective bidder that did not timely submit a completed prequalification questionnaire and supporting documents, including financial statements, to the District. Omission of requested information, falsification of information, or failing to use the forms provided by the District may result in a finding of “not prequalified”.

MEP subcontractors (licensed pursuant to Section 7058 of the Business and Professions Code, specifically contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46 licenses) must also meet prequalification requirements on all projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond that involves a projected expenditure of one million dollars (\$1,000,000) or more. If a project includes electrical, mechanical, or plumbing components

that will be performed by MEP subcontractors, a list of prequalified prime contractors and MEP subcontractors will be made available by the District to all bidders at least five (5) business days prior to the dates fixed for the public opening of sealed bids.

If a prime contractor uses any MEP subcontractor required for any project, such MEP subcontractor must be prequalified pursuant to these prequalification forms and requirements. If a MEP subcontractor in any prime contractor bid is not prequalified, that bid will not be accepted.

Prospective bidders are warned that a project may have specific requirements that differ or are in addition to being properly prequalified pursuant to these documents. A determination that a contractor or MEP subcontractor is prequalified pursuant to these documents does not automatically mean a contractor or MEP subcontractor meets all of the requirements of a specific project. Prospective bidders are instructed to carefully review the requirements for each project before submitting a bid.

The District reserves the right to amend the prequalification packet at any time. The District reserves the right to waive minor irregularities and omissions in the information contained in the prequalification application submitted and to make all final determinations. Additionally, a determination by the District that a prospective bidder is prequalified does not amount to a final determination that such prospective bidder is responsible or responsive for purposes of bid evaluation. The District may, in accordance with applicable law reject a prequalified contractor's bid, and the District may additionally reject all bids if it determines such action is in the best interest of the public.

**[INSERT DISTRICT] PREQUALIFICATION QUESTIONNAIRE**

**IMPORTANT INFORMATION: Please note: Declaration under penalty of perjury (last page of questionnaire) is required under State law. Failure to sign form will invalidate the prequalification packet. A passing score in general for prequalification does not guarantee that bidder will be eligible to bid this particular project. Contractors will receive a separate determination as to the overall prequalification dollar limit.**

**CONTACT INFORMATION**

Contractor \_\_\_\_\_  
(as it appears on license)

Check one of the following:

- Corporation
- Partnership
- Sole Proprietorship
- Joint Venture

Contact Person: \_\_\_\_\_

Address (City, State, Zip): \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_ Company Website: \_\_\_\_\_

Contractor's License Number(s) and Types (Please include expiration date):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tax ID Number \_\_\_\_\_

If firm is a sole proprietor or partnership:

Owner(s) of Company \_\_\_\_\_

Company Union Status: Union                  Non-Union

Minority Status: MBE                  DBE                  DVBE                  SBE                  DBE

Other Minority Certification: \_\_\_\_\_

**[INSERT DISTRICT] PREQUALIFICATION QUESTIONNAIRE**

## ESSENTIAL REQUIREMENTS FOR QUALIFICATION

**Contractor will be immediately disqualified if the answer to any of questions 1 through 6 is “no.”<sup>1</sup>**

**To Contractors seeking prequalification as a subcontractor only: You must respond to all Part I questions, however your response to Part I, Question Number 5 will not be rated.**

**Contractor will be immediately disqualified if the answer to any of questions 7, 8, 9 or 10 is “yes.”<sup>2</sup> If the answer to question 9 is “yes,” and if debarment would be the sole reason for denial of prequalification, any prequalification issued will exclude the debarment period.**

1. Contractor possesses a valid and current California Contractor’s license for the project or projects for which it intends to submit a bid.  
 Yes    No
  
2. Contractor has a liability insurance policy with a policy limit of at least \$1,000,000 per occurrence and \$2,000,000 aggregate.  
 Yes    No   **(Please provide a current Certificate of Insurance as verification)**
  
3. Contractor has current workers’ compensation insurance policy as required by the Labor Code or is legally self-insured pursuant to Labor Code section 3700 *et. seq.*  
 Yes    No    Contractor is exempt from this requirement, because it has no employees
  
4. Have you attached your latest copy of a reviewed or audited financial statement with accompanying notes and supplemental information.<sup>3</sup>  
 Yes    No

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<sup>1</sup> A “no” answer to Question 4 will not be disqualifying if the contractor is exempt from complying with Question 4, for reasons explained in footnote 3.

<sup>2</sup> A contractor disqualified solely because of a “Yes” answer given to question 7, 8, or 10 may appeal the disqualification and provide an explanation of the relevant circumstances during the appeal procedure.

<sup>3</sup> Public Contract Code section 20101(e) exempts from this requirement a contractor who has qualified as a small business pursuant to Government Code section 14837(d)(1), if the bid is “no more than 25 percent of the qualifying amount provided in section 14837(d)(1).” As of August 12, 2013, the qualifying amount is \$10 million, and 25 percent of that amount, therefore, is \$2.5 million.

**NOTE: A financial statement that is not either reviewed or audited is not acceptable. A letter verifying availability of a line of credit may also be attached; however, it will be considered as supplemental information only and is not a substitute for the required financial statement.**

5. Have you attached a notarized statement from an admitted surety insurer (approved by the California Department of Insurance) and authorized to issue bonds in the State of California, which states: (a) that your current bonding capacity is sufficient for the project for which you seek prequalification if you are seeking prequalification for a single project; or (if you are seeking prequalification valid for a year) (b) your current available bonding capacity?<sup>4</sup>

Yes  No

**NOTE: Notarized statement must be from the surety company, not an agent or broker. Contractors seeking prequalification as a subcontractor only: You must respond to this question; however, you will not be rated according to your response.**

6. Are you currently registered with the Department of Industrial Relations in accordance with Labor Code section 1725.5?

Yes  No

If yes, what is your registration number \_\_\_\_\_.

Please submit proof of registration.

7. Has your contractor's license been revoked at any time in the last five years, even if such revocation was stayed at any time?

Yes  No

8. Has a surety firm completed a contract on your behalf, or paid for completion because your firm was default terminated by the project owner within the last five (5) years?

Yes  No

9. At the time of submitting this prequalification form, is your firm ineligible to bid on or be awarded a public works contract, or perform as a subcontractor on a public works contract, pursuant to either Labor Code section 1777.1 or Labor Code section 1777.7?

Yes  No

If the answer is "Yes," state the beginning and ending dates of the period of debarment:

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<sup>4</sup> An additional notarized statement from the surety may be requested by **[INSERT DISTRICT]** at the time of submission of a bid, if this prequalification package is submitted more than 60 days prior to submission of the bid.

- 
10. At any time during the last five years, has your firm or any of its owners or officers been convicted of a crime involving the awarding of a contract of a government construction project, or the bidding or performance of a government contract?

Yes     No

**[INSERT DISTRICT] PREQUALIFICATION QUESTIONNAIRE**

# ORGANIZATION, HISTORY, ORGANIZATIONAL PERFORMANCE, COMPLIANCE WITH CIVIL AND CRIMINAL LAWS

## Current Organization and Structure of the Business

### For Firms That Are Corporations:

- 1a. Date incorporated : \_\_\_\_\_
- 1b. Under the laws of what state: \_\_\_\_\_
- 1c. Provide all the following information for each person who is either (a) an officer of the corporation (president, vice president, secretary, treasurer), or (b) the owner of at least ten percent of the corporation’s stock.

Name	Position	Years with Co.	% Ownership	Last four Social Security *

- 1d. Identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. **NOTE: For this question, “owner” and “partner” refer to ownership of ten percent or more of the business, or 10 percent or more of its stock, if the business is a corporation.**

Person’s Name	Construction Firm	Dates of Person’s Participation with Firm

### For Firms That Are Partnerships:

- 1a. Date of formation: \_\_\_\_\_
- 1b. Under the laws of what state: \_\_\_\_\_
- 1c. Provide all the following information for each partner who owns 10 percent or more of the firm.

Name	Position	Years with Co.	% Ownership	Last four Social Security #'s




\*last four numbers of Social Security is suitable.

- 1d. Identify every construction company that any partner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. **NOTE: For this question, “owner” and “partner” refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.**

Person’s Name	Construction Firm	Dates of Person’s Participation with Firm

For Firms That Are Sole Proprietorships:

- 1a. Date of commencement of business. \_\_\_\_\_
- 1b. Social security number of company owner. \_\_\_\_\_
- 1c. Identify every construction firm that the business owner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. **NOTE: For this question, “owner” and “partner” refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.**

Person’s Name	Construction Company	Dates of Person’s Participation with Company

For Firms That Intend to Make a Bid as Part of a Joint Venture:

- 1a. Date of commencement of joint venture. \_\_\_\_\_
- 1b. Provide all of the following information for each firm that is a member of the joint venture that expects to bid on one or more projects:

Name of firm	% Ownership of Joint Venture

## History of the Business and Organizational Performance

2. How many years has your organization completed work for public agencies?

Years: \_\_\_\_\_

3. Has your organization ever been licensed in California under a different name or different license number?

Yes    No

If “yes,” please list all name(s) and license number(s), on a separate signed page.

4. Are you currently prequalified with any other school district?

Yes    No

If yes, please identify the school district(s), with contact information and the dollar rating that you have been prequalified for at such school district(s), on a separate signed page.

5. Has there been any change in ownership of the firm at any time during the last three years?

**NOTE: A corporation whose shares are publicly traded is not required to answer this question.**

Yes    No

If “yes,” explain on a separate signed page.

6. Is the firm a subsidiary, parent, holding company or affiliate of another construction firm?

**NOTE: Include information (including license number(s)) about other firms if one firm owns 50 percent or more of another, or if an owner, partner, or officer of your firm holds a similar position in another firm.**

Yes    No

If “yes,” explain on a separate signed page. Please include all name(s) and license number(s)

7. Are any corporate officers, partners or owners connected to any other construction firms?

**NOTE: Include information about other firms if an owner, partner, or officer of your firm holds a similar position in another firm.**

Yes    No

If “yes,” explain on a separate signed page.

List your firm's gross revenues for each of the last three years:

Year: \_\_\_\_\_ \$ \_\_\_\_\_

Year: \_\_\_\_\_ \$ \_\_\_\_\_

Year: \_\_\_\_\_ \$ \_\_\_\_\_

8. How many years has your organization been in business in California as a contractor under your present business name and license number? \_\_\_\_\_ Years

9. Is your firm currently the debtor in a bankruptcy case?

Yes  No

If "yes," please attach a copy of the bankruptcy petition, showing the case number, and the date on which the petition was filed.

10. If your firm is not currently in bankruptcy, was your firm in bankruptcy at any time during the last five years?

Yes  No

If "yes," please attach a copy of the bankruptcy petition, showing the case number and the date on which the petition was filed, and a copy of the Bankruptcy Court's discharge order, or of any other document that ended the case, if no discharge order was issued.

In what type of construction do you specialize?: \_\_\_\_\_

What was the largest amount of work completed in one year: \_\_\_\_\_

Number of projects: \_\_\_\_\_ Year: \_\_\_\_\_ Amount of Largest Project: \_\_\_\_\_

## Licenses

List all California construction license numbers, classifications and expiration dates of the California contractor licenses held by your firm:

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If any of your firm’s license(s) are held in the name of a corporation or partnership, list below the names of the qualifying individual(s) listed on the CSLB records who meet(s) the experience and examination requirements for each license.

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11. Has your firm changed names or license number in the past five years?

Yes  No

If “yes,” explain on a separate signed page, including the reason for the change.

12. Has any owner, partner or (for corporations) officer of your firm operated a construction firm under any other name in the last five years?

Yes  No

If “yes,” explain on a separate signed page, including the reason for the change.

13. Has any CSLB license held by your firm or its Responsible Managing Employee (RME) or Responsible Managing Officer (RMO) been suspended within the last five years?

Yes  No

If “yes,” please explain on a separate signed sheet.

## Surety and Bonding Information

Bonding capacity: **Please provide a letter stating bondability from current surety company.** Also, please provide documentation from your surety (not agency) identifying the following: **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

Name of bonding company/surety: \_\_\_\_\_

Name of surety agent/contact person, address and telephone number:

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14. If your firm was required to pay a premium of more than one percent for a performance and payment bond on any project(s) on which your firm worked at any time during the last three years, state the percentage that your firm was required to pay. You may provide an explanation for a percentage rate higher than one percent, if you wish to do so.

**NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

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*(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)*

List all other sureties, not agencies (name, contact person, full address, phone number, largest bond obtained) that have written bonds for your firm during the last five years, including the dates during which each wrote the bonds (If necessary, list on separate signed sheet) **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.:**

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15. During the last five years, has your firm ever been denied bond coverage by a surety company, or has there ever been a period of time when your firm had no surety bond in place during a public construction project when one was required? **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

Yes    No

If yes, provide details on a separate signed sheet indicating the date when your firm was denied coverage and the name of the company or companies which denied coverage; and the period during which you had no surety bond in place.

*(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)*

16. At any time during the past five years, has any surety company made any payments on your firm's behalf as a result of a default, to satisfy any claims made against a performance or payment bond issued on your firm's behalf, in connection with a construction project, either public or private? **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

Yes    No

If “yes,” explain on a separate signed page the amount of each such claim, the name and telephone number of the claimant, the date of the claim, the grounds for the claim, the present status of the claim, the date of resolution of such claim if resolved, the method by which such was resolved if resolved, the nature of the resolution and the amount, if any, at which the claim was resolved.

***(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)***

17. Has your firm ever failed to complete a contract?

Yes     No

If “yes,” explain on a separate signed page.

How many projects is your firm currently bonded for? \_\_\_\_\_

What are the contract amounts your firm has currently bonded?

Contracts	Amount Bonded

## Insurance

Insurance Company: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Facsimile Number: \_\_\_\_\_

Contact Person: \_\_\_\_\_

18. How long have you been with this insurance company?

\_\_\_\_\_

If less than two years, please list prior insurance companies below:

Insurance Company	Address	Phone	Contact Person	Year(s)

19. In the last five years has any insurance carrier, for any form of insurance, refused to renew the insurance policy for your firm?

Yes     No

If “yes,” explain on a separate signed page. Name the insurance carrier, the form of insurance and the year of the refusal.

20. Has your organization ever had insurance terminated by a carrier in the past five (5) years due to an excessive claims history and/or nonpayment of premium?

If “yes,” explain on a separate signed sheet. Name the insurance carrier, the form of insurance, and year of termination.

### Safety Program & Workers’ Compensation

Each bidder shall submit a copy of the Table of Contents from bidder’s established safety/injury prevention program which complies with the Contract Documents and all applicable governmental regulations. After determination of the successful bidder, its subcontractors must submit a copy of their respective safety/injury prevention programs within five (5) days of the District’s request.

Bidder: \_\_\_\_\_

Signature: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

Each bidder shall submit its workers’ compensation experience modification factor. After determination of the successful bidder, its subcontractors must submit their workers compensation modification factor within five (5) days of District’s request.



21. List your firm’s Experience Modification Rate (EMR) (California Workers’ Compensation Insurance) for each of the past premium years:

Current Year: \_\_\_\_\_

Previous Year: \_\_\_\_\_

Year Prior to Previous Year: \_\_\_\_\_

If your EMR for any of these three years is or was 1.25 or higher you may, if you wish, attach a letter of explanation.

22. Within the last five years has there ever been a period when your firm had employees but was without workers’ compensation insurance or state-approved self-insurance?

Yes  No

If “yes,” please explain the reason for the absence of workers’ compensation insurance on a separate signed page. If “No,” please provide a statement by your current workers’ compensation insurance carrier that verifies periods of workers’ compensation insurance coverage for the last five years. (If your firm has been in the construction business for less than five years, provide a statement by your workers’ compensation insurance carrier verifying continuous workers’ compensation insurance coverage for the period that your firm has been in the construction business.)

## Compliance with Occupational Safety and Health Laws and with Other Labor Legislation Safety

Each bidder, and its subcontractors, must declare any serious or willful violations of Part 1 (commencing with Section 6300) of Division 5 of the California Labor Code received during the last five years. This information must include all construction work undertaken in the United States by the bidder and any affiliate of the bidder. Separate information shall be submitted for each particular partnership, joint venture, corporation, Limited Liability Company or individual bidder or subcontractor. The bidder or its subcontractors may be requested to submit additional information or explanation of data, which District may require for evaluating the safety record. The term “affiliate” shall mean any firm, corporation, partnership, joint venture, limited liability company or association which is a member, joint venturer or partner of the bidder, or any such entity which owns a substantial interest in, or is owned in common with, the bidder, its subcontractor or any of its members, joint venturers or partners, or any such entity in which the bidder, its subcontractor, or any of their members, joint venturers or partners own a substantial interest.

23. Has your firm ever received a serious or willful safety violation during the last five (5) years?

Yes  No

If “yes,” attach a separate signed page describing the violation, including information about the dates, the nature of the violation, the project on which the citation(s) was or were issued, the amount of penalty paid, if any.

24. Has CAL OSHA cited and assessed penalties against your firm for any “serious,” “willful” or “repeat” violations of its safety or health regulations in the past five years? **NOTE: If you have filed an appeal of a citation, and the Occupational Safety and Health Appeals Board has not yet ruled on your appeal, you need not include information about it.**

Yes  No

If “yes,” attach a separate signed page describing the citations, including information about the dates of the citations, the nature of the violation, the project on which the citation(s) was or were issued, the amount of penalty paid, if any. If the citation was appealed to the Occupational Safety and Health Appeals Board and a decision has been issued, state the case number and the date of the decision.

25. Has the federal Occupational Safety and Health Administration cited and assessed penalties against your firm in the past five years? **NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.**

Yes  No

If “yes,” attach a separate signed page describing each citation.

26. Has the EPA or any Air Quality Management District or any Regional Water Quality Control Board or any local authorities cited and assessed penalties against either your firm or the owner of a project on which your firm was the contractor, in the past five years? **NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.**

Yes  No

If “yes,” attach a separate signed page describing each citation.

27. How often do you require documented safety meetings to be held for construction employees and field supervisors during the course of a project?

\_\_\_\_\_

28. How often do you conduct documented safety inspections on a construction site?

Daily \_\_\_\_\_ Weekly \_\_\_\_\_ Quarterly \_\_\_\_\_

29. Does your firm currently have a safety plan which complies with the current OSHA standards?

Yes  No

30. Have any of your subcontractors you retained ever received a serious or willful industrial safety violation during the last five (5) years?

Yes  No

If “yes,” attach a separate signed page listing each subcontractor, its license number and provide a brief explanation.

### Prevailing Wage and Apprenticeship Compliance Record

31. Has there been more than one occasion during the last five years in which your firm was required to pay either back wages or penalties for your own firm’s failure to comply with the state’s prevailing wage laws? **NOTE: This question refers only to your own firm’s violation of prevailing wage laws, not to violations of the prevailing wage laws by a subcontractor.**

Yes  No

If “yes,” attach a separate signed page or pages, describing the nature of each violation, identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid and the amount of back wages and penalties that you were required to pay.

32. During the last five years, has there been more than one occasion in which your own firm has been penalized or required to pay back wages for failure to comply with the **federal** Davis-Bacon prevailing wage requirements?

Yes  No

If “yes,” attach a separate signed page or pages describing the nature of the violation, identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid, the amount of back wages you were required to pay along with the amount of any penalty paid.

33. Provide the **name, address and telephone number** of the apprenticeship program (approved by the California Apprenticeship Council) from whom you intend to request the dispatch of apprentices to your company for use on any public work project for which you are awarded a contract by the District.

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34. If your firm operates its own State-approved apprenticeship program:
- (a) Identify the craft or crafts in which your firm provided apprenticeship training in the past year.
  - (b) State the year in which each such apprenticeship program was approved, and attach evidence of the most recent California Apprenticeship Council approval(s) of your apprenticeship program(s).
  - (c) State the number of individuals who were employed by your firm as apprentices at any time during the past three years in each apprenticeship and the number of persons who, during the past three years, completed apprenticeships in each craft while employed by your firm.

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35. At any time during the last five years, has your firm been found to have violated any provision of California apprenticeship laws or regulations, or the laws pertaining to use of apprentices on public works? **NOTE: You may omit reference to any incident that occurred prior to January 1, 1998, if the violation was by a subcontractor and your firm, as general contractor on a project, had no knowledge of the subcontractor's violation at the time they occurred.**

Yes    No

If "yes," provide the date(s) of such findings, and attach copies of the Department's final decision(s)

## Disputes

36. At any time in the last five years has your firm been assessed and paid liquidated damages after completion of a project under a construction contract with either a public or private owner?

Yes    No

If yes, explain on a separate signed page, identifying all such projects by owner, owner's address, the date of completion of the project, amount of liquidated damages assessed and all other information necessary to fully explain the assessment of liquidated damages.

37. In the last five years has your firm, or any firm with which any of your company's owners, officers or partners was associated, been debarred, disqualified, removed or otherwise prevented from bidding on, or completing, any government agency or public

works project for any reason? **NOTE: “Associated with” refers to another construction firm in which an owner, partner or officer of your firm held a similar position, and which is listed in response to question 1c or 1d on this form.**

Yes  No

If “yes,” explain on a separate signed page. State whether the firm involved was the firm applying for prequalification here or another firm. Identify by name of the company, the name of the person within your firm who was associated with that company, the year of the event, the owner of the project, the project and the basis for the action.

38. In the last five years has your firm been denied an award of a public works contract based on a finding by a public agency that your company was not a responsible bidder?

Yes  No

If “yes,” explain on a separate signed page. Identify the year of the event, the owner, the project and the basis for the finding by the public agency.

\* \* \* \* \*

**NOTE: The following two questions refer only to disputes between your firm and the owner of a project. You need not include information about disputes between your firm and a supplier, another contractor, or subcontractor. You need not include information about “pass-through” disputes in which the actual dispute is between a sub-contractor and a project owner. Also, you may omit reference to all disputes about amounts of less than \$50,000.**

39. In the past five years has any claim **against** your firm concerning your firm’s work on a construction project in California been **filed in court or arbitration**?

Yes  No

If “yes,” on separate signed sheets of paper identify the claim(s) by providing the project name, date of the claim, name of the claimant, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending or, if resolved, a brief description of the resolution).

40. In the past five years has your firm made any claim against a project owner concerning work on a project in California or payment for a contract in California and **filed that claim in court or arbitration**?

Yes  No

If “yes,” on separate signed sheets of paper identify the claim by providing the project name, date of the claim, name of the entity (or entities) against whom the claim was filed, a brief description of the nature of the claim, the court in which the case was filed and a

brief description of the status of the claim (pending, or if resolved, a brief description of the resolution).

## Criminal Matters and Related Civil Suits

41. Has your firm or any of its owners, officers or partners ever been found liable in a civil suit or found guilty in a criminal action for making any false claim or material misrepresentation to any public agency or entity?

Yes  No

If “yes,” explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the investigation and the grounds for the finding.

42. Has your firm or any of its owners, officers or partners ever been convicted of a crime involving any federal, state, or local law related to construction?

Yes  No

If “yes,” explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the conviction and the grounds for the conviction.

43. Has your firm or any of its owners, officers or partners ever been convicted of a federal or state crime of fraud, theft, or any other act of dishonesty?

Yes  No

If “yes,” identify on a separate signed page the person or persons convicted, the court (the county if a state court, the district or location of the federal court), the year and the criminal conduct.

**[INSERT DISTRICT] PREQUALIFICATION QUESTIONNAIRE**

# FINANCIAL INFORMATION

Audited or reviewed statements are required for all construction projects totaling over \$1,000,000 or more (A certificate of a licensed accountant will be required in all cases).

**1. COMPLETE THIS CERTIFICATE FOR A REVIEW ONLY OF FINANCIAL STATEMENT**

We have reviewed the accompanying financial statement of \_\_\_\_\_ as of \_\_\_\_\_. The information included in the financial statement is the representation of the management of the above firm.

Based on our review with the exception of the matter(s) described in the following paragraph(s), we are not aware of any material modifications that should be made to the accompanying financial statements in order for them to be in conformity with generally accepted accounting principles.

\_\_\_\_\_  
(Type Name of Firm)

\_\_\_\_\_  
(Accountant Signature)

\_\_\_\_\_  
(Telephone Number)

\_\_\_\_\_  
(License Number)

(NOTE THIS REVIEW CONSISTS PRINCIPALLY OF INQUIRIES OF MANAGEMENT AND APPROPRIATE ANALYTICAL PROCEDURES APPLIED TO THIS FINANCIAL DATA. IT IS SUBSTANTIALLY LESS IN SCOPE THAN AN EXAMINATION IN ACCORDANCE WITH GENERALLY ACCEPTED AUDITING STANDARDS, THE OBJECTIVE OF WHICH IS THE EXPRESSION OF AN OPINION REGARDING THE FINANCIAL STATEMENTS TAKEN AS A WHOLE. ACCORDINGLY, WE HAVE NOT EXPRESSED SUCH AN OPINION.)



**[INSERT DISTRICT] PREQUALIFICATION QUESTIONNAIRE**

# FINANCIAL INFORMATION

Audited or reviewed statements are required for all construction projects totaling over \$1,000,000 or more (A certificate of a licensed accountant will be required in all cases)

**1. COMPLETE THIS CERTIFICATE FOR AN AUDIT OF FINANCIAL STATEMENT**

STATE OF: \_\_\_\_\_

We have examined the Financial Statement of \_\_\_\_\_ as of \_\_\_\_\_. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying financial statement included on pages \_\_\_\_\_ to \_\_\_\_\_, inclusive, sets forth fairly, in all material respects, the financial condition of \_\_\_\_\_ as of \_\_\_\_\_, in conformity with generally accepted accounting principles.

\_\_\_\_\_  
(Type Name of Firm)

\_\_\_\_\_  
(Accountant Signature)

\_\_\_\_\_  
(Telephone Number)

\_\_\_\_\_  
(License Number)

Special Note to Accountant: the above Certificate of Accountant shall not be made by any individual who is in the regular employ of the individual, partnership or corporation submitting the statement; or by any individual who is a member of the firm with more than ten percent financial interest.

**[INSERT DISTRICT] PREQUALIFICATION QUESTIONNAIRE**

# ACCOUNTANT’S RELEASE LETTER

By signing the form below, I authorize the **[INSERT DISTRICT]** to contact our company’s licensed accounting firm to verify our most recent audited or reviewed financial statement. I understand the financial statement is confidential information and is not open to public inspection.

---

Signature

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Printed Name / Title

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Company Name

---

Date

**[INSERT DISTRICT] PREQUALIFICATION QUESTIONNAIRE**

PREQUALIFICATION STATEMENT FOR  
**[INSERT DISTRICT]**

Each prospective bidder must have a current and active license at the time of the award and must submit the following information on this form.

DECLARATION

I, \_\_\_\_\_ (printed name) hereby declare that I am the \_\_\_\_\_ (title) of \_\_\_\_\_ (name of bidder) submitting this Prequalification Statement; that I am duly authorized to execute this Prequalification Statement on behalf of the above-named company; and that all information set forth in this Prequalification Statement and all attachments hereto are, to the best of my knowledge, true, accurate, and complete as of its submission date. I acknowledge that any false statements, inaccuracies or failure to disclose are grounds for disqualification. In executing this Declaration, I hereby permit the **[INSERT DISTRICT]** to contact any owner, school district, contractor, subcontractor, supplier or any other party that the **[INSERT DISTRICT]** deems relevant for purposes of verifying or gathering any information necessary to complete the evaluation of this prequalification submittal.

I declare, under penalty of perjury, that the foregoing is true and correct and that this declaration was

Subscribed at \_\_\_\_\_ (location and city), County of \_\_\_\_\_, State of \_\_\_\_\_, on \_\_\_\_\_ (date).

\_\_\_\_\_  
(Signature)

(If signed by other than the sole proprietor, a general partner, or corporate officer, attach original notarized power of attorney or corporate resolution.)

All information submitted for prequalification evaluation will be considered official information acquired in confidence and the District will maintain its confidentiality to the extent permitted by law.

**[INSERT DISTRICT] PREQUALIFICATION QUESTIONNAIRE SCORING**

**IMPORTANT INFORMATION: Please note: Declaration under penalty of perjury (last page of questionnaire) is required under State law. Failure to sign form will invalidate the prequalification packet. A passing score in general for prequalification does not guarantee that bidder will be eligible to bid this particular project. Contractors will receive a separate determination as to the overall prequalification dollar limit.**

CONTACT INFORMATION

Contractor \_\_\_\_\_  
(as it appears on license)

Check one of the following:

- Corporation
- Partnership
- Sole Proprietorship
- Joint Venture

Contact Person: \_\_\_\_\_

Address (City, State, Zip): \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_ Company Website: \_\_\_\_\_

Contractor's License Number(s) and Types (Please include expiration date):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tax ID Number \_\_\_\_\_

If firm is a sole proprietor or partnership:

Owner(s) of Company \_\_\_\_\_

Company Union Status:	Union	Non-Union		
Minority Status:MBE	DBE	DVBE	SBE	DBE

Other Minority Certification: \_\_\_\_\_

**[INSERT DISTRICT] PREQUALIFICATION QUESTIONNAIRE SCORING**

**ESSENTIAL REQUIREMENTS FOR QUALIFICATION**

**Contractor will be immediately disqualified if the answer to any of questions 1 through 6 is “no.”<sup>1</sup>**

**To Contractors seeking prequalification as a subcontractor only: You must respond to all Part I questions, however your response to Part I, Question Number 5 will not be rated.**

**Contractor will be immediately disqualified if the answer to any of questions 7, 8, 9 or 10 is “yes.”<sup>2</sup> If the answer to question 9 is “yes,” and if debarment would be the sole reason for denial of prequalification, any prequalification issued will exclude the debarment period.**

1. Contractor possesses a valid and current California Contractor’s license for the project or projects for which it intends to submit a bid.

Yes  No

2. Contractor has a liability insurance policy with a policy limit of at least \$1,000,000 per occurrence and \$2,000,000 aggregate.

Yes  No **(Please provide a current Certificate of Insurance as verification)**

3. Contractor has current workers’ compensation insurance policy as required by the Labor Code or is legally self-insured pursuant to Labor Code section 3700 *et. seq.*

Yes  No  Contractor is exempt from this requirement, because it has no employees

4. Have you attached your latest copy of a reviewed or audited financial statement with accompanying notes and supplemental information.<sup>3</sup>

Yes  No

**NOTE: A financial statement that is not either reviewed or audited is not acceptable. A letter verifying availability of a line of credit may also be attached; however, it will**

<sup>1</sup> A “no” answer to Question 4 will not be disqualifying if the contractor is exempt from complying with Question 4, for reasons explained in footnote 3.

<sup>2</sup> A contractor disqualified solely because of a “Yes” answer given to question 7, 8, or 10 may appeal the disqualification and provide an explanation of the relevant circumstances during the appeal procedure.

<sup>3</sup> Public Contract Code section 20101(e) exempts from this requirement a contractor who has qualified as a small business pursuant to Government Code section 14837(d)(1), if the bid is “no more than 25 percent of the qualifying amount provided in section 14837(d)(1).” As of August 12, 2013, the qualifying amount is \$10 million, and 25 percent of that amount, therefore, is \$2.5 million.

**be considered as supplemental information only, and is not a substitute for the required financial statement.**

5. Have you attached a notarized statement from an admitted surety insurer (approved by the California Department of Insurance) and authorized to issue bonds in the State of California, which states: (a) that your current bonding capacity is sufficient for the project for which you seek prequalification if you are seeking prequalification for a single project; or (if you are seeking prequalification valid for a year) (b) your current available bonding capacity?<sup>4</sup>

Yes  No

**NOTE: Notarized statement must be from the surety company, not an agent or broker. Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

6. Are you currently registered with the Department of Industrial Relations in accordance with Labor Code section 1725.5?

Yes  No

If yes, what is your registration number \_\_\_\_\_.

Please submit proof of registration.

7. Has your contractor's license been revoked at any time in the last five years, even if such revocation was stayed at any time?

Yes  No

8. Has a surety firm completed a contract on your behalf, or paid for completion because your firm was default terminated by the project owner within the last five (5) years?

Yes  No

9. At the time of submitting this prequalification form, is your firm ineligible to bid on or be awarded a public works contract, or perform as a subcontractor on a public works contract, pursuant to either Labor Code section 1777.1 or Labor Code section 1777.7?

Yes  No

If the answer is "Yes," state the beginning and ending dates of the period of debarment:

\_\_\_\_\_

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<sup>4</sup> An additional notarized statement from the surety may be requested by [INSERT DISTRICT] at the time of submission of a bid, if this prequalification package is submitted more than 60 days prior to submission of the bid



10. At any time during the last five years, has your firm, or any of its owners or officers been convicted of a crime involving the awarding of a contract of a government construction project, or the bidding or performance of a government contract?

Yes    No

**[INSERT DISTRICT] PREQUALIFICATION QUESTIONNAIRE SCORING**

ORGANIZATION, HISTORY, ORGANIZATIONAL PERFORMANCE, COMPLIANCE  
WITH CIVIL AND CRIMINAL LAWS

**Current Organization and Structure of the Business**

For Firms That Are Corporations:

- 1a. Date incorporated : \_\_\_\_\_
- 1b. Under the laws of what state: \_\_\_\_\_
- 1c. Provide all the following information for each person who is either (a) an officer of the corporation (president, vice president, secretary, treasurer), or (b) the owner of at least ten percent of the corporation’s stock.

Name	Position	Years with Co.	% Ownership	Last four Social Security *

- 1d. Identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. **NOTE: For this question, “owner” and “partner” refer to ownership of ten percent or more of the business, or 10 percent or more of its stock, if the business is a corporation.**

Person’s Name	Construction Firm	Dates of Person’s Participation with Firm

For Firms That Are Partnerships:

- 1a. Date of formation: \_\_\_\_\_
- 1b. Under the laws of what state: \_\_\_\_\_
- 1c. Provide all the following information for each partner who owns 10 percent or more of the firm.

Name	Position	Years with Co.	% Ownership	Last four Social Security #'s

--	--	--	--	--

\*last four numbers of Social Security is suitable.

- 1d. Identify every construction company that any partner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. **NOTE: For this question, “owner” and “partner” refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.**

Person’s Name	Construction Company	Dates of Person’s Participation with Company

For Firms That Are Sole Proprietorships:

- 1a. Date of commencement of business. \_\_\_\_\_
- 1b. Social security number of company owner. \_\_\_\_\_
- 1c. Identify every construction firm that the business owner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. **NOTE: For this question, “owner” and “partner” refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.**

Person’s Name	Construction Company	Dates of Person’s Participation with Company

For Firms That Intend to Make a Bid as Part of a Joint Venture:

- 1a. Date of commencement of joint venture. \_\_\_\_\_
- 1b. Provide all of the following information for each firm that is a member of the joint venture that expects to bid on one or more projects:

Name of firm	% Ownership of Joint Venture

## History of the Business and Organizational Performance

2. How many years has your organization completed work for public agencies? Years: \_\_\_\_\_

**6 or more years=5**

**5 years=4**

**4 years=3**

**3 years=2**

**1 full year =1**

3. Has your organization ever been licensed in California under a different name or different license number?

Yes  No

If “yes,” please list all name(s) and license number(s), on a separate signed page.

**No=3; Yes= (Adjustment to 2 if reason for different name or different license number is a because of a legal merger.)**

4. Are you currently prequalified with any other school district?

Yes  No

If yes, please identify the school district(s), with contact information and the dollar rating that you have been prequalified for at such school district(s), on a separate signed page.

**No=0; Yes=3**

5. Has there been any change in ownership of the firm at any time during the last three years? **NOTE: A corporation whose shares are publicly traded is not required to answer this question.**

Yes  No

If “yes,” explain on a separate signed page.

**No=3; Yes=0**

6. Is the firm a subsidiary, parent, holding company or affiliate of another construction firm?

**NOTE: Include information (including license number(s) about other firms if one firm owns 50 percent or more of another, or if an owner, partner, or officer of your firm holds a similar position in another firm.**

Yes  No

If “yes,” explain on a separate signed page. Please include all name(s) and license number(s)

**No=3; Yes=0 (Adjustment to 2 if reason firm is a subsidiary, parent, holding company or affiliate of another construction firm is because of a legal merger.)**

- 7. Are any corporate officers, partners or owners connected to any other construction firms?  
**NOTE: Include information about other firms if an owner, partner, or officer of your firm holds a similar position in another firm.**

Yes     No

If “yes,” explain on a separate signed page.

**No=3; Yes =0 (Adjustment to 2 if the name of other construction firms corporate officers, partners or owners are connected to, are connected to current applicant firm by way of legal merger.)**

List your firm’s gross revenues for each of the last three years:

Year: \_\_\_\_\_ \$ \_\_\_\_\_

Year: \_\_\_\_\_ \$ \_\_\_\_\_

Year: \_\_\_\_\_ \$ \_\_\_\_\_

- 8. How many years has your organization been in business in California as a contractor under your present business name and license number? \_\_\_\_\_ Years

**6 or more years=5**  
**5 years=4**  
**4 years=3**  
**2-3 years=2**  
**1 full year=1**

- 9. Is your firm currently the debtor in a bankruptcy case?

Yes     No

If “yes,” please attach a copy of the bankruptcy petition, showing the case number, and the date on which the petition was filed.

**No=3; Yes=0**

- 10. If your firm is not currently in bankruptcy, was your firm in bankruptcy at any time during the last five years?

Yes     No

If “yes,” please attach a copy of the bankruptcy petition, showing the case number and the date on which the petition was filed, and a copy of the Bankruptcy Court’s discharge order, or of any other document that ended the case, if no discharge order was issued.

In what type of construction do you specialize?: \_\_\_\_\_

**No=3; Yes=0**

What was the largest amount of work completed in one year: \_\_\_\_\_

Number of projects: \_\_\_\_\_ Year: \_\_\_\_\_ Amount of Largest Project: \_\_\_\_\_

## Licenses

List all California construction license numbers, classifications and expiration dates of the California contractor licenses held by your firm:

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If any of your firm’s license(s) are held in the name of a corporation or partnership, list below the names of the qualifying individual(s) listed on the CSLB records who meet(s) the experience and examination requirements for each license.

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11. Has your firm changed names or license number in the past five years?

Yes  No

If “yes,” explain on a separate signed page, including the reason for the change.

**No=3; Yes=0 (Adjustment to 2 if reason for changed name or license number because of a legal merger)**

12. Has any owner, partner or (for corporations) officer of your firm operated a construction firm under any other name in the last five years?

Yes  No

If “yes,” explain on a separate signed page, including the reason for the change.

**No=3; Yes =0 (Adjustment to 2 if name of other firm operated by any owner, partner or (for corporations) officer was or is a firm that legally merged with current applicant firm.)**

- 13. Has any CSLB license held by your firm or its Responsible Managing Employee (RME) or Responsible Managing Officer (RMO) been suspended within the last five years?

Yes  No

If “yes,” please explain on a separate signed sheet.

No=5; Yes=0

### Surety and Bonding Information

Bonding capacity: **Please provide a letter stating bondability from current surety company.** Also, please provide documentation from your surety (not agency) identifying the following: **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

Name of bonding company/surety: \_\_\_\_\_

Name of surety agent/contact person, address and telephone number:

\_\_\_\_\_

- 14. If your firm was required to pay a premium of more than one percent for a performance and payment bond on any project(s) on which your firm worked at any time during the last three years, state the percentage that your firm was required to pay. You may provide an explanation for a percentage rate higher than one percent, if you wish to do so. **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

\_\_\_\_\_

No=5  
Over 1% but not over 1.25%=4  
Over 1.25% but not over 1.5%=3  
Over 1.5%=0

*(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)*

List all other sureties, not agencies (name, contact person, full address, phone number, largest bond obtained) that have written bonds for your firm during the last five years, including the dates during which each wrote the bonds (If necessary, list on separate signed sheet) **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**



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15. During the last five years, has your firm ever been denied bond coverage by a surety company, or has there ever been a period of time when your firm had no surety bond in place during a public construction project when one was required? **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

Yes  No

If yes, provide details on a separate signed sheet indicating the date when your firm was denied coverage and the name of the company or companies which denied coverage; and the period during which you had no surety bond in place.

**No=5; Yes=0**

***(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)***

16. At any time during the past five years, has any surety company made any payments on your firm's behalf as a result of a default, to satisfy any claims made against a performance or payment bond issued on your firm's behalf, in connection with a construction project, either public or private? **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

Yes  No

If "yes," explain on a separate signed page the amount of each such claim, the name and telephone number of the claimant, the date of the claim, the grounds for the claim, the present status of the claim, the date of resolution of such claim if resolved, the method by which such was resolved if resolved, the nature of the resolution and the amount, if any, at which the claim was resolved.

**No=5**

**Yes (1 claim)=5**

**Yes (2 claims)=3**

**Yes (more than 2 claims)=SUBTRACT 5 points**

***(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)***

17. Has your firm ever failed to complete a contract?

Yes  No

If “yes,” explain on a separate signed page.

**No=3; Yes=0**

How many projects is your firm currently bonded for? \_\_\_\_\_

What are the contract amounts your firm has currently bonded?

Contracts	Amount Bonded

## Insurance

Insurance Company:

\_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Facsimile Number: \_\_\_\_\_

Contact Person: \_\_\_\_\_

18. How long have you been with this insurance company?

\_\_\_\_\_

**5 or more years=3**

**2 to 4 years=1**

**1 year or less=0**

If less than two years, please list prior insurance companies below:

Insurance Company	Address	Phone	Contact Person	Year(s)

19. In the last five years has any insurance carrier, for any form of insurance, refused to renew the insurance policy for your firm?

Yes     No

If “yes,” explain on a separate signed page. Name the insurance carrier, the form of insurance and the year of the refusal.

**No=5**

**Yes (1 instance)=5**

**Yes (2 instances)=3**

**Yes (more than 2 instances)=0**

20. Has your organization ever had insurance terminated by a carrier in the past five (5) years due to an excessive claims history and/or nonpayment of premium?

If “yes,” explain on a separate signed sheet. Name the insurance carrier, the form of insurance, and year of termination.

**No=3; Yes=0**

## Safety Program & Workers’ Compensation

Each bidder shall submit a copy of the Table of Contents from bidder’s established safety/injury prevention program which complies with the Contract Documents and all applicable governmental regulations. After determination of the successful bidder, its subcontractors must submit a copy of their respective safety/injury prevention programs within five (5) days of the District’s request.

Bidder: \_\_\_\_\_

Signature: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

Each bidder shall submit its workers’ compensation experience modification factor. After determination of the successful bidder, its subcontractors must submit their workers compensation modification factor within five (5) days of District’s request.

21. List your firm’s Experience Modification Rate (EMR) (California Workers’ Compensation Insurance) for each of the past premium years:

Current Year: \_\_\_\_\_

Previous Year: \_\_\_\_\_

Year Prior to Previous Year: \_\_\_\_\_

If your EMR for any of these three years is or was 1.25 or higher you may, if you wish, attach a letter of explanation.

**3 year average EMR of .95 or less=5 points**

**3 year average EMR of over .95 but no more than 1.0=3 points**

**Over 1.0=0**

22. Within the last five years has there ever been a period when your firm had employees but was without workers’ compensation insurance or state-approved self-insurance?

Yes  No

If “yes,” please explain the reason for the absence of workers’ compensation insurance on a separate signed page. If “No,” please provide a statement by your current workers’ compensation insurance carrier that verifies periods of workers’ compensation insurance coverage for the last five years. (If your firm has been in the construction business for less than five years, provide a statement by your workers’ compensation insurance carrier verifying continuous workers’ compensation insurance coverage for the period that your firm has been in the construction business.)

**No=5**

**Yes (1 instance)=5**

**Any other answer=0**

## Compliance with Occupational Safety and Health Laws and with Other Labor Legislation Safety

Each bidder, and its subcontractors, must declare any serious or willful violations of Part 1 (commencing with Section 6300) of Division 5 of the California Labor Code received during the last five years. This information must include all construction work undertaken in the United States by the bidder and any affiliate of the bidder. Separate information shall be submitted for each particular partnership, joint venture, corporation, Limited Liability Company or individual bidder or subcontractor. The bidder or its subcontractors may be requested to submit additional information or explanation of data, which District may require for evaluating the safety record. The term “affiliate” shall mean any firm, corporation, partnership, joint venture, limited liability company or association which is a member, joint venturer or partner of the bidder, or any such entity which owns a substantial interest in, or is owned in common with, the bidder, its subcontractor or any of its members, joint venturers or partners, or any such entity in which the

bidder, its subcontractor, or any of their members, joint venturers or partners own a substantial interest.

23. Has your firm ever received a serious or willful safety violation during the last five (5) years?

Yes  No

If “yes,” attach a separate signed page describing the violation, including information about the dates, the nature of the violation, the project on which the citation(s) was or were issued, the amount of penalty paid, if any.

**No=3**

**Yes=1**

**Yes=0 (more than 1 occasion)**

24. Has CAL OSHA cited and assessed penalties against your firm for any “serious,” “willful” or “repeat” violations of its safety or health regulations in the past five years?

**NOTE: If you have filed an appeal of a citation, and the Occupational Safety and Health Appeals Board has not yet ruled on your appeal, you need not include information about it.**

Yes  No

If “yes,” attach a separate signed page describing the citations, including information about the dates of the citations, the nature of the violation, the project on which the citation(s) was or were issued, the amount of penalty paid, if any. If the citation was appealed to the Occupational Safety and Health Appeals Board and a decision has been issued, state the case number and the date of the decision.

*If the firm’s average gross revenues for the last three years were less than \$50 million, scoring is as follows:*

**No=5**

**Yes = (1 instance)=5**

**Yes = (2 instance)=3**

**Yes=(more than 2 instances)=0**

*If the firm’s average gross revenues for the last three years were more than \$50 million, scoring is as follows:*

**No =5**

**Yes (1,2, or 3 such instances)=5**

**Yes (4 or 5 such instances)=3**

**Yes (more than 5 instances)=0**

25. Has the federal Occupational Safety and Health Administration cited and assessed penalties against your firm in the past five years? **NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.**

Yes     No

If “yes,” attach a separate signed page describing each citation.

*If the firm’s average gross revenues for the last three years were less than \$50 million, scoring is as follows:*

No=5  
Yes=(1 instance)=5  
Yes (2 instances)=3  
Yes (more than 2 instances)=0

*If the firm’s average gross revenues for the last three years were more than \$50 million, scoring is as follows:*

No=5  
Yes (1, 2, or 3 such instances)=5  
Yes (4 or 5 such instances)=3  
Yes (more than 5 instances)=0

26. Has the EPA or any Air Quality Management District or any Regional Water Quality Control Board or any local authorities cited and assessed penalties against either your firm or the owner of a project on which your firm was the contractor, in the past five years? **NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.**

Yes     No

If “yes,” attach a separate signed page describing each citation.

*If the firm’s average gross revenues for the last three years were less than \$50 million, scoring is as follows:*

No=5  
Yes= (1 instance)=5  
Yes (2 instances)=3  
Yes (more than 2 instances)=0

*If the firm’s average gross revenues for the last three years were more than \$50 million, scoring is as follows:*

No=5

**Yes (1, 2, or 3 such instances)=5**

**Yes (4 or 5 such instances)=3**

**Yes (more than 5 instances)=0**

- 27. How often do you require documented safety meetings to be held for construction employees and field supervisors during the course of a project?

\_\_\_\_\_

**Meeting once a week or more=3**

**Any other=0**

- 28. How often do you conduct documented safety inspections on a construction site?

Daily \_\_\_\_\_ Weekly \_\_\_\_\_ Quarterly \_\_\_\_\_

**Meeting daily=3**

**Meeting weekly=1**

**Any other=0**

- 29. Does your firm currently have a safety plan which complies with the current OSHA standards?

Yes  No

**Yes=3; No=0**

- 30. Have any of your subcontractors you retained ever received a serious or willful industrial safety violation during the last five (5) years?

Yes  No

If “yes,” attach a separate signed page listing each subcontractor, its license number and provide a brief explanation.

**No=3; Yes=1 (1 occasion); Yes=0 (more than 1 occasion)**

### Prevailing Wage and Apprenticeship Compliance Record

- 31. Has there been more than one occasion during the last five years in which your firm was required to pay either back wages or penalties for your own firm’s failure to comply with the state’s prevailing wage laws? **NOTE: This question refers only to your own firm’s violation of prevailing wage laws, not to violations of the prevailing wage laws by a subcontractor.**

Yes  No

If “yes,” attach a separate signed page or pages, describing the nature of each violation,



identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid and the amount of back wages and penalties that you were required to pay.

*If the firm's average gross revenues for the last three years were less than \$50million, scoring is as follows:*

- No=5
- Yes (1 or 2 such instances)=5
- Yes (3 instances)=3
- Yes (more than 3 instances)=0

*If the firm's average gross revenues for the last three years were more than \$50million, scoring is as follows:*

- No=5
- Yes (no more than 4 instances)=5
- Yes (5 or 6 instances)=3
- Yes (more than 6 instances)=0

32. During the last five years, has there been more than one occasion in which your own firm has been penalized or required to pay back wages for failure to comply with the **federal** Davis-Bacon prevailing wage requirements?

Yes     No

If “yes,” attach a separate signed page or pages describing the nature of the violation, identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid, the amount of back wages you were required to pay along with the amount of any penalty paid.

*If the firm's average gross revenues for the last three years were less than \$50million, scoring is as follows:*

- No=5
- Yes (1 or 2 such instances)=5
- Yes (3 instances)=3
- Yes (more than 3 instances)=0

*If the firm's average gross revenues for the last three years were more than \$50million, scoring is as follows:*

- No=5
- Yes (no more than 4 instances)=5
- Yes (5 or 6 instances)=3
- No=5; Yes (1 or 2 such instances)=5; Yes (3 instances)=3
- Yes (more than 3 instances)=0

33. Provide the **name, address and telephone number** of the apprenticeship program (approved by the California Apprenticeship Council) from whom you intend to request the dispatch of apprentices to your company for use on any public work project for which you are awarded a contract by the District.

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**If at least one approved apprenticeship program listed=5 points**  
**Any other answer=0**

34. If your firm operates its own State-approved apprenticeship program:
- (a) Identify the craft or crafts in which your firm provided apprenticeship training in the past year.
  - (b) State the year in which each such apprenticeship program was approved, and attach evidence of the most recent California Apprenticeship Council approval(s) of your apprenticeship program(s).
  - (c) State the number of individuals who were employed by your firm as apprentices at any time during the past three years in each apprenticeship and the number of persons who, during the past three years, completed apprenticeships in each craft while employed by your firm.

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**If one or more persons completed an approved apprenticeship program while employed by the firm=5 points;**  
**If no persons completed an approved apprenticeship while employed by the firm=0 points**

35. At any time during the last five years, has your firm been found to have violated any provision of California apprenticeship laws or regulations, or the laws pertaining to use of apprentices on public works? **NOTE: You may omit reference to any incident that occurred prior to January 1, 1998, if the violation was by a subcontractor and your firm, as general contractor on a project, had no knowledge of the subcontractor's violation at the time they occurred.**

Yes     No

If "yes," provide the date(s) of such findings, and attach copies of the Department's final decision(s)

*If the firm's average gross revenues for the last three years were less than \$50 million, scoring is as follows:*

- No=5
- Yes (1 or 2 such instances)=5
- Yes (3 instances)=3
- Yes (more than 3 instances)=0

*If the firm's average gross revenues for the last three years were more than \$50million, scoring is as follows:*

- No =5
- Yes (no more than 4 such instances)=5
- Yes (5 or 6 such instances)=3
- Yes (more than 6 instances)=0

## Disputes

36. At any time in the last five years has your firm been assessed and paid liquidated damages after completion of a project under a construction contract with either a public or private owner?

Yes    No

If yes, explain on a separate signed page, identifying all such projects by owner, owner's address, the date of completion of the project, amount of liquidated damages assessed and all other information necessary to fully explain the assessment of liquidated damages.

- No projects with liquidated damages of more than \$50,000=5 points**
- One project with liquidated damages=5 points**
- Two projects with liquidated damages of more than \$50,000=3 points**
- Any other answer=0 points**

37. In the last five years has your firm, or any firm with which any of your company's owners, officers or partners was associated, been debarred, disqualified, removed or otherwise prevented from bidding on, or completing, any government agency or public works project for any reason? **NOTE: "Associated with" refers to another construction firm in which an owner, partner or officer of your firm held a similar position, and which is listed in response to question 1c or 1d on this form.**

Yes    No

If "yes," explain on a separate signed page. State whether the firm involved was the firm applying for prequalification here or another firm. Identify by name of the company, the name of the person within your firm who was associated with that company, the year of the event, the owner of the project, the project and the basis for the action.

No=5; Yes=0

- 38. In the last five years has your firm been denied an award of a public works contract based on a finding by a public agency that your company was not a responsible bidder?

Yes  No

If “yes,” explain on a separate signed page. Identify the year of the event, the owner, the project and the basis for the finding by the public agency.

No=5; Yes=0

\* \* \* \* \*

**NOTE: The following two questions refer only to disputes between your firm and the owner of a project. You need not include information about disputes between your firm and a supplier, another contractor, or subcontractor. You need not include information about “pass-through” disputes in which the actual dispute is between a sub-contractor and a project owner. Also, you may omit reference to all disputes about amounts of less than \$50,000.**

- 39. In the past five years has any claim **against** your firm concerning your firm’s work on a construction project in California been **filed in court or arbitration?**

Yes  No

If “yes,” on separate signed sheets of paper identify the claim(s) by providing the project name, date of the claim, name of the claimant, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending or, if resolved, a brief description of the resolution).

*If the firm’s average gross revenues for the last three years were less than \$50 million, scoring is as follows:*

No=5  
 Yes (1 such instances)=5  
 Yes (2 instances)=3  
 Yes (more than 2 instances)=0

*If the firm’s average gross revenues for the last three years were more than \$50 million, scoring is as follows:*

No=5  
 Yes (1, 2, or 3 such instances)=5  
 Yes (4 or 5 such instances)=3  
 Yes (more than 5 instances)=0

40. In the past five years has your firm made any claim against a project owner concerning work on a project in California or payment for a contract in California and **filed that claim in court or arbitration?**

Yes     No

If “yes,” on separate signed sheets of paper identify the claim by providing the project name, date of the claim, name of the entity (or entities) against whom the claim was filed, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending, or if resolved, a brief description of the resolution).

*If the firm’s average gross revenues for the last three years were less than \$50 million, scoring is as follows:*

**No=5**  
**Yes (1 such instance)=5**  
**Yes (2 instances)=3**  
**Yes (more than 2 instances)=0**

*If the firm’s average gross revenues for the last three years were more than \$50 million, scoring is as follows:*

**No=5**  
**Yes (1, 2, or 3 such instances)=5**  
**Yes (4, or 5 such instances)=3**  
**Yes (more than 5 instances)=0**

## Criminal Matters and Related Civil Suits

41. Has your firm or any of its owners, officers or partners ever been found liable in a civil suit or found guilty in a criminal action for making any false claim or material misrepresentation to any public agency or entity?

Yes     No

If “yes,” explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the investigation and the grounds for the finding.

**No=5; Yes=SUBTRACT 5 points**

42. Has your firm or any of its owners, officers or partners ever been convicted of a crime involving any federal, state, or local law related to construction?

Yes     No

If “yes,” explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the conviction and the grounds for the conviction.

**No=5; Yes=SUBTRACT 5 points**

43. Has your firm or any of its owners, officers or partners ever been convicted of a federal or state crime of fraud, theft, or any other act of dishonesty?

Yes     No

If “yes,” identify on a separate signed page the person or persons convicted, the court (the county if a state court, the district or location of the federal court), the year and the criminal conduct.

**No=5; Yes=SUBTRACT 5 points**

## Coversheet

### Approval of Board Resolution for Creation of Positions for Magnolia Science Academy (MSA) San Diego and MSA- 4 for the Improvement of Educational Programs for Students

**Section:** IV. Action Items  
**Item:** G. Approval of Board Resolution for Creation of Positions for Magnolia Science Academy (MSA) San Diego and MSA- 4 for the Improvement of Educational Programs for Students  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
IV\_G\_Resolution 20240912\_02 Creation of Positions for MSA San Diego and MSA- 4.pdf





<b>Agenda Item:</b>	IV G: Action Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Fiorella Del Carpio, Chief People Officer Gokhan Serce, Chief Academic Officer
<b>RE:</b>	Approval of Board Resolution for Creation of Positions for Magnolia Science Academy (MSA) San Diego and MSA- 4 and for the Improvement of Educational Programs for Students

### **Action Proposed:**

I move that the Board approves the Board Resolution #20240912-02 for creation of position(s) for Magnolia Science Academy (MSA)-SD, and MSA-4 to improve the school educational programs for students.

### **Purpose:**

MPS is implementing changes to the staffing structure at MSA-4 and MSA-SD to better support the growing needs of students with disabilities. Recognizing the increase in this student population, MPS has decided to add a part-time Education Specialist at MSA-4 and a full-time Education Specialist at MSA-SD. These positions are necessary to provide additional support for specialized academic instruction, ensuring that students with disabilities receive the attention and resources they require.

### **Budget Implications:**

- MSA-SD’s enrollment number increased; with that increase, there is also an increase in the number of students with disabilities. Therefore, the increase in enrollment will provide more funding to the school which will cover the cost of the additional Education Specialist.
- Although the number of students with disabilities increased significantly, the overall enrollment number did not increase at the same rate. The school does not have enough funds in their operational budget to cover for the additional expenditures. Therefore, MSA-4 will use their reserves to cover for the expenses.



**Exhibits:**

- Board Resolution #20240912-02
- MSA-SD Education Specialist Teacher job description
- MSA-4 Education Specialist Teacher job description
- MSA-SD Organizational Chart
- MSA-4 Organizational Chart

Resolution #20240912-02

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**

**RESOLUTION**

**CREATION OF POSITION FOR  
FOR MAGNOLIA SCIENCE ACADEMY-SAN DIEGO (“MSA-SD”) AND MAGNOLIA  
SCIENCE ACADEMY-4 (“MSA-4) THE IMPROVEMENT OF EDUCATIONAL PROGRAMS FOR  
STUDENTS**

**WHEREAS**, Magnolia Educational & Research Foundation (“MERF”) is a non-profit organization operating public charter schools in Southern California; and

**WHEREAS**, MERF is reconfiguring the structure of MSA-SD, and MSA-4 educational programs to provide the greatest targeted benefit to students with an emphasis on hands-on learning and support; and

**WHEREAS**, MERF has determined that adding an additional Educational Specialist position is in the best interest of the school; and

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Directors of MERF (the “Board”) that:

1. MSA-4 will be adding a part time Education Specialist teacher due to the increase in their population of students with disabilities.
2. MSA-SD is adding a full time Education Specialist teacher position due to the increase in their population of students with disabilities.
3. These changes will become effective immediately. The CEO is hereby directed by the Board to take all actions necessary to effectuate this Resolution.

**PASSED AND ADOPTED** by the Board this 12th day of September, 2024, by the following vote:

AYES:

NOES:

RECUSE:

ABSENT:

The undersigned Board Chair does hereby certify that the foregoing is a full, true, and correct copy of the Resolution adopted by the said Board at its meeting on the above date and by the vote above stated, which resolution is on file in the office of MERF.

**Resolution #20240912-02**

Creation of Position for MSA-SD and MSA-4 for the Improvement of Educational Services for Students

Page 2 of 2

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Board Chair




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## EDUCATION SPECIALIST TEACHER JOB DESCRIPTION

### JOB SUMMARY

The primary role and responsibility of an Education Specialist Teacher is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop instructional materials through accommodated and modified curriculum and adjusted lesson plans. The Special Education teacher will conduct work in self-contained, push in, team, departmental or itinerant capacity as necessary. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

### JOB DUTIES

- Work in conjunction with students, parents and other members of staff to develop IEPs where students gain meaningful educational benefit
- Team teach and plan with general education teachers to support the instructional program for students with IEP's
- Manage caseloads of students assigned by holding IEP meetings and presenting present levels to IEP teams
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written IEP is available for review
- Ensure student needs and learning styles are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment
- Collaborate with classroom teacher on student IEP to ensure all accommodations and modifications are being implemented and help special education students in regular class when appropriate
- provide instructional support to all students on their caseload based on the Services documented in the IEP
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are adhered to (accommodations, report cards and goals) when presenting subject matter
- Ensure that accommodations outlined in the IEP are input in the TOMS system for student access with the ELPAC, SBAC and all other formative and summative assessments
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ Universal Design for Learning technology and Multi- Tiered Systems of Support practices to strengthen the instructional process
- Overseeing special education inventory of equipment / materials. Initiate purchasing of assessment, instructional, sensory and intervention materials as appropriate.
- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter
- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement restorative behavior support plans. This includes handling



crisis situations and physically restraining students as necessary according to IEPs. Additionally, supporting reflection activities, and restoration back into the school/classroom community.

- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs
- Collaborate with Charter School staff and outside resources regarding education, social, medical and personal needs of students
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection
- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills
- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers\
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary
- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.
- Other job related duties and schedules assigned by supervisor

### **Physical Demands and Work Environment**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to stand, bend, and sit for long periods of time. The employee must also be able to listen and hear students, lift and/or move up to 50 pounds and be appropriately mobile, including by escorting students across campus as needed. This job description should not be construed to imply that these requirements are the only duties, responsibilities, and qualification for this job. Incumbents may be required to follow any additional related instructions, acquire related job skills and perform other related work as required or assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

**Position Title:** Education Specialist Teacher

**Location:** Magnolia Science Academy 4 (MSA 4)

**Reports To:** SPED Coordinator at MSA 4

**Employment Type:** Part-Time

**Start Date:** Effective Immediately

### Job Summary:

Magnolia Science Academy 4 (MSA 4) is seeking a dedicated and experienced part-time Education Specialist Teacher to support our students with special needs. The Education Specialist Teacher will be directly supervised by the SPED Coordinator at MSA 4 and will be responsible for managing a caseload of students, documenting services, and ensuring that all IEP-related processes are executed effectively and in compliance with regulations.

### Key Responsibilities:

- **Case Management:** Take on a caseload of students at MSA 4, ensuring each student receives the appropriate services and support as outlined in their Individualized Education Program (IEP).
- **IEP Documentation:** Accurately document all necessary information, service minutes, and progress notes into the Welligent system, ensuring records are up-to-date and compliant with district and state regulations.
- **IEP Development:** Write high-quality IEPs that meet the individual needs of students, collaborating with parents, teachers, and other relevant stakeholders.
- **IEP Meetings:** Lead and conduct IEP meetings, ensuring that all participants have a clear understanding of the student's needs, progress, and goals. Facilitate discussions to develop and adjust IEPs as needed.
- **Compliance:** Ensure all special education services are provided in accordance with federal, state, and local laws and regulations. Stay informed of any changes in legislation or best practices.
- **Collaboration:** Work closely with general education teachers, support staff, and the SPED team at MSA 4 to support students' academic and social-emotional needs.
- **Student Support:** Provide direct instruction and support to students as needed, both individually and in small groups, to help them achieve their IEP goals.
- **Professional Development:** Participate in ongoing professional development opportunities to stay current with best practices in special education.
- **Additional Duties:** Perform any additional duties as assigned by the SPED Coordinator or school administration to support the IEP caseload and the overall mission of MSA 4.

### Qualifications:

- Valid California Education Specialist Instruction Credential (Mild/Moderate or Moderate/Severe).
- Experience writing and managing IEPs and using the Welligent system.
- Strong understanding of special education laws and regulations.
- Excellent communication and organizational skills.
- Ability to work collaboratively with a diverse team and manage multiple responsibilities across two campuses.
- Commitment to supporting the academic and social-emotional development of students with special needs.

### Preferred Qualifications:



- Experience working in a charter school setting.
- Bilingual in English and Spanish.

**Compensation and Benefits:**

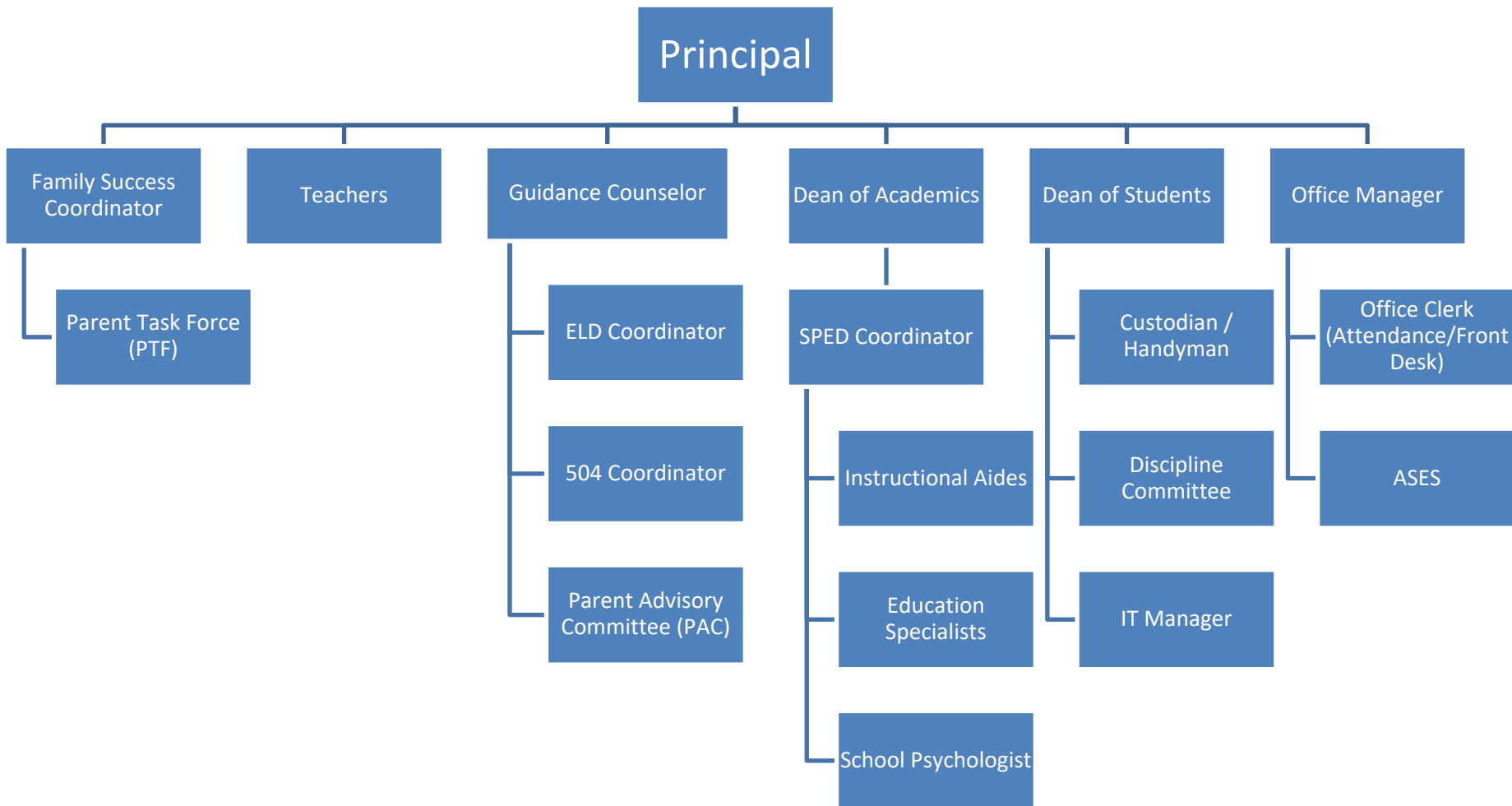
- Competitive salary based on experience and qualifications.
- Comprehensive benefits package, including health, dental, and vision insurance.
- Opportunities for professional growth and development.

**Application Process:**

To apply, please submit your resume, a cover letter detailing your experience and qualifications, and three professional references to [Insert Contact Information].

Magnolia Science Academy 4 is an equal-opportunity employer and is committed to creating an inclusive environment for all employees.

# MSA-SAN DIEGO ORGANIZATIONAL CHART-2024-25

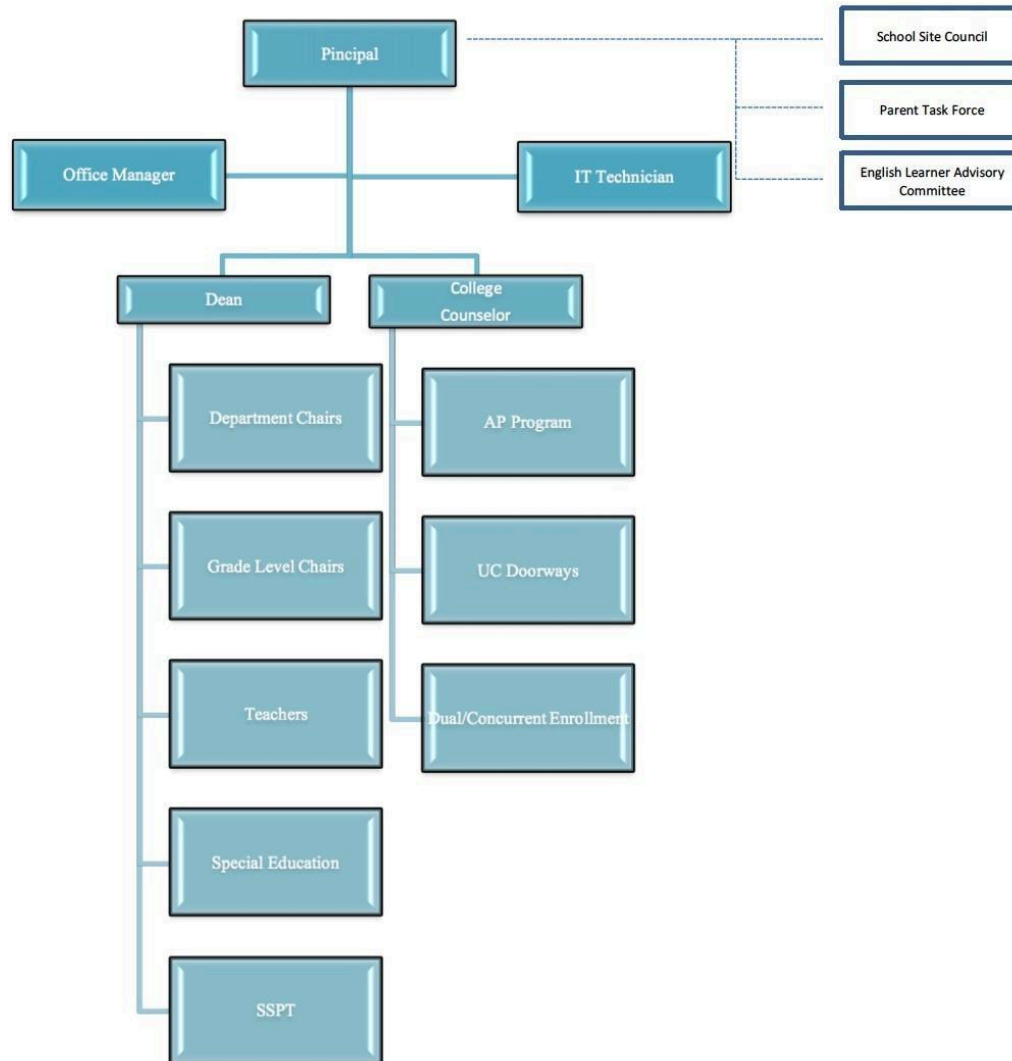


# MSA-4 ORGANIZATIONAL CHART

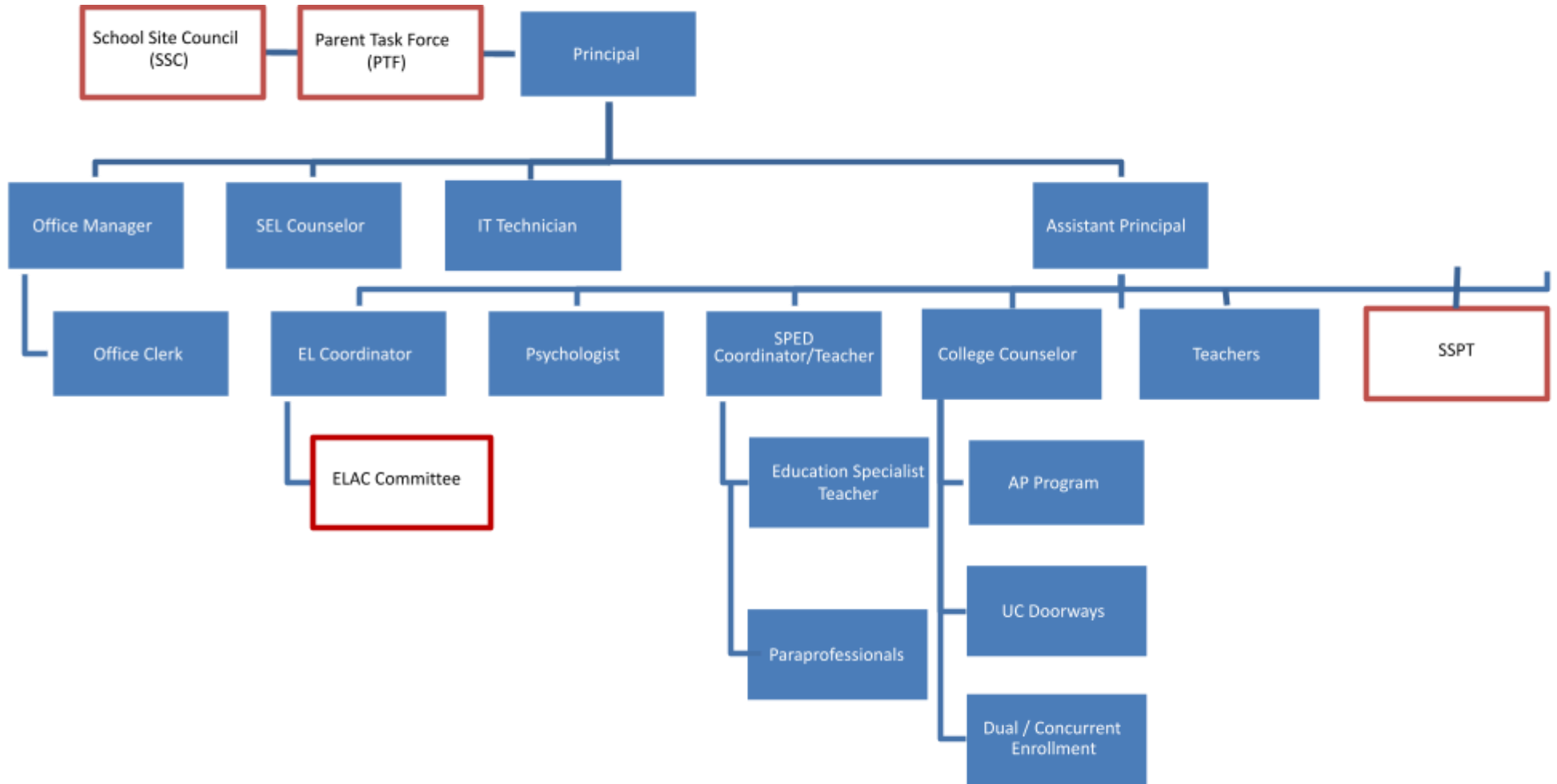
## LAUSD CHARTER PETITION

CURRENT ORGANIZATIONAL CHART OF MSA-4

### MSA 4's ORGANIZATIONAL CHART



# MSA-4 ORGANIZATIONAL CHART UPDATED



## Coversheet

### Approval of Board Resolution for Magnolia Science Academy- Santa Ana (MSA-SA) for Creation and Elimination of Positions for the Improvement of Educational Programs for Students

**Section:** IV. Action Items  
**Item:** H. Approval of Board Resolution for Magnolia Science Academy- Santa  
Ana (MSA-SA) for Creation and Elimination of Positions for the Improvement of Educational  
Programs for Students  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
IV\_H\_Board Resolution 20240912\_03 for MSA-SA for Creation and Elimination of Positions.pdf



<b>Agenda Item:</b>	IV H: Action Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Fiorella Del Carpio, Chief People Officer Gokhan Serce, Chief Academic Officer
<b>RE:</b>	Approval of Board Resolution for Magnolia Science Academy- Santa Ana (MSA-SA) for Creation and Elimination of Positions for the Improvement of Educational Programs for Students

### **Action Proposed:**

I move that the Board approves Board Resolution #20240912-03 for creation and elimination of position(s) for Magnolia Science Academy-Santa Ana to improve the school educational programs for students effective immediately.

### **Purpose:**

After careful consideration and consultation with Magnolia and home office leaders, we have decided to make strategic staffing adjustments at MSA Santa Ana to better align with our academic priorities and evolving needs.

Firstly, the second Athletic Director position will be eliminated, as our current Athletic Director is fully capable of managing all related duties. This change reflects our determination to optimize resources by consolidating responsibilities and ensuring effective management of our athletic programs without the need for a second position.

As part of this restructuring, we will replace the second Athletic Director position with one (1) Full-Time Physics/Math Teacher. This addition is essential to meet the growing demand for these critical subjects, particularly as we experience an increase in middle and high school students requiring advanced instruction in Physics and Mathematics. Physics, in particular, is a crucial subject for a science-focused school like ours, providing foundational knowledge that is necessary for our students to be competitive applicants for the University of California (UC) and California State University (CSU) systems, as well as other top universities.



To further enhance the learning environment, we will also add one (1) Full-Time Teacher Aide position. This will be an essential addition to our first grade, providing vital support to our educators and ensuring each young student receives the individualized attention they need to build a strong foundation for future learning and success.

Finally, recognizing the importance of fostering creativity and cultural appreciation, we will add one (1) Part-Time Music Teacher. This position will enrich our curriculum and offer students diverse learning opportunities beyond the core academic subjects.

These adjustments are designed to maintain high-quality education standards while strategically responding to the needs and interests of our student body.

#### Budget Implications:

The fiscal impact of the projected staff changes are expected to be approximately \$45,000 and will be paid for from MSA Santa Ana's operating budget. Since the school's enrollment is expected to increase since the board approved the 2024-25 Adopted Budget in June, 2024 we expect the additional revenue from the enrollment increase to be sufficient to cover these costs. All expenses will be incorporated into MSA Santa Ana's 2024-25 First Interim Report to be presented to the board in December 2024.

#### Athletic Director (CIF) Position

Currently, MSA-SA has budgeted approximately \$75,500 for the Athletic Director (CIF) position. However, with our newly hired Athletic Director effectively managing all sports across all grade levels, including CIF, this specific position may no longer be necessary. Therefore, the school proposes reallocating the funds originally designated for the Athletic Director (CIF) position to hire a new teacher with a Physics/Math credential. This adjustment would better align resources with the school's academic priorities and needs.

#### Part-Time Music Teacher

There are existing funds available to cover a part-time music teacher for 6 hours. To effectively serve our students, we propose hiring two part-time music teachers, each working 3 hours. This approach ensures no additional budget impact, as the existing funds will sufficiently cover these positions.

#### SPED Aide Position





Adding a Full-Time Teacher Aide, particularly for our first grade, will have a budget impact of \$45,000. This additional expense is essential to provide the necessary support for our educators and ensure individualized attention for our young students.

**Exhibits:**

- Board Resolution #20240912-03
- Teacher job description (*general teacher job description which will be used for both Music teacher and Physics/Math teacher positions*)
- SPED Aide job description
- MSA-SA Organizational Chart

Resolution #20240912-03

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**

**RESOLUTION**

**CREATION AND ELIMINATION OF POSITIONS  
FOR MAGNOLIA SCIENCE ACADEMY- SANTA ANA (“MSA-SA”) FOR THE  
IMPROVEMENT OF EDUCATIONAL PROGRAMS FOR STUDENTS**

**WHEREAS**, Magnolia Educational & Research Foundation (“MERF”) is a non-profit organization operating public charter schools in Southern California; and

**WHEREAS**, MERF is reconfiguring the structure of MSA-SA educational programs to provide the greatest targeted benefit to students with an emphasis on hands-on learning and support; and

**WHEREAS**, MERF has determined that certain positions are no longer as educationally impactful in their current form, and administration has assessed that funds spent staffing these positions would best benefit students by being redirected to other hands-on learning and service job positions; and

**WHEREAS**, MERF is charged with the responsible management and successful operation of all its charter schools and is obligated to employ staff in the best interest of its students and programs.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Directors of MERF (the “Board”) that:

1. The second Athletic Director position at MSA-SA will be eliminated.
2. One (1) Full-Time Physics/Math Teacher position will be added.
3. One (1) Full-Time SPED Aide position will be added.
4. One (1) Part-Time Music Teacher will be added.
5. These changes will become effective immediately. The CEO is hereby directed by the Board to take all actions necessary to effectuate this Resolution.
6. Employees in eliminated job positions will be provided re-employment support by the People and Culture Department of MERF, including information on open and available job positions the individual may apply for at MERF.
7. Employees in eliminated job positions will not be automatically transferred to a new role, nor will they have hiring preferences or re-employment rights with MERF.

**PASSED AND ADOPTED** by the Board this 12 day of September, 2024, by the following vote:

**Resolution #20240912-03**

Creation and Elimination of Positions for MSA-SA for the Improvement of Educational Programs for Students

Page 2 of 2

AYES:

NOES:

RECUSE:

ABSENT:

The undersigned Board Chair does hereby certify that the foregoing is a full, true, and correct copy of the Resolution adopted by the said Board at its meeting on the above date and by the vote above stated, which resolution is on file in the office of MERF.

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Board Chair

**TEACHER- JOB DESCRIPTION**

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be productive members of society.

**Instructional Strategies**

- Design, write and use lesson plans that conform to the charters curriculum.
- Teach instructional subjects according to guidelines established by California Department of Education, charter policies and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with the Special Education Department on fulfilling requirements of student's Individualized Education Programs (IEP)
- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

**Growth and Development**

- Incorporate the principles and ideas of the Portrait of a Graduate and Magnolia Public Schools Schoolwide Learner Outcomes (SLOs) in lessons to support student growth.
- Help students assess and enhance their study methods and habits
- Produce formal and informal testing to evaluate student success
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter

**Classroom Management and Organization**

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior in agreement with the student handbook
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

**Communication**

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills

**Other**

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary
- Other job-related duties and schedules will be assigned to the employee by his/her supervisor

**Physical Demands and Work Environment**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to stand, bend, and sit for long periods of time. The employee must also be able to listen and hear students, lift and/or move up to 50 pounds and be appropriately mobile, including by escorting students across campus as needed. This job description should not be construed to imply that these requirements are the only duties, responsibilities, and qualification for this job. Incumbents may be required to follow any additional related instructions, acquire related job skills and perform other related work as required or assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Qualifications:**

- Bachelor's degree
- Valid CA teaching credential
- United States work authorization
- Teaching experience (preferred)



## JOB SUMMARY SPED AIDE

The primary role and purpose of a Special Education Aide is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter students with disabilities in the special education program. The Special Education Aide will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aide will work under direct supervision of a certified teacher and indirect supervision of the Principal. Special education aides who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions.

### JOB DUTIES

#### Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher
- Assist in keeping class neat and orderly
- Assist teacher in handling administrative records and reports
- Help substitute teachers with classroom layout, or other pertinent classroom management
- Assist with inventory, care and maintenance of equipment

#### Student Management

- Help physically disabled students according to their needs, including but not limited to transferring to and from wheelchairs, lifting, or positioning
- Help students with physical needs and personal care, including but not limited to feeding, bathroom needs, and personal hygiene
- Assist in student behavior management; this includes handling crisis situations and restraining disruptive or dangerous students as needed
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs
- Coordinate educational activities assigned by the teacher; help individual students or small groups
- Assist in overseeing students throughout school day, inside and outside classroom; this includes lunchroom, bus and playground duty
- Advise teacher on special needs or problems of individual students

#### Other

- Ensure confidentiality
- Enhance job skills by participating in staff development programs
- Be active in faculty meetings and special events as assigned
- Other job related duties and schedules assigned by supervisor

#### Physical Demands and Work Environment

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to stand, bend, and sit for long periods of time. The employee must also be able to listen and hear students, lift and/or move up to 50 pounds and be appropriately mobile, including by escorting students across campus as needed. This job description should not be construed to imply that these requirements are the only duties, responsibilities, and qualification for this job. Incumbents may be required to follow any additional related instructions, acquire related job skills and perform other related work as required or assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**MSA- Santa Ana  
Organizational Chart**

**Principal**  
Steven Keskindurk

**Last Edit Date:**  
**08/03/2024**

**Dean of Academics**  
*Cobi Luciani*

**Dean of Students,**  
*Curtiss Philipsen*

**Operations**  
*Steven Keskindurk*

**Dean of Academics**  
*Melik Sayin*

**Custodian/  
Landscaping**

**College Counselor**  
Elizebeth Chavez

**IT Coordinator**

**Instrutional Staff**

**Supervision**

**Athletic Director**

**Instrutional Aides**

**Afterschool/  
Before-school Coordinator**

**Office Manager**

**SpEd Department**

**Office Clerk**

**Department Chairs  
Grade Level Chairs**

**Attendance Clerk**

**School Nutrition**

# Coversheet

## Approval of Magnolia Science Academy-3 Action Plan for Success

**Section:** IV. Action Items  
**Item:** I. Approval of Magnolia Science Academy-3 Action Plan for Success  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV\_I\_MSA-3 Action Plan for Success.pdf





<b>Agenda Item:</b>	IV I: Action Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Gokhan Serce, Chief Academic Officer
<b>RE:</b>	Approval of Magnolia Science Academy-3 Action Plan for Success

**Action Proposed:**

MPS staff recommends that the Board approve the implementation of the Magnolia Science Academy-3 Action Plan for Success for the 2024-25 school year and beyond.

**Purpose:**

The MSA-3 site leadership and staff, in collaboration with MPS Home Office teams, conducted a thorough review of the school’s data and developed a comprehensive action plan aimed at improving student outcomes. This plan focuses on enhancing academic achievement in Math, and the College and Career Indicator (CCI), reducing chronic absenteeism and suspension rates, and addressing the performance gaps among African-American, Hispanic, and socioeconomically disadvantaged students.

Key components of the plan include targeted academic programs, professional development for teachers, mental health support initiatives, and data-driven strategies, all anchored in the PDSA (Plan-Do-Study-Act) cycle to ensure continuous improvement.

The purpose of this initiative is to foster increased student engagement, boost academic performance, and support student well-being by addressing key challenges such as math proficiency, CCI, absenteeism, and suspensions. The plan aims to ensure equitable access to quality education and success for all students, particularly those from historically underinvested backgrounds.

**Background:**

Based on the 2022-2023 California Dashboard data, MSA-3 demonstrated varied performance levels across different areas, with challenges particularly evident in math, chronic absenteeism, and suspension rates. Despite these challenges, the 2023-2024 academic year saw significant progress, with improvements in student proficiency in both Reading and Mathematics, and steady gains in other key performance areas. While notable success was achieved, such as consistently high proficiency in Grade 11 Reading, areas like Grade 11 Mathematics and Grade 6 Mathematics continue to require focused attention. Additionally, other academic indicators, including science scores, showed encouraging growth, demonstrating the impact of targeted interventions and the commitment to continuous improvement.

**Analysis:**

MSA-3's Action Plan for Success, developed in collaboration with MPS leadership, focuses on key areas such as improving math performance, reducing chronic absenteeism, and lowering suspension rates. Significant efforts are being made to enhance student outcomes through existing programs like Power Math classes, Saturday School, and targeted interventions, along with the adoption of a new math curriculum and instructional rounds. Preliminary data from the 2023-24 school year shows improvements in math performance and reductions in chronic absenteeism and suspension rates, indicating that these strategies are proving effective. For the 2024-25 academic year and beyond, the school will further strengthen its focus on math proficiency through targeted after-school interventions, professional development for teachers, and continued use of the PDSA cycle to refine and improve instructional practices. Additionally, the introduction of the African American Success Coordinator and a Family Success Coordinator will ensure consistent engagement with African American students and their families, addressing specific challenges in academic achievement and attendance. MSA-3's commitment to data-driven instruction, ongoing collaboration with MPS leadership, and targeted support systems will drive continued progress in academic outcomes and student well-being.

**Impact:**

The comprehensive action plan at MSA-3 is expected to lead to measurable improvements in key academic and behavioral outcomes, particularly for African-American, Hispanic, and socioeconomically disadvantaged students. The targeted interventions in math, such as



after-school support, Saturday School, and rigorous professional development for teachers, will help students reach grade-level proficiency and experience academic growth. Additionally, the introduction of the African American Success Coordinator and Family Success Coordinator will strengthen family engagement and ensure consistent monitoring and support for African-American students. These initiatives are anticipated to reduce chronic absenteeism, lower suspension rates, and increase participation in advanced coursework and dual enrollment programs, thereby enhancing the College and Career Indicator (CCI). The ongoing use of the PDSA cycle will provide a structured approach to continuously assess and refine these strategies, ensuring that MSA-3 remains responsive to the evolving needs of its students and fosters an equitable and supportive learning environment for all.

**Budget Implications:**

There are no new budget implications compared to the board approved preliminary budget approved by MPS Board of trustees.

**Exhibits:**

- MSA-3 Action Plan for Success

## MAGNOLIA SCIENCE ACADEMY 3 ACTION PLAN FOR SUCCESS

### FOCUS AREA #1: MATH PERFORMANCE

**GOAL #1:** Magnolia Science Academy (MSA-3) students will demonstrate grade-level proficiency and growth in math, schoolwide and for all statistically significant student groups. This goal, measured by the CAASPP assessment, reflects our dedication to advancing our students' mathematical skills and critical thinking abilities, building upon the continuous growth observed in previous years.

**Outcome #1:** Schoolwide and all statistically significant student groups in grades 3-8 and 11 will demonstrate **grade-level proficiency** on the CAASPP-Mathematics assessments.

**Metric/Method for Measuring: (LCAP Metric 2.8)** Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (*Source: CDE DataQuest*)

	<u>Baseline (2022-23)</u>	<u>LCAP Target for 2025-26</u>	
All Students (Schoolwide)	8.50%	≥ 20.00%	(About 3.83 percentage points increase per year)
English Learners*	0.00%	≥ 7.00%	(About 2.33 percentage points increase per year)
Socioeconomically Disadvantaged	10.45%	≥ 20.00%	(About 3.18 percentage points increase per year)
Students with Disabilities*	0.00%	≥ 7.00%	(About 2.33 percentage points increase per year)
African American	6.41%	≥ 20.00%	(About 4.53 percentage points increase per year)
Hispanic	9.64%	≥ 20.00%	(About 3.45 percentage points increase per year)

**Outcome #2:** All schoolwide and statistically significant student groups in grades 3-8 and 11 will demonstrate **growth** on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.

**Metric/Method for Measuring: (LCAP Metric 2.9)** Distance from Standard (DFS) on the CAASPP-Mathematics assessments (*Source: CA School Dashboard*)

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>	
All Students (Schoolwide)	109.5 points below standard	94.0 points below standard	(About 5 points increase per year)
English Learners*	156.8 points below standard	135.0 points below standard	(About 7 points increase per year)
Socioeconomically Disadvantaged	106.8 points below standard	91.0 points below standard	(About 5 points increase per year)
Students with Disabilities*	175.1 points below standard	145.0 points below standard	(About 10 points increase per year)
African American	120.7 points below standard	102.0 points below standard	(About 6 points increase per year)
Hispanic	104.2 points below standard	89.0 points below standard	(About 5 points increase per year)

**Outcome #3:** All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Mathematics assessment (Grades 6-11).

**Metric/Method for Measuring: (LCAP Metric 2.10)** Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (*Source: NWEA MAP*)

	<u>Baseline (2023-24)</u>	<u>LCAP Target for 2026-27g</u>
		Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year.
All Students (Schoolwide)	55.4%	≥ 50.0%
English Learners*	64.3%	≥ 50.0%
Socioeconomically Disadvantaged	57.6%	≥ 50.0%
Students with Disabilities*	58.5%	≥ 50.0%
African American	46.2%	≥ 50.0%
Hispanic	61.8%	≥ 50.0%

\* Please note that MSA-3 had fewer than 30 students in the English Learners and Students with Disabilities student groups for the CAASPP-Mathematics assessment/Dashboard Academic Indicator and fewer than 30 students are not considered as numerically significant for accountability purposes. However, MSA-3 closely monitors the progress of and sets targets for all our student groups, numerically significant or not.

### Existing Programs and Interventions (2023-24):

- **Embedded Power Math Class:** This specialized course is tailored for Middle School students who are in the "Nearly Met" range on the SBAC exam. It focuses on enhancing their math skills through targeted instruction.
- **Saturday School:** Offered to students of all grade levels, Saturday School provides additional academic support, with a focus on Math and enrichment activities, beyond regular school hours.
- **New Math Curriculum:** The adoption of the HMH math curriculum includes bimonthly teacher training sessions to ensure successful implementation and integration into our teaching practices.
- **Intersessions and Summer School:** We provide Winter Intersessions and Summer School programs to extend learning opportunities and address any gaps in understanding.
- **Instructional Rounds:** The MPS home office and MSA-3 administration team conduct classroom walkthroughs, offering feedback to improve teaching and learning outcomes.

### Data Supporting Effectiveness (2023-24 School Year):

Preliminary SBAC results indicate a significant overall improvement in Math, with MSA-3 students expected to demonstrate an 8% increase in Math CAASPP scores. Official results are anticipated in November-December.

### Planned Changes and Activities for 2024-25 and Beyond:

- **Targeted After-School Math Intervention:** Math intervention sessions will be offered twice a week for 6th and 7th grade students, providing additional support to reinforce classroom learning.
- **Saturday School (Targeted Math Intervention):** Saturday School will focus specifically on providing extra math support and reviewing the claims and content and skills in The Number System, Ratios & Proportional Reasoning, and Expressions and Equations for 6th and 7th grade students. These targeted interventions are designed to reinforce classroom instruction and address gaps in foundational mathematical understanding, helping students develop the critical skills necessary for success in higher-level math courses.

- **Rigor Professional Development:** This initiative aims to cultivate a learning environment where all math teachers are encouraged to challenge students to grow and perform at high levels.
- **MPS TOSA Support:** Teachers on special assignment (TOSAs) in mathematics for middle and high school will support the adoption of innovative math instruction approaches. These TOSAs will also provide professional development for MSA-3 math teachers ,aimed at enhancing math teachers' ability to engage and motivate students to boost student engagement and motivation, leading to improved academic outcomes.
- **Instructional Rounds:** Continued instructional rounds will foster collaboration and reflective practice among math teachers. This process emphasizes student learning, promotes consistency in instruction, and provides immediate feedback, all contributing to ongoing professional development and teaching improvements.

**FOCUS AREA #2: CHRONIC ABSENTEEISM**

**GOAL #2:** MSA-3 students will have a high student attendance rate, schoolwide and for all statistically significant student groups. This goal, measured by the CA School Dashboard chronic absenteeism rate, reflects our dedication to creating a welcoming environment where our students want to show up to campus daily and engage with all aspects of school including academics, sports and activities.

**Outcome #1:** MSA-3 will maintain a low chronic absenteeism rate.

**Metric/Method for Measuring:** (LCAP Metric 4.6) Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
All Students (Schoolwide)	33.9%	≤ 20.0% (About 4.6 percentage points decrease per year)
English Learners*	33.3%	≤ 20.0% (About 4.3 percentage points decrease per year)
Socioeconomically Disadvantaged	38.3%	≤ 20.0% (About 6.1 percentage points decrease per year)
Students with Disabilities*	41.7%	≤ 20.0% (About 7.2 percentage points decrease per year)
African American	41.8%	≤ 20.0% (About 7.3 percentage points decrease per year)
Hispanic	30.0%	≤ 20.0% (About 3.3 percentage points decrease per year)

\* Please note that MSA-3 had fewer than 30 students in the English Learners and Students with Disabilities student groups for the Dashboard Chronic Absenteeism Indicator and fewer than 30 students are not considered as numerically significant for accountability purposes. However, MSA-3 closely monitors the progress of and sets targets for all our student groups, numerically significant or not.

**Existing Programs and Interventions (2023-24):**

**A- Basic Needs Support**

- **Transportation Assistance:** LA METRO TAP cards and bus tokens are provided to ensure students have reliable transportation to school.
- **Food Assistance:** Food is provided to families through LACOE giveaways to address food insecurity.
- **Uniform Support:** Extra school uniforms are available for students in need.

- **Referrals to External Agencies:** Families are referred to outside agencies for additional support as needed.

#### B- Welcoming Environment

- **Teacher and Staff Greeting:** Teachers greet students at the door, and staff welcome them as they enter the campus.
- **Expectations Posters:** Clear expectations are displayed in each hallway, classroom, and outside building to promote a positive school culture.
- **Mental Health Check-ins:** Psychologist and Social worker greet the students before school to provide morning SEL support.

#### C- Student Engagement

- **Expanded Extracurriculars:** Broadened club and sports offerings to increase student participation beyond academics.
- **Attendance Announcements:** Weekly reminders about the importance of attendance during school-wide announcements.
- **Grade-Level Attendance Contests:** Encouraging friendly competition between classes for the highest ADA percentage.
- **Perfect Attendance Rewards:** Recognition and rewards for students with perfect attendance at the end of each semester.
- **Student Tracking:** Providing students with attendance tracking sheets to help monitor their tardiness and absences.
- **Home Visit Program:** Magnolia Public Schools will leverage home visits to target students with chronic absenteeism. Home visits will focus on building relationships with students and families, understanding the root causes of absenteeism, and providing direct support and resources to help improve attendance.

#### D- Academic Support

- **Tutoring Services:** Academic tutoring is available to support students who need extra help.
- **Viper Success Plans:** Tailored success plans are developed for students who receive Truancy Letter #2.
- **Weekly Admin Team Meeting:** The administrative team meets weekly to strategize support for chronically absent students, ensuring they have access to necessary resources.

#### E- SEL/Mental Health Support

- **School Counseling:** Dedicated counseling services are provided for students experiencing mental health challenges.
- **Social Worker and Psychologist:** On-site support is available from a social worker and psychologist to address students' mental health needs. We also have the benefit of two Social Worker interns.

#### F- Family Engagement

- **Orientation Attendance Review:** Attendance expectations are clearly communicated to the school community during student orientation.
- **Automated Attendance System:** A system is in place allowing parents to easily review and address absences and attendance issues.
- **Monthly Newsletter:** Includes an attendance graphic reminder to keep parents informed and engaged.
- **Ongoing Communication:** Attendance expectations are revisited regularly during "Coffee with the Admin" meetings.
- **Truancy Meetings:** In-person meetings are held with families of students who receive Truancy Letter #2 to review attendance expectations.
- **SART Process:** The Student Attendance Review Team (SART) involves parents, school staff, and home office staff to address attendance concerns.



- **Home Visit Program:** MPS will prioritize and target impacted students and families for home visits. These visits will serve as an opportunity to provide support, build connections, and address any barriers to regular attendance. The visits will focus on creating action plans to support students and improving their attendance rates.
- **Community Support:** Collaboration with the Community School Liaison (CSL) and Community School Coordinator (CSC) to enhance family support.

**Data Supporting Effectiveness (2023-24 School Year): Preliminary Data**

- **Chronic Absenteeism:** Internal data indicates a reduction in chronic absenteeism, with rates around 26%, down from 34.7% in the 2022-23 school year.

**Planned Changes and Activities for 2024-25 and Beyond:**

- **Attendance Video Campaign:** We plan to introduce a video campaign to better capture parent attention. While text communication and graphics are regularly used, video content will offer an engaging alternative.
- **Addition of Family Success Coordinator:** A new role will be introduced to enhance family engagement and support, with specific tasks focused on improving attendance and student success our African- American students and families.

**FOCUS AREA #3: SUSPENSION**

**GOAL#3:** MSA-3 students will have a low student suspension rate, schoolwide and for all statistically significant student groups. This goal, measured by the CA School Dashboard suspension rate, reflects our dedication to creating a welcoming environment where our students want to show up to campus daily and engage with all aspects of school including academics, sports and activities.

**Outcome #1:** MSA-3 will maintain a low student suspension rate.

**Metric/Method for Measuring: (LCAP Metric 4.10)** Student Suspension Rate *(Source: CA School Dashboard, CALPADS)*

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
All Students (Schoolwide)	6.8%	≤ 2.5% (About 1.4 percentage points decrease per year)
English Learners	8.8%	≤ 2.5% (About 2.1 percentage points decrease per year)
Socioeconomically Disadvantaged	6.0%	≤ 2.5% (About 1.2 percentage points decrease per year)
Students with Disabilities	8.0%	≤ 2.5% (About 1.8 percentage points decrease per year)
African American	8.4%	≤ 2.5% (About 2.0 percentage points decrease per year)
Hispanic	6.3%	≤ 2.5% (About 1.3 percentage points decrease per year)

**Existing Programs and Interventions (2023-24):**

- **YVAPE Partnership:** MSA3 collaborates with the [YVAPE](#) program as an alternative to suspension for students involved in using, possessing, or distributing VAPE devices or paraphernalia. This program provides education and intervention rather than punitive measures.

- **Vector Solutions Consequence Platform:** MSA3 uses the program called [VectorSolutions](#) as an alternative to suspension. Students who commit suspendable offenses are given the opportunity to correct their behavior by completing assignments on this platform, fostering accountability and learning.
- **Saturday School Reflections:** As another alternative to suspension, Saturday School offers students the chance to reflect on their actions. Students make up missed class time and complete reflection assignments based on the offense committed.
- **Expanded Sports and Clubs Offerings:** MSA3 has increased the variety of extracurricular activities available, providing students with positive outlets to channel their energy and interests.
- **School-Wide Shared Vision:** A unified school vision centered around the new school logo and values has been established, promoting a strong school culture. This vision is reinforced through artwork displayed across the campus.
- **LAIRP Dean Mentoring Training Program:** The Dean of Students has participated in specialized training focused on key aspects of school-based leadership, including safety, Positive Behavioral Interventions and Supports (PBIS), and attendance.

#### **Data Supporting Effectiveness (2023-24 School Year):**

- **Suspension Rates:** Internal data shows a significant reduction in suspension rates, dropping from 6.8% in the 2022-23 school year to 2.2% in the 2023-24 school year.

#### **Planned Changes and Activities for 2024-25 and Beyond:**

- **Classroom Reflection Stations:** Each classroom will have a designated reflection station, allowing students to address issues before they escalate to more serious infractions.
- **Grade Level Celebrations:** Monthly celebrations for Middle School (MS) and quarterly celebrations for High School (HS) will be introduced to recognize and reward positive behavior and achievements.
- **Consistent SEL Curriculum:** Social-Emotional Learning (SEL) curriculum will be consistently implemented across all grade levels to support student well-being and development.
- **Crisis Prevention (CPI) Training:** Staff will undergo Crisis Prevention Institute (CPI) training to better manage and de-escalate situations that could lead to behavioral issues.
- **CA-ISP Partnership:** A new partnership with CA-ISP (California Institute for School Performance) will be established to further enhance student support and intervention strategies.

#### **FOCUS AREA #4: 6TH GRADE PERFORMANCE**

**GOAL#4:** MSA-3 sixth graders will demonstrate grade-level proficiency and growth in ELA and math. This goal, measured by the CAASPP assessment, reflects our dedication to advancing our students' literacy and mathematical skills and critical thinking abilities, building upon the continuous growth observed in previous years.

**Outcome #1:** Students in grade 6 will demonstrate **grade-level proficiency** on the CAASPP-ELA/Literacy assessments.

**Metric/Method for Measuring: (LCAP Metric 2.4)** Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)

	<u>Baseline (2022-23)</u>	<u>Target for 2025-26</u>
Grade 6	23.34%	≥ 33.00% (About 3.22 percentage points increase per year)

**Outcome #2:** Students in grade 6 will demonstrate **grade-level proficiency** on the CAASPP-Mathematics assessments.

**Metric/Method for Measuring: (LCAP Metric 2.8)** Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)

	<u>Baseline (2022-23)</u>	<u>Target for 2025-26</u>
Grade 6	10.00%	≥ 20.00% (About 3.33 percentage points increase per year)

**Outcome #3:** Students in grade 6 will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Reading and MAP-Mathematics assessments.

**Metric/Method for Measuring: (LCAP Metrics 2.6 and 2.10)** Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

	<u>Baseline (2023-24)</u>	<u>Target for 2026-27</u>
MAP-Reading		Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year.
Grade 6	46.5%	≥ 50.0%
MAP-Mathematics		Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year.
Grade 6	33.3%	≥ 50.0%

### Existing Programs and Interventions (2023-24):

- **Saturday School:** Students receive homework support and additional academic assistance to reinforce classroom learning.
- **Power Math and ELA Classes:** Targeted support classes are offered for students who are close to meeting standards ("Nearly Met") in Math and ELA, providing them with extra help to bridge learning gaps.
- **Summer Bridge Program:** This program helps students develop study skills and provides tips on adjusting to middle school culture, ensuring a smoother transition for incoming students.

### Data Supporting Effectiveness (2023-24 School Year):

- **SBAC Results:** Preliminary SBAC data shows improvements, with 31.37% of students meeting standards in Reading and 15.69% in Math. These results align with the target LCAP goals.
- **NWEA MAP:** Data from the NWEA MAP assessments is also used to monitor student progress and inform instructional adjustments.

**Planned Changes and Activities for 2024-25 and Beyond:**

As part of our ongoing efforts to enhance academic performance, we are introducing several initiatives to boost 6th-grade achievement, especially for students performing at level 2.

- **Power ELA and Power Math Courses:**
  - Target Audience: 6th-grade students performing at level 2.
  - Focus: These courses will address learning gaps identified through IXL diagnostics.
  - Resources: Teachers will use IXL diagnostic tools to identify specific areas for improvement and tailor instruction accordingly.
- **Targeted Math and English Interventions:**
  - 6th grade( African American) students
  - All African American Students, SWD, students with poor attendance
  - Will run concurrently with Saturday School.
  - Targeted After School Schedule Intervention sessions will be held after school bi-weekly
  - Student Identification: Students will be selected for these interventions based on their NWEA MAP reading and math scores.
- **Bridge Program Enhancements:**
  - Math and ELA Integration: The summer Bridge program will now include embedded Math and ELA support to better prepare students for the transition from elementary to middle school.
  - Increased Participation: Efforts will be made to boost student participation in the Bridge program, ensuring more students benefit from this critical support.
- **Intersession Programs:**
  - Winter and Spring Intersessions: Targeted Math and English support will be offered during these sessions, with a focus on 6th-grade students needing additional assistance.

**FOCUS AREA #5: AFRICAN AMERICAN STUDENT GROUP PERFORMANCE**

**GOAL#5:** MSA-3 African American student group will demonstrate growth on the following state indicators: Mathematics, College and Career Indicator (CCI), Chronic absenteeism, and Suspension. This goal, measured by the state indicators, reflects our dedication to advancing our students' literacy and mathematical skills and critical thinking abilities, building upon the continuous growth observed in previous years.

**Outcome #1:** MSA-3 African American student group will demonstrate **growth** on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.

**Metric/Method for Measuring: (LCAP Metric 2.9)** Distance from Standard (DFS) on the CAASPP-Mathematics assessments (*Source: CA School Dashboard*)

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
African American	120.7 points below standard	102.0 points below standard (About 6 points increase per year)

**Outcome #2:** MSA-3 African American student group will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Mathematics assessment (Grades 6-11).

**Metric/Method for Measuring: (LCAP Metric 2.10)** Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (*Source: NWEA MAP*)

	<u>Baseline (2023-24)</u>	<u>LCAP Target for 2026-27</u>
African American	46.2%	Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year. ≥ 50.0%

**Outcome #3:** African American students graduating from MSA-3 will be “prepared for college and career” by earning a high school diploma and meeting at least one other criteria of the College and Career Indicator (CCI), i.e., meeting A-G requirements, earning College Credits, passing AP exams, taking dual enrollment college courses, receiving the State Seal of Biliteracy; Golden State Seal, etc.

**Metric/Method for Measuring: (LCAP Metric 3.4)** Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (*Source: CA School Dashboard*)

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
African American*	23.5%	≥ 55.0% (About 10.5 percentage points increase per year)

\* Please note that MSA-3 had 17 students, i.e., fewer than 30 students in the African American student group for the 2023 Dashboard Chronic Absenteeism Indicator and fewer than 30 students are not considered as numerically significant for accountability purposes. However, MSA-3 closely monitors the progress of and sets targets for all our student groups, numerically significant or not.

**Outcome #4:** MSA-3 African American student group will maintain a low chronic absenteeism rate.

**Metric/Method for Measuring: (LCAP Metric 4.6)** Chronic Absenteeism Rate (*Source: CA School Dashboard, SIS*)

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
African American	41.8%	≤ 20.0% (About 7.3 percentage points decrease per year)

**Outcome #5:** MSA-3 African American student group will maintain a low student suspension rate.

**Metric/Method for Measuring: (LCAP Metric 4.10)** Student Suspension Rate (*Source: CA School Dashboard, CALPADS*)

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
African American	8.4%	≤ 2.5% (About 2.0 percentage points decrease per year)

### Existing Programs and Interventions (2023-24):

## A- Math Support Programs

- **Embedded Power Math Class:** This specialized class targets Middle School students who are in the "Nearly Met" range on the SBAC exam, providing focused instruction to strengthen their math skills. This intervention is particularly beneficial for African American students.
- **Saturday School:** Available to all grade levels, Saturday School offers additional academic support, including Math homework assistance, outside of regular school hours.
- **New Math Curriculum:** The HMH math curriculum has been adopted, with bimonthly teacher training sessions to ensure effective implementation and integration into classroom practices.
- **Intersessions and Summer School:** Winter Intersessions and Summer School are offered to provide extended learning opportunities and address gaps in students' understanding.
- **Instructional Rounds:** The MPS home office and MSA-3 administrative team conduct classroom walkthroughs to provide feedback on teaching and learning practices.

## B- College and Career Indicator (CCI)

- **Dual Enrollment:** College courses are offered to students in grades 9 through 12, enabling African American students to take college courses early in their high school years.
- **Saturday School:** Supports all students, including African American students, in mastering Math and ELA concepts, which helps improve CAASPP ELA and Math scores.

## C- Chronic Absenteeism

### Family Engagement

- **Orientation and Communication:** Attendance expectations are reviewed during student orientation and reinforced through an automated system that allows parents to address absences easily.
- **Monthly Newsletter:** An attendance graphic reminder is included to keep parents informed.
- **Coffee with the Admin:** Ongoing meetings where attendance expectations are reviewed.
- **Truancy Interventions:** In-person meetings with families of students who qualify for Truancy Letter #2, along with a School Attendance Review Team (SART) process involving parents, school staff, and home office staff.

### Student Engagement

- **Expanded Extracurriculars:** Increased club and sports offerings to engage students in school activities.
- **Attendance Contests:** Grade-level contests to compete for the highest Average Daily Attendance (ADA) percentage, with rewards for Perfect Attendance each semester.
- **Self-Tracking:** Students are provided with attendance tracking sheets to monitor their own tardiness.

### SEL / Mental Health Support

- **Counseling Services:** School counseling is provided to students experiencing mental health challenges, with additional support from a social worker and psychologist.

### Creating a Welcoming Environment

- **Positive Interactions:** Teachers greet students at the door, and staff welcome students as they enter the campus.
- **Visible Expectations:** Expectations posters are displayed in hallways, classrooms, and outside the building.
- **Diverse Teaching Team:** A diverse middle school teaching team equips students with the social and cultural competencies needed to thrive in diverse communities and workplaces.

### Academic Support

- **Tutoring:** Available to support students academically.
- **Viper Success Plans:** Personalized plans for students who qualify for Truancy Letter #2.
- **Strategic Meetings:** The admin team meets weekly to strategize on how to support chronically absent students with additional resources.

### Basic Needs Support

- **Transportation Assistance:** Provided through TAP cards and bus tokens.
- **Food Support:** Food provided to families through LACOE giveaways.
- **Uniform Assistance:** Extra school uniforms provided for students in need.
- **Referral Services:** Referrals to outside agencies for additional support.

### Data Supporting Effectiveness (2023-24 School Year):

- **Math:** Preliminary data shows significant gains in Math compared to the previous year, with an anticipated 8% increase. With 40% of students being African American, the data is expected to reflect improvement in this group as well.
- **Suspension:** Internal data indicates that the suspension rate for African American students has decreased from 8.4% in the prior year to 3.9% this year.
- **Chronic Absenteeism:** The 2022-23 data shows a 32.9% chronic absenteeism rate for African American students. MSA-3's internal data shows a decrease to 26.5% for all students, and it is expected that this decline will also be reflected in the African American student population.
- **CCI:** MSA-3 has significantly increased the number of college courses offered, from four in the 2022-23 school year to 15 in the 2023-24 school year. This increase is expected to improve CCI scores for African American students.

### D- Suspension and Culture of Belonging

- **Black Student Union (BSU):** The BSU creates a supportive environment for African American students, offering opportunities to organize activities and trips, fostering a sense of belonging.
- **Black History Month:** School-wide participation in Black History Month activities enhances cultural awareness and inclusion, contributing to a sense of belonging among students.
- **Hiring Practices:** Efforts are made to diversify staff to reflect the student body and support a culturally responsive school environment.



**Planned Changes and Activities for 2024-25 and Beyond:**

In addition to all the measures taken for the above items, MSA-3 admin will take the following measure to improve the MPOs of African American students in the area of MAP Math and SBAC Math, chronic absenteeism, suspension, CCI.

- The principal will assign a dedicated administrator as the **African American Success Coordinator**, responsible for monitoring the progress of African American students on a weekly basis in key areas such as Math and ELA IAB scores, suspension rates, chronic absenteeism, and College and Career Indicator (CCI) data. All school leaders will support the African American Success Coordinator in analyzing this data and identifying trends. Together, they will collaborate to offer solutions that address any challenges, ensuring African American students receive the necessary support to succeed. This coordinated effort reflects our deep commitment to African American students' academic and personal growth.
- **The Family Success Coordinator**, in collaboration with grade-level chairs and teachers, will reach out to the parents of African American students regularly to ensure open communication and strong family engagement. This consistent contact will create a supportive network around each student, reinforcing our commitment to African American students' success and addressing their concerns proactively.
- The admin team and teachers will **continuously review the academic and behavioral data** for African American students through admin meetings, grade-level meetings, and department meetings. These reviews will ensure that interventions are timely and effective, as the school prioritizes the success of African American students by addressing challenges head-on.
- The MSA-3 admin team launched the **Plan-Do-Study-Act (PDSA) cycle** in June 2024 and will consistently evaluate and refine strategies to enhance the achievement of African American students. Adjustments will be made regularly based on data and feedback to ensure we meet our meaningful performance objectives (MPOs) for our African American students.
- CCI- The Dean of Academics will monitor the **dual enrollment participation data** with a specific focus on encouraging African American students to take advantage of these opportunities. We are committed to increasing the participation of African American students in advanced coursework and college-preparatory programs.
- Grade-level chairs will schedule **Academic Success Planning meetings** with African American students who are falling behind in their grades. These meetings will provide personalized support and actionable strategies for African American students to meet their academic goals.

## Coversheet

### Approval of Proposition 28: Arts and Music in Schools Funding Annual Reports for All MPS Schools for Fiscal Year 2023-2024

**Section:** IV. Action Items  
**Item:** J. Approval of Proposition 28: Arts and Music in Schools Funding Annual Reports for All MPS Schools for Fiscal Year 2023-2024  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV\_J\_Prop 28 Arts and Music in Schools Funding Annual Reports.pdf



<b>Agenda Item:</b>	IV J: Action Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Gokhan Serce, Chief Academic Officer
<b>RE:</b>	Prop 28 Arts and Music in Schools Funding Annual Reports for the 2023-24 Fiscal Year for All MPS Schools

### **Action Proposed:**

I move that the Board approve the required Proposition 28 Arts and Music in Schools (AMS) Funding Annual Reports for Magnolia Science Academy (MSA)-1, 2, 3, 4, 5, 6, 7, 8 Santa Ana and San Diego for 2023-24 Fiscal Year.

### **Background:**

The Arts and Music in Schools (AMS) initiative provides additional funding for arts education in California public schools. On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act. The measure requires the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24. The amount of funding available each fiscal year for the Arts and Music in Schools (AMS) program will be **one percent of the K–12 portion of the Proposition 98 funding guarantee provided** in the prior fiscal year, excluding funding appropriated for the AMS program.

Funding allocations are made available starting in February 2024. Schools received funding in monthly incremental amounts. AMS funds are subject to an annual audit to include verification that LEAs expended funds in accordance with their certifications and the requirements in EC Section 8220 beginning with the 2023–24 annual audit. Funds are set to be delivered every year and can be used over a 3-year period.

MPS Board approved the School Site Proposition 28 Arts and Music in Schools (AMS) Plans for all of the 10 MPS Schools on December 14, 2023.



Attached are the required Proposition 28 Arts and Music in Schools (AMS) Funding Annual Reports for MSA-1, 2, 3, 4,5, 6, 7, 8 Santa Ana and San Diego for 2023-24 Fiscal Year.

In accordance with the guidelines, the plans and reports are also posted on the MPS website at [https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299495&type=d](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d)

**Analysis:**

Most MPS schools utilized their allocated funds as outlined in their School Site Proposition 28 Arts and Music in Schools (AMS) Plans. However, some schools were unable to fully utilize the funds during the first year, and these amounts will be rolled over into the 2024-25 school year to be spent on Arts and Music programs in accordance with CDE guidelines.

**Budget Implications:**

There are no new budget implications compared to the board approved preliminary budget approved by MPS Board of trustees.

**Exhibits:**

- Proposition 28 Arts and Music in Schools (AMS) Funding Annual Reports for MSA-1, 2, 3, 4,5, 6, 7, 8 Santa Ana and San Diego for 2023-24 Fiscal Year.

# Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Magnolia Science Academy

CDS Code: 1910199-6119945

Charter School Number: 438

Allocation Year: 2023-24

## 1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Magnolia Science Academy-1 (MSA-1) has utilized its Prop 28 arts education funding to significantly enhance its arts programs by employing two dedicated art teachers. This allocation, totaling \$119,744, covers a portion of the salaries and benefits of these educators, ensuring that students have consistent access to quality arts education. At MSA-1, the arts are viewed as an essential component of a well-rounded education. The funding has allowed the school to retain art teachers who bring a wealth of knowledge and creativity to their classrooms. These teachers play a pivotal role in nurturing students' artistic talents, fostering creative thinking, and providing a safe space for self-expression.

2. Number of full-time equivalent teachers (certificated). 2.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 714

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 9/3/2024 3:29:57 PM

## Annual Report Data URL

[https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299495&type=d&termREC\\_ID=&pREC\\_ID=1131281](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d&termREC_ID=&pREC_ID=1131281)

Submission Date 9/3/2024 3:36:47 PM

# Proposition 28: Arts and Music in Schools Funding

## Annual Report

### Fiscal Year 2023-24

Name: Magnolia Science Academy 2  
 CDS Code: 1910199-0115212  
 Charter School Number: 906  
 Allocation Year: 2023-24

#### 1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Magnolia Science Academy-2 (MSA-2) has utilized its Prop 28 arts education funding to significantly enhance its music programs by retaining the employment of one dedicated music teacher. This allocation, totaling \$90,078, covers a portion of the salary and benefits for this educator, ensuring that students have consistent access to quality music education. At MSA-2, the arts are viewed as an essential component of a well-rounded education. The funding has allowed the school to retain a music teacher who brings a wealth of knowledge and creativity to the classroom. This teacher plays a pivotal role in nurturing students' musical talents, fostering creative thinking, and providing a safe space for self-expression.

2. Number of full-time equivalent teachers (certificated). 1.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 220

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 9/12/2024 12:00:00 AM

#### Annual Report Data URL

[https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299495&type=d&termREC\\_ID=&pREC\\_ID=1131281](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d&termREC_ID=&pREC_ID=1131281)

Submission Date 9/4/2024 5:14:20 PM

# Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Magnolia Science Academy 3  
CDS Code: 1910199-0115030  
Charter School Number: 917  
Allocation Year: 2023-24

**1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).**

Magnolia Science Academy-3 used this fund to cover the expenses of Art teacher. Otherwise, due to budgetary issues, we would cut this position and not offer ART.

<b>2. Number of full-time equivalent teachers (certificated).</b>	1.0
<b>3. Number of full-time equivalent personnel (classified).</b>	0.0
<b>4. Number of full-time equivalent teaching aides.</b>	0.0
<b>5. Number of students served.</b>	74
<b>6. Number of school sites providing arts education.</b>	0

**Date of Approval by Governing Board/Body** 9/12/2024 12:00:00 AM

**Annual Report Data URL**

[https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299495&type=d&termREC\\_ID=&pREC\\_ID=1131281](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d&termREC_ID=&pREC_ID=1131281)

**Submission Date** 9/5/2024 4:05:57 PM



# Proposition 28: Arts and Music in Schools Funding

## Annual Report

### Fiscal Year 2023-24

Name: Magnolia Science Academy 4  
 CDS Code: 1964733-0117622  
 Charter School Number: 986  
 Allocation Year: 2023-24

#### 1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

The Prop 28 arts education program at Magnolia Science Academy 4 (MSA-4) is designed to enhance student access to arts education by allocating a budget of \$18,906 for certificated personnel salaries. For the 2023-24 school year, the funds are utilized under the guidelines of "supplement not supplant" (SACS Resource Code 6770), meaning these resources are intended to supplement existing arts education initiatives, not replace them. MSA-4 adheres to the 80-20 Rule, ensuring that 80% of the funds are directed toward certificated personnel responsible for arts and music instruction. The funding is focused on supporting the salary of a College Counselor who facilitates art courses through a dual enrollment program with West Los Angeles College. Although no new positions were created for this program, this approach aligns with the school's goal of providing students with expanded opportunities for Visual and Performing Arts (VAPA) education. Through this dual enrollment program, students have access to specialized courses in ART, MUSIC, and DRAMA, thereby enriching their academic and creative experience. In addition to supporting the College Counselor's salary, a portion of the Prop 28 AMS Grant funds is allocated to cover the cost of all arts materials requested by our partnering institution, West Los Angeles College. This ensures that every student enrolled in the dual enrollment arts courses has access to the necessary materials, free of charge. By removing the financial burden of purchasing art supplies, we aim to provide equitable access to high-quality arts education for all students, regardless of their economic background. This initiative further reinforces our commitment to fostering creativity and academic achievement through the arts.

<b>2. Number of full-time equivalent teachers (certificated).</b>	0.0
<b>3. Number of full-time equivalent personnel (classified).</b>	0.1
<b>4. Number of full-time equivalent teaching aides.</b>	0.0
<b>5. Number of students served.</b>	46
<b>6. Number of school sites providing arts education.</b>	1
<b>Date of Approval by Governing Board/Body</b>	9/4/2024 12:43:19 PM

#### Annual Report Data URL

[https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299495&type=d&termREC\\_ID=&pREC\\_ID=1131281](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d&termREC_ID=&pREC_ID=1131281)

**Submission Date** 9/4/2024 12:45:38 PM

# Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Magnolia Science Academy 5  
 CDS Code: 1910199-0137679  
 Charter School Number: 987  
 Allocation Year: 2023-24

**1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).**

Magnolia Science Academy-5 is excited to announce the introduction of the Arts and Music in Schools (AMS) initiative; starting in the 2023-24 school year, this ongoing program ensures enhanced support for arts instruction at our school. This new funding stream will enable us to enrich our arts curriculum and provide more opportunities for our students to engage in creative and musical endeavors.

- 2. Number of full-time equivalent teachers (certificated).** 0.0
- 3. Number of full-time equivalent personnel (classified).** 0.0
- 4. Number of full-time equivalent teaching aides.** 0.0
- 5. Number of students served.** 26
- 6. Number of school sites providing arts education.** 1

**Date of Approval by Governing Board/Body** 9/5/2024 12:00:00 AM

**Annual Report Data URL**

[https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299495&type=d&termREC\\_ID=&pREC\\_ID=1131281](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d&termREC_ID=&pREC_ID=1131281)

**Submission Date** 8/29/2024 4:50:26 PM

# Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Magnolia Science Academy 6

CDS Code: 1964733-0117648

Charter School Number: 988

Allocation Year: 2023-24

**1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).**

Magnolia Science Academy 6 did not use the prop 28 funds in the 23-24 school year and will be utilizing the funds and its roll over funds in the following school year(s).

**2. Number of full-time equivalent teachers (certificated).** 0.0

**3. Number of full-time equivalent personnel (classified).** 0.0

**4. Number of full-time equivalent teaching aides.** 0.0

**5. Number of students served.** 0

**6. Number of school sites providing arts education.** 0

**Date of Approval by Governing Board/Body** 9/4/2024 5:36:04 PM

**Annual Report Data URL**

[https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299495&type=d&termREC\\_ID=&pREC\\_ID=1131281](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d&termREC_ID=&pREC_ID=1131281)

**Submission Date** 9/4/2024 5:39:02 PM

# Proposition 28: Arts and Music in Schools Funding

## Annual Report

### Fiscal Year 2023-24

Name: Magnolia Science Academy 7

CDS Code: 1964733-0117655

Charter School Number: 989

Allocation Year: 2023-24

#### 1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For the 2023-24 school year, Magnolia Science Academy-7 (MSA-7) received \$45,627 in Prop 28 Art and Music in Schools funding. We utilized \$2,688 of these funds to purchase a class set of ukuleles, leaving a balance of \$42,939 to be rolled over into the 2024-25 school year. Though we initially planned to use Prop 28 funds to cover a variety of supplies, including a portable stage and art materials, these were covered by other funding sources for the 2023-24 school year. The remaining funds will be utilized for these items in the upcoming year to support instruction in visual arts, music, and creative expression. We will roll over the unspent funds to the 2024-25 school year, where they will be allocated to expanding our visual arts and music programs, partnering with external vendors, and enhancing staff training in arts education. These funds will support a comprehensive arts curriculum, providing students with opportunities to engage in visual and performing arts while improving school climate and fostering a greater appreciation for the arts.

2. Number of full-time equivalent teachers (certificated). 0.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 273

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 9/12/2024 12:00:00 AM

#### Annual Report Data URL

[https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299495&type=d&termREC\\_ID=&pREC\\_ID=1131281](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d&termREC_ID=&pREC_ID=1131281)

Submission Date 9/5/2024 2:05:57 PM



# Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Magnolia Science Academy Bell  
CDS Code: 1964733-0122747  
Charter School Number: 1236  
Allocation Year: 2023-24

**1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).**

Magnolia Science Academy 8 Bell utilize the Pro 28 fund to have 1 full time music teacher in the 2023-24 school

<b>2. Number of full-time equivalent teachers (certificated).</b>	1.0
<b>3. Number of full-time equivalent personnel (classified).</b>	0.0
<b>4. Number of full-time equivalent teaching aides.</b>	0.0
<b>5. Number of students served.</b>	0
<b>6. Number of school sites providing arts education.</b>	0

**Date of Approval by Governing Board/Body** 9/12/2024 12:00:00 AM

**Annual Report Data URL**

[https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299495&type=d&termREC\\_ID=&pREC\\_ID=1131281](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d&termREC_ID=&pREC_ID=1131281)

**Submission Date** 9/5/2024 11:38:08 AM

# Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Magnolia Science Academy - Santa Ana  
CDS Code: 3076893-0130765  
Charter School Number: 1686  
Allocation Year: 2023-24

**1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).**

Funding will be used to pay a portion of the salaries and benefits of the Art and Music position that were budgeted using the Arts and Music Block Grant.

<b>2. Number of full-time equivalent teachers (certificated).</b>	1.0
<b>3. Number of full-time equivalent personnel (classified).</b>	0.0
<b>4. Number of full-time equivalent teaching aides.</b>	0.0
<b>5. Number of students served.</b>	91
<b>6. Number of school sites providing arts education.</b>	1

**Date of Approval by Governing Board/Body** 9/12/2024 12:00:00 AM

**Annual Report Data URL**

[https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299495&type=d&termREC\\_ID=&pREC\\_ID=1131281](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d&termREC_ID=&pREC_ID=1131281)

**Submission Date** 9/3/2024 12:40:13 PM

# Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Magnolia Science Academy San Diego

CDS Code: 3768338-0109157

Charter School Number: 698

Allocation Year: 2023-24

**1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).**

As described in the Proposition 28: Arts and Music in Schools plan, the funds are being utilized to continue providing arts and music programs for all grade levels at Magnolia Science Academy - San Diego. With the help of this grant, we have been able to keep these programs running, ensuring that students across all grade levels have access to arts and music education. Throughout the school year, 6th and 7th graders receive semester-long art and music classes, while 8th graders benefit from year-long classes in these subjects. Although the grant funds did not cover all the expenses, our school was able to utilize other resources to close the funding gap.

**2. Number of full-time equivalent teachers (certificated).** 1.0

**3. Number of full-time equivalent personnel (classified).** 0.0

**4. Number of full-time equivalent teaching aides.** 0.0

**5. Number of students served.** 240

**6. Number of school sites providing arts education.** 0

**Date of Approval by Governing Board/Body** 9/12/2024 12:00:00 AM

**Annual Report Data URL**

[https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=299495&type=d&termREC\\_ID=&pREC\\_ID=1131281](https://www.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d&termREC_ID=&pREC_ID=1131281)

**Submission Date** 9/5/2024 4:23:24 PM



## Coversheet

### Approval of Current Magnolia Educational & Research Foundation Conflict of Interest Code & Conflict of Interest Policy & Authorization to Submit 2024 Multi-County Agency Biennial Notice

**Section:** IV. Action Items  
**Item:** K. Approval of Current Magnolia Educational & Research Foundation  
Conflict of Interest Code & Conflict of Interest Policy & Authorization to Submit 2024 Multi-County  
Agency Biennial Notice  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV\_K\_COI Code & Policy & Submission of 2024 Biennial Notice.pdf



<b>Agenda Item:</b>	IV K: Action Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Alfredo Rubalcava, CEO & Superintendent Jennifer Lara, Board Secretary
<b>RE:</b>	Approval of Current Conflict of Interest Code & Policy & Submission of 2024 Multi-County Agency Biennial Notice to FPPC

**Action Proposed:**

I move that the Board approve the current Magnolia Educational & Research Foundation (MERF) Conflict of Interest Code approved by the Fair Political Practices Commission (FPPC) on November 1, 2017 and to approve the current Conflict of Interest Policy with no changes. Furthermore, to submit the 2024 Multi-Agency Biennial Notice to the FPPC.

**Purpose:**

Submit to FPPC that the MERF Conflict of Interest Code remains the same with no changes through the Biennial Notice which is due October 1, 2024.

**Background:**

The FPPC approved Magnolia Educational & Research Foundation dba Magnolia Public Schools Conflict of Interest Code on November 1, 2017. Since then, MPS has been following this code. MPS and legal reviewed and identified that MPS’s current Conflict of Interest Code is compliant and there are no identifiable areas that needs to be amended. The FPPC will retain the 2017 version for their records.

If the Code is deemed to be modified in the future, it will require FPPC approval.



**Analysis:**

As the means of proactive governance, the Conflict of Interest Code and Policy will always be taken to the Board for review before any submissions of amendments are taken to the FPPC for approval. As there are no immediate amendments required, MPS will submit the 2024 Biennial Notice to inform the FPPC that MPS current Conflict of Interest Code still stands.

**Exhibits:**

- Magnolia Educational & Research Foundations (MERF) Conflict of Interest Code
- Conflict of Interest Policy
- 2024 Multi-County Agency Biennial Notice

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**  
**CONFLICT OF INTEREST CODE**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the **Magnolia Educational & Research Foundation. (MERF)**

Individuals holding designated positions shall file statements of economic interests with the **MERF**, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **MERF**.

**APPENDIX A  
DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary)	1, 2
Chief External Officer	1, 2
Regional Director – South	1, 2
Regional Director – North	1, 2
Chief Operations Officer	1, 2
Chief Academic Officer	1, 2
Chief Accountability Officer	1, 2
Principals	3
Consultants/New Positions	*

\*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The CEO/President or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO/President or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

## **APPENDIX B DISCLOSURE CATEGORIES**

### Category 1

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within a two-mile radius of:
  - The Los Angeles Unified School District, the Santa Ana Unified School District, or the San Diego Unified School District, or
  - Any facility utilized by MERF's charter schools, or
  - A proposed site for a MERF facility.
- b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

### Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by MERF.

### Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department. For the purpose of this category a Principal's department is his/her entire school.

This is the last page of the conflict of interest code for **Magnolia Educational & Research Foundation**.



**CERTIFICATION OF FPPC APPROVAL**

Pursuant to Government Code Section 87303, the conflict of interest code for **Magnolia Educational & Research Foundation** was approved on 11/11 2017. This code will become effective on 12/1 2017.

A handwritten signature in blue ink, appearing to be "B. Lau", written over a horizontal line.

Brian G. Lau  
Senior Commission Counsel  
Fair Political Practices Commission



MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION  
CONFLICT OF INTEREST POLICY

**I. PURPOSE**

The purpose of this Conflict of Interest Policy (“Policy”) is to protect Magnolia Educational & Research Foundation’s (“Charter School”) interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Charter School. This Policy is intended to supplement, but not replace, (i) any applicable state and federal laws governing conflicts of interest applicable to California public charter schools; and (ii) the Charter School’s Conflict of Interest Code, adopted pursuant to the Political Reform Act (Government Code Section 81000 *et seq.*), including the exhibits attached thereto.

**II. DESIGNATED EMPLOYEES**

Employees of this Charter School, including members of the Board of Directors (“Board”) and candidates for election and/or appointment to the Board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Appendix A,” which is hereby incorporated by reference, attached to the Charter School’s Conflict of Interest Code.

**III. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

**IV. MANNER OF DISQUALIFICATION**

**A. Non-Board Member Designated Employees**

When a non-Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal who shall record the employee’s disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

**B. Board Member Designated Employees**

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

The Board member shall refrain from participating in the decision in any way (i.e. the Board member with the disqualifying interest shall refrain from voting on the matter and influencing or attempting to influence the vote on the matter) and comply with any applicable provisions of the Charter School bylaws.

## 2024 Multi-County Agency Biennial Notice

Name of Agency: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone No. \_\_\_\_\_

Email: \_\_\_\_\_ Alternate Email: \_\_\_\_\_

Counties within Jurisdiction, or for Charter Schools, Counties in which the School is Chartered:  
(if more space is needed, include an attachment):

\_\_\_\_\_

No. of Employees\* \_\_\_\_\_ No. of Form 700 Filers\* \_\_\_\_\_

*\*Including board and committee members*

**Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.**

Please identify which statement accurately describes your agency's status.

- This agency has reviewed its conflict of interest code. The current code designates all positions which make or participate in making governmental decisions. The designated positions are assigned accurate disclosure categories that relate to the job duties of the respective positions. The code incorporates FPPC regulation 18730 so that all relevant Government Code Sections are referenced.
- This agency has reviewed its conflict of interest code and has determined that an amendment is necessary. An amendment may include the following:
- New positions which involve the making or participating in the making of decisions which may foreseeably have a material impact on a financial interest
  - Current designated positions need renaming or deletion
  - Statutorily required provisions of the code need to be addressed
  - Disclosure categories need revision

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### Verification (to be completed if no amendment is required)

*This multi-county agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.*

\_\_\_\_\_  
*Signature of Chief Executive Officer*

\_\_\_\_\_  
*Date*

All multi-county agencies must complete and return this notice, including those agencies whose codes are currently under review. Please return this notice no later than **October 1, 2024** to the FPPC at [biennialnotice@fppc.ca.gov](mailto:biennialnotice@fppc.ca.gov) or 1102 Q Street, Suite 3050, Sacramento, CA 95811.

[www.fppc.ca.gov](http://www.fppc.ca.gov)  
FPPC Advice: [advice@fppc.ca.gov](mailto:advice@fppc.ca.gov) (866.275.3772)  
Page 1 of 1