



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday October 10, 2024 at 5:30 PM PDT

Location

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

Access to the Board Meeting

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

- 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.

- 7401 Madora Ave., Winnetka, CA 91306 (**Ms. Sandra Covarrubias**)
- 6525 Estrella Ave, San Diego, CA 92120 (**Dr. Salih Dikbas**)

Dialing information for this meeting is included below:

Dial in: 1-669-444-9171

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

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 with such requests.

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

Public Comment Procedures

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

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

For any questions regarding this meeting please email board@magnoliapublicschools.org or call (213) 628-3634 ext. 21101.

Board Members:

Mr. Mekan Muhammedov, Chair

Ms. Sandra Covarrubias, Vice-Chair

Dr. Umit Yapanel

Dr. Salih Dikbas

Ms. Diane Gonzalez

Student Board Member:

Naim Bayraktar

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Pledge of Allegiance			1 m
C. Record Attendance and Guests			1 m
D. Approval of Agenda	Vote		1 m
E. Public Comments			6 m
F. Approval of Minutes from MPS Regular Board Meeting - September 12, 2024	Approve Minutes		1 m
II. Closed Session			5:41 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Conference with Legal Counsel – Anticipated Litigation § 54956.9(b): 1 case			60 m
C. Report Out of Closed Session	FYI		1 m
III. Consent Items			6:43 PM
A. Approval of 2024-25 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy (MSA)-4, 6, 7, and Bell	Vote	David Yilmaz	3 m
B. Approval of 2024-25 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy-Santa Ana	Vote	David Yilmaz	3 m
C. Approval of Updated MPS Health and Safety Policy Regarding COVID-19	Vote	Suat Acar	3 m

	Purpose	Presenter	Time
D. Approval of Updated Independent Study Policy & Master Agreement	Vote	Gokhan Serce	3 m
IV. Information/Discussion Items			6:55 PM
A. MPS Annual Authorizer Oversight Reports From Los Angeles County Office of Education (LACOE)	Discuss	David Yilmaz	15 m
B. Updates on Facilities Projects	Discuss	Patrick Ontiveros	15 m
C. Census Enrollment 2024-25 Outcomes & Update	Discuss	Fatima Cristerna Adame	10 m
D. Comprehensive Diversity and Demographic Analysis: Organizational Workforce and Turnover Insights	Discuss	Fiorella Del Carpio	15 m
V. Action Items			7:50 PM
A. Approval of Clarification to the 2024-25 MPS Board Officers	Vote	Alfredo Rubalcava	3 m
B. Approval of Preferred Vendor Contracts for the Expansion & Replication of Magnolia Public Schools	Vote	Fiorella Del Carpio	7 m
C. Approval of the Revised MPS School Site Classified Employees' Pay Raise Schedule For 2024-25 School Year	Vote	Fiorella Del Carpio	5 m
D. Approval of Board Resolution for Magnolia Science Academy- 3 for Creation and Elimination of Positions for the Improvement of Educational Programs for Students	Vote	Fiorella Del Carpio	10 m
E. Approval of Board Resolution for Creation and Elimination of Positions for Magnolia Science Academy (MSA)-5 and MSA-7 and for the Improvement of Educational Programs for Students		Fiorella Del Carpio	5 m
F. Approval of Board Resolution for Creation of Positions for Magnolia Science Academy-6 for	Vote	Fiorella Del Carpio	5 m

	Purpose	Presenter	Time
	the Improvement of Educational Programs for Students		
G.	Approval of Revised Title IX Policy and Proceeding with Updating the 2024-25 MPS Student/Parent Handbook with that Policy	Gokhan Serce	7 m
H.	Approval of Revised Harassment, Intimidation, Discrimination and Bullying Policy and Proceeding with Updating the 2024-25 MPS Student/Parent Handbook with that Policy	Gokhan Serce	5 m
I.	Approval of Resolution to Rename the Previously Approved "Ad Hoc Committee" to the "Facilities Planning & Oversight Committee"	Patrick Ontiveros	5 m
VI.	Closing Items		8:42 PM
A.	Adjourn Meeting		1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - September 12, 2024

Section: I. Opening Items
Item: F. Approval of Minutes from MPS Regular Board Meeting - September 12, 2024
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on September 12, 2024



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday September 12, 2024 at 6:35 PM

Location

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

Board Members:

Mr. Mekan Muhammedov, Chair

Ms. Sandra Covarrubias, Vice-Chair

Dr. Umit Yapanel

Dr. Salih Dikbas

Ms. Diane Gonzalez

Student Board Member:

Naim Bayraktar

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

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

Directors Absent

None

Directors who arrived after the meeting opened

S. Dikbas

Directors who left before the meeting adjourned

S. Dikbas

Guests Present

J. Lara

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Sep 12, 2024 at 6:35 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance lead by MPS Student Board Member, N. Bayraktar.

C. Record Attendance and Guests

Refer to attendance information recorded above. Naim Bayraktar, Student Board Member, was present.

D. Approval of Agenda

U. Yapanel made a motion to approve the amended agenda with the removal of Action Item IV E.

M. Muhammedov seconded the motion.

P. Ontiveros, General Counsel & Director of Facilities informed the Board of the removal of the item. Action IV E: 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.

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

Roll Call

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

E.

Public Comments

A. Rubalcava, CEO & Superintendent, announced of the closure of Magnolia Science Academy (MSA)-2 that occurred on Friday, September 6th due to an HVAC system outage that impacted six (6) of the schools units during the intense heat wave. He added that MSA-2 administration team and the Home Office responded quickly to formulate a plan and remedy the situation which resulted in the school being able to open back up on Monday, September 9th. He reported that staff worked closely with the Los Angeles Unified School District (LAUSD). D. Garner, Principal of MSA-2, added that interior temperatures reached up to 105 degrees for one of the rooms and acted to ensure the safety of those at the school. Other schools were also impacted by the outage.

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

U. Yapanel made a motion to approve the minutes from Regular Board Meeting on 08-08-24.

D. Gonzalez seconded the motion.

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

Roll Call

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

II. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov, Board Chair, announced that the Board will be going into closed session to discuss conference with legal counsel-anticipated litigation for one (1) case and would report out any actions that may be taken.

B. Conference with Legal Counsel – Anticipated Litigation § 54956.9(b): 1 case

This item was discussed in Closed Session.

S. Dikbas arrived at 7:00 PM.

C. Report Out of Closed Session

M. Muhammedov announced in Open Session at 8:09pm that the Board discussed and no actions were taken.

III. Information/Discussion Items

A.

Strategic Vision for Community Schools

M. Montalvo, Director of Community Schools, introduced the Community Schools work across Magnolia. She stated that their team was able to accomplish a two (2) year planning grant in 2022 in one (1) year. Because of this, they were able to accomplish a planning of Implementation Grant for Spring 2023. She reported that they were awarded the Implementation Grant of five (5) years of that Spring 2023 which brought over \$10 million for Magnolia communities. Magnolia Science Academy (MSA)-San Diego this year did not receive the Implementation Grant, but received the Community Engagement Initiative (CI) Grant which is a two (2) year grant that still supports and sustains the community work. MSA-4 was awarded the Implementation Grant of five (5) years so now nine (9) Magnolia schools are implementation sites. Community School leaders comprised of Community Schools Coordinators, liaisons, Principals and the Assistant Director of Community Schools presented how implementation looks like being applied at the school sites. Board Members thanked the team for the continued passion and for the work being done to support the Magnolia community. Questions were addressed by staff. A photo was taken with the Community School leaders and the Board which resulted in a short break.

B. Enrollment Update

C. Adame, Senior Director of Growth & Expansion, reported that extensive support for every school site resulted in an increase of enrollment for several school sites. She stated that with the support of the Charter School Growth Fund, which Magnolia was awarded, this would help replicate Magnolia programs that would benefit parents and students. As well as address areas of growth. She reported that as of September 5th, total enrollment has increased to 3,788. She also presented the budget implications for each school site from those enrollment numbers. She stated that they will continue to strive to hit the target enrollment. Board Members questions were addressed by staff.

C. MPS Annual Authorizer Oversight Reports

D. Yilmaz, Chief Accountability Officer, presented the oversight reports received from the Los Angeles Unified School District (LAUSD) for MSA-4, 6, 7 and 8 (Bell) and added that there was some changes with this years oversight procedure and scoring. He presented the scores received from LAUSD and compared previous scores. A. Rubalcava, CEO & Superintendent, detailed the Governance section. G. Serce, Chief Academic Officer detailed the Student Achievement and Educational Performance section. S. Budhreja, Chief Financial Officer, detailed the Fiscal Operations section. Board Members questions were addressed by staff and stated that with changes to the oversight procedures just means that Magnolia must adjust to meet those changes. Board Members requested to include latest MAP testing data at the Academic Committee Meeting scheduled for October.

D.

2022-23 Teaching Assignment Monitoring Outcomes (TAMO) Data Report Presentation

D. Yilmaz, Chief Accountability Officer, presented the data presentation about teacher credentials and the subjects they teach whether their credentials are appropriate for the subjects they teach. He stated that normally this data would be in the LCAP, but stated that the state was late in publishing the data. The data presented is from 2022-23. He defined each Teaching Assignment Monitoring Outcomes (TAMO) definitions which dives deeper on how appropriate a credential is which included a breakdown of clear, out-of-field, intern, ineffective, etc. credentials. He presented MPS TAMO for each school site and subjects. He compared MPS targets to authorizers. M. Akbas, Director of People Analytics & Compliance, shared further information of efforts being done to equip Principals with knowledge of credentials.

E. Update on Facilities Projects

P. Ontiveros, General Counsel & Director of Facilities, stated that for the Magnolia Science Academy (MSA)-5 project, the team will be submitting the increment plans by October 11th. He stated that they have been meeting with DSA and other collaborators and are confident that they will meet that date. The Facilities Department comprising of M. Sahin, Facilities Project Manager, and K. Jimenez, Assistant Facilities Project Manager, proved updates to the facilities projects for MSA-1, 2 and Santa Ana. Board Members questions were addressed by staff.

IV. Action Items

A. Approval of MPS 403b Plan (Nationwide)

S. Budhreja, Chief Financial Officer, stated that back in August 2023, staff presented to the Board on the item. Since that meeting with the Board's feedback, staff did additional research and consulted with attorney, Ken Ruthenberg, who specializes in retirement planning and provided a Memorandum which stated that it was determined that MPS can qualify as a "governmental entity" meaning that it would allow MPS greater flexibility and would allow MPS to offer a governmental 403b plan that would allow for employer matching contributions that vary depending on the employee or the year. He added that this opportunity would be open to Home Office and school sites to participate. Allied Wealth Advisors, Joseph Faye Sr. and Joseph Faye Jr., were present to provide additional details. They would be assisting in administering the plan in collaboration with Nationwide. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve the agreement between Magnolia Public Schools and Nationwide for the adoption of a 403b plan for all MPS employees.

D. Gonzalez seconded the motion.

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

Roll Call

U. Yapanel	Aye
D. Gonzalez	Aye

Roll Call

S. Dikbas Aye
M. Muhammedov Aye
S. Covarrubias Aye

B. Approval of 2023-24 Unaudited Actuals Reports

This item was previously presented at the MPS Audit/Facilities Committee Meeting on September 12th, with the Committee recommending their approval. S. Budhraj, Chief Financial Officer, presented the 2023-24 unaudited actuals report which captures data from July 1, 2023 to June 30, 2024 from previous fiscal year. He summarized the financial results for fiscal year 2023-24 and changes to revenue and expenditures from the previous reporting. He detailed the actuals by school sites and the Home Office (MERF). Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve the Fiscal Year 2023-2024 Unaudited Actuals Report for Magnolia Public Schools.

D. Gonzalez seconded the motion.

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

Roll Call

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

C. Approval of Franco Architects Change Orders for Magnolia Science Academy-1 Tenant Improvement Project at 18242 Sherman Way (Gym)

This item was previously presented at the MPS Audit/Facilities Committee Meeting on September 12th, with the Committee recommending their approval. M. Sahin, Facilities Project Manager, reported on the change orders for Magnolia Science Academy (MSA)-1 project: (1) \$7,697.00 for Additional architectural coordination during the Construction Administration Phase (July – September 2024), and (2) \$5,000 to prepare an application to obtain a fire sprinkler water meter for the Project at 18242 Sherman Way. He reported on the reasons for the change order and that the 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. Board Members questions were addressed and M. Muhammedov, Board Chair & Chair of the Audit/Facilities Committee reported on the Committee's discussion.

D. Gonzalez made a motion to 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.

M. Muhammedov seconded the motion.

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

Roll Call

U. Yapanel Aye

Roll Call

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

D. Approval of Berliner Architect Change Order for Magnolia Science Academy-2 Conditional Use Permit Project at 16600 Vanowen Street (Ground Up Construction)

This item was previously presented at the MPS Audit/Facilities Committee Meeting on September 12th, with the Committee recommending their approval. M. Sahin, Facilities Project Manager, reported on the change order for the Magnolia Science Academy (MSA)-2 CUP project which would allow Berliner Architects to complete the architectural services for the CUP application for MSA-2's new site. The cost of the expenditures of the change order will be paid using MSA-2's operating budget with that those costs being reflected into the 2024-25 First Interim Report. Board Members questions were addressed by staff and M. Muhammedov, reported on the Committee's discussion and feedback to staff.

M. Muhammedov made a motion to 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.

D. Gonzalez seconded the motion.

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

Roll Call

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

E. 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

This item was removed during the approval of agenda.

F. Approval of Resolution Implementing Prequalification of Construction Contracts Under Public Contract Code Section 20111.6. Resolution No. 20240912-01

P. Ontiveros, General Counsel & Director of Facilities, reported that the resolution is needed to comply with Public Contract Code Section 20111.6 for purposes of awarding construction contracts and would require MPS to vet possible contractors for the Magnolia Science Academy (MSA)-5 project. California law requires that certain processes and procedures be adopted prior to the awarding of construction contracts for State funded projects. The adoption of the proposed resolution will allow staff to move

forward with the project and ensure these vendors are financially viable for staff to work alongside with. He stated this would be a positive step to ensure a great campus for MSA-5.

M. Muhammedov made a motion 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.

D. Gonzalez seconded the motion.

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

Roll Call

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

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

F. Del Carpio, Chief People Officer, stated that the resolution for creation of positions is for Magnolia Science Academy (MSA)-San Diego with a full-time education specialist and MSA-4 with a part-time education specialist for the improvement of educational programs. She stated that this is in light of better supporting the growing needs of students with disabilities. She reported that MSA-San Diego has had an increase in enrollment with an increase of students with disabilities. MSA-4 though the number of students with disabilities increased, the school's population has not equated to the amount of students in the overall enrollment. She added that MPS duty is to provide service for all students. Additionally, MSA-4 would be using their reserves to cover the expense. Board Members questions were addressed by staff.

S. Dikbas left at 11:00 PM.

S. Covarrubias made a motion to 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.

U. Yapanel seconded the motion.

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

Roll Call

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

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

F. Del Carpio, Chief People Officer, stated that the resolution for creation and elimination of positions is for the improvement of educational programs for students at Magnolia Science Academy (MSA)-Santa Ana. She stated that after consideration and consultation with Home Office and school site leadership, they identified staffing adjustments for implementation to better align with the academic and additional needs for students. She stated that the proposal is to eliminate one (1) of the Athletic Director positions and repurpose the funds to hire a full-time individual to provide instruction around physics and mathematics. This would address the demands for these subjects. In addition, the school currently has one other Athletic Director. Additionally, to hire a full-time Special Education Teacher Aid supporting 1st grade class. Lastly, to introduce a part-time Music Teacher. Board Members questions were addressed by staff.

S. Covarrubias made a motion to approve 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.

U. Yapanel seconded the motion.

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

Roll Call

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

I. Approval of Magnolia Science Academy-3 Action Plan for Success

G. Serce, Chief Academic Officer, reported on the action plan for success created by Magnolia Science Academy (MSA)-3 leadership team in collaboration with the Academic Department and Home Office. Z. Ocel, Principal at MSA-3, provided clarity that the plan was created for this year and beyond to help in the categories identified on the CA Dashboard with the aim to improve student outcomes particularly in math, student attendance/chronic absenteeism, and behavioral support/suspension rate. He provided a detailed report of the action plan to address those areas and memorialize actions and strategies used for those improvements. Board Members thanked the team for the detailed plan.

S. Covarrubias made a motion to approve the implementation of the Magnolia Science Academy-3 Action Plan for Success for the 2024-25 school year and beyond.

U. Yapanel seconded the motion.

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

Roll Call

M. Muhammedov	Aye
S. Dikbas	Absent

Roll Call

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

J. Approval of Proposition 28: Arts and Music in Schools Funding Annual Reports for All MPS Schools for Fiscal Year 2023-2024

G. Serce, Chief Academic Officer, provided context regarding Proposition 28 and informed that the Board last adopted the school site Proposition 28 Arts and Music in Schools (AMS) Plans for all of the ten (10) schools last year. He reported that most of the schools utilized the funds and clarified that the grant can roll over to the next school year so funds can still be utilized for this purpose. He added that each school site provided a report with information such as how many students received services from these funds. Once approved, it will be added to the MPS website. Board Members questions were addressed by staff.

D. Gonzalez made a motion to 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.

U. Yapanel seconded the motion.

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

Roll Call

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

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

J. Lara, Board Secretary, informed the Board that review and approval of the MPS Conflict of Interest Code and Conflict of Interest Policy is a standard procedure of proactive governance and to be able to move forward with submitting a multi-county agency biennial notice to the Fair Political Practices Commission (FPPC) which this year is due by October 1st. She stated that the FPPC had approved the Conflict of Interest Code back in 2017 and after review from legal and staff no modifications were identified and thus the same code will stand.

U. Yapanel made a motion to 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.

S. Covarrubias seconded the motion.

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

Roll Call

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

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:35 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of 2024-25 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy (MSA)-4, 6, 7, and Bell

Section: III. Consent Items
Item: A. Approval of 2024-25 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy (MSA)-4, 6, 7, and Bell
Purpose: Vote
Submitted by:
Related Material: III_A_2024-25 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell.pdf



Agenda Item:	III A: Consent Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2024-25 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy (MSA)-4, 6, 7, and Bell

Action Proposed:

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

Purpose:

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

Background:

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

Analysis:

LAUSD has listed 39 areas of compliance requirements for review on the document ranging from employee criminal background and TB clearances to obtaining WASC accreditation and



UC Doorways course approval. (See attachments.) MSA-4, 6, 7, and Bell have all of the supporting documentation for each of the 39 areas (as applicable) where some of the documents are posted on the school website (Board member roster and information, Parent/Student Handbook, Bylaws, Conflict of Interest Policy, Complaint Form, UCP, PRA, Safety Plan, etc.) and others are on file (teacher credential template, DOJ/TB, Brown Act training, etc.) We work with our assigned LAUSD specialist in the submission of any requested documents.

Last year there were 29 areas of compliance on the document. The following are the 10 areas that have been added. Principals of MSA-4, 6, 7, and Bell have already signed the attached documents respectively certifying that the school has reviewed the school’s compliance related policies, systems, and procedures, including the 10 new compliance requirements that have been added to the document. In support of the schools, the Home Office also oversees and ensures that the schools meet all the compliance items, including the new ones.

10 New Compliance Requirements:

<p>30. If Charter School is offering Independent Studies (IS), comply with all applicable legal requirements for IS (Ed. Code, §§ 51744-51749.6; 5 C.C.R. §§ 11700-11705), including, SB 348 and SB 153 (see e.g., Ed. Code, §§ 49501.5, 46300 <i>et seq.</i>), which include but are not limited to, adopting/updating and implementing written policies relating to IS.</p>	<p>Independent Study Policy</p>
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Compliance Requirements	Supporting Documentation
<p>31. For charter schools serving grades K-6, charter school complies with all applicable requirements of SB 291 (Ed. Code, § 49056) and related updates in SB 153.</p>	<p>Recess Policy</p>
<p>32. For charter schools serving High School grades, the charter school complies with all applicable requirements of AB 714 (e.g., Ed. Code, §§ 51225.1, 51225.2).</p>	<p>Graduation Policy</p>
<p>33. For charter schools serving elementary school grades, complies with AB 2268 (Ed. Code, §§ 313 and 60810.).</p>	<p>English Language Learners: Pupil Instruction</p>
<p>34. For charter schools serving High School grades, complies with AB 245. (Ed. Code, §§ 35179.1 and 35179.4.).</p>	<p>Physical Education Training and Emergency Action Plan</p>
<p>35. For charter schools offering interscholastic athletic program, complies with AB 1653. (Ed. Code, § 35179.4.).</p>	<p>Emergency Action Plan</p>



Compliance Requirements	Supporting Documentation
36. For charter school providing certain transportation services for pupils, complies with SB 88. (Ed. Code, §§ 49406 and 39875, <i>et seq.</i>)	Certification of Clearances Credentialing and Mandated Training or Vendor Certification
37. For charter schools serving 6 th through 8 th grade, complies with AB659. (e.g., Ed. Code, § 48980.4.)	Pupil and Parent Notification
38. Charter School complies with AB 889. (Ed. Code, § 48985.5.)	Charter School Website
39. For charter schools serving High School grades, comply with SB153 California Guidance Initiative. (Ed. Code, § 51225.7, <i>et seq.</i>)	Pupil and Parent Notification



Impact:

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

Budget Implications:

N/A

Committee Recommendations:

N/A

Exhibits:

1. MSA-4 Compliance Monitoring 2024-25 (board) - admin signed
2. MSA-6 Compliance Monitoring 2024-25 (board) - admin signed
3. MSA-7 Compliance Monitoring 2024-25 (board) - admin signed
4. MSA-Bell Compliance Monitoring 2024-25 (board) - admin signed



LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

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

Office: (213) 241-0399 • Fax: (213) 241-2054

ALBERTO M. CARVALHO
 Superintendent

VERONICA ARREGUIN
 Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
 Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2024-2025
ATTACHMENT E

Pursuant to its chartering oversight duties set forth in the Charter Schools Act (see e.g., Ed. Code, § 47604.32), the LAUSD, through the Charter Schools Division (CSD), monitors each charter school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by November 8, 2024**, as part of the school's triannual electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than November 8, 2024.**
- (2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2024-2025*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 10, 2025.**

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

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

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year’s annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2024-2025* for the preparation of the school’s compliance documentation. Please ensure that this documentation is current, complete, and accurate. The “Supporting Documentation” column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2024 -2025* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance with all applicable legal, charter and District requirements.

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

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2024-2025

School Name: MAGNOLIA SCIENCE ACADEMY 4

Board President Name: MEKAN M HAMMEDOV

Charter Management Organization: MAGNOLIA PUBLIC SCHOOLS

LAUSD Loc. Code: 8011

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

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 8, 2024 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 10, 2025 via Dropbox.

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

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2024-2025" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(1).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(1) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2024-2025 Board meetings calendar .	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines.	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training requirements (Ed. Code § 44691; Penal Code § 11164, <i>et seq.</i>) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Review of Policy Bulletin-5532.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Meeting with district site principal for additional information and questions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. The charter school's school climate and student discipline systems and procedures align with applicable law and LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
	School Climate Bill of Rights.			
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	☑	☐	☑
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	☑	☐	☑
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	☑	☐	☑
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act and Section 504, and all other applicable fire, health, and structural safety and access requirements. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	☑	☐	☑
12. The charter school complies with all public accountability, ethics and integrity laws , including, but not limited to: <ul style="list-style-type: none"> ● Ralph M. Brown Act, Gov. Code §§ 54950, et seq. ● Political Reform Act of 1974, Gov. Code §§ 81000, et seq. ● California Public Records Act, Gov. Code § 7920.000, et seq. ● Conflicts of Interest, Gov. Code § 1090 as set forth in Education Code section 47604.1. 	Board meeting agendas and minutes for the past 12 months.	☑	☐	☑
	Verification of compliant public posting of Board agendas, including on the school website.	☑	☐	☑
	Evidence of Brown Act training.	☑	☐	☑

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
<ul style="list-style-type: none"> Ethics Training for Officials, Gov. Code § 53235. 	<p>Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization.</p> <p>Remaining applicable employees forms 700 are maintained at the school site/ organization.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<p>School policy for responding to Public Records Act requests.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>13. The charter school governing board ensures that their Articles of Incorporation are current, filed, and appropriate for the operation of the charter school.</p>	<p>Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.</p>	<p>Current and signed Board-approved bylaws.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.</p>	<p>A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., California Code of Regulations, title 5, section 4600 et seq., and guidance provided at http://www.cde.ca.gov/re/cp/uc/</p>	<p>The governing board has reviewed the school’s:</p> <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
<p>Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	of the policy and annual progress report.			
<p>18. The charter school governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	☑	☐	☑
<p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	☑	☐	☑
<p>20. The charter school ensures that it complies with all applicable federal and state laws regarding students experiencing homelessness and foster youth, including but not limited to, the provisions of the federal McKinney-Vento Homeless Assistance Act and the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	☑	☐	☑
<p>21. Charter Schools Serving Grade 9: The charter school complies with all applicable requirements of Ed. Code § 51224.7.</p>	Documentation of the adoption of the charter school's established policy in compliance with Ed. Code, § 51224.7, including the Board Meeting Agendas and Board Minutes.	☑	☐	☑

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with all applicable requirements including the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	☑	☐	☑
23. Charter Schools Serving High School (grades 9-12): The charter school has obtained Western Association of Schools and Colleges (WASC) accreditation and University of California (UC) Doorways Course Approval.	Charter school approvals are listed on the WASC website and UC Doorways website.	☑	☐	☑
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (charter schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	☑	☐	☑
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Ed. Code, § 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Ed. Code, § 221.61.	☑	☐	☑
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	☑	☐	☑

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased assistive technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to assistive technology devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 and must make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
30. If Charter School is offering Independent Studies (IS) , comply with all applicable legal requirements for IS (Ed. Code, §§ 51744-51749.6; 5 C.C.R. §§ 11700-11705), including, SB 348 and SB 153 (see e.g., Ed. Code, §§ 49501.5, 46300 <i>et seq.</i>), which include but are not limited to, adopting/updating and implementing written policies relating to IS.	Independent Study Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
31. For charter schools serving grades K-6, charter school complies with all applicable requirements of SB 291 (Ed. Code, § 49056) and related updates in SB 153.	Recess Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
32. For charter schools serving High School grades, the charter school complies with all applicable requirements of AB 714 (e.g., Ed. Code, §§ 51225.1, 51225.2).	Graduation Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
33. For charter schools serving elementary school grades, complies with AB 2268 (Ed. Code, §§ 313 and 60810.).	English Language Learners: Pupil Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. For charter schools serving High School grades, complies with AB 245. (Ed. Code, §§ 35179.1 and 35179.4.).	Physical Education Training and Emergency Action Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
35. For charter schools offering interscholastic athletic program, complies with AB 1653. (Ed. Code, § 35179.4.).	Emergency Action Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>


Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
36. For charter school providing certain transportation services for pupils , complies with SB 88. (Ed. Code, §§ 49406 and 39875, <i>et seq.</i>)	Certification of Clearances Credentialing and Mandated Training or Vendor Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
37. For charter schools serving 6th through 8th grade , complies with AB659. (e.g., Ed. Code, § 48980.4.)	Pupil and Parent Notification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
38. Charter School complies with AB 889. (Ed. Code, § 48985.5.)	Charter School Website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
39. For charter schools serving High School grades , comply with SB153 California Guidance Initiative. (Ed. Code, § 51225.7, <i>et seq.</i>)	Pupil and Parent Notification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, November 8, 2024)

The undersigned hereby certifies that, on SEPTEMBER 27, 2024 the School Administrator of
Date(s)
MAGNOLIA SCIENCE ACADEMY 4

Name of Charter School
 reviewed the school's compliance with legal, charter, and District policy requirements.

ELIZABETH RIZZUTO	 Elizabeth Rizzuto (Sep 27, 2024 16:04 PDT)	09/27/2024
<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 10, 2025)

The undersigned hereby certifies that, on OCTOBER 10, 2024, the Governing Board of
Date(s)
MAGNOLIA SCIENCE ACADEMY 4

Name of Charter School
 reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

Board Agenda where item was discussed

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





MSA-4 Compliance Monitoring 2024-25 (board) (1)

Final Audit Report

2024-09-27

Created:	2024-09-27
By:	Elizabeth Rizzuto (erizzuto@magnoliapublicschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAgE_B_ump-Ak4mGfT3JPSq6zARUIXQEK0

"MSA-4 Compliance Monitoring 2024-25 (board) (1)" History

-  Document created by Elizabeth Rizzuto (erizzuto@magnoliapublicschools.org)
2024-09-27 - 11:02:58 PM GMT - IP address: 67.52.96.106
-  Document emailed to Elizabeth Rizzuto (erizzuto@magnoliapublicschools.org) for signature
2024-09-27 - 11:04:15 PM GMT
-  Document e-signed by Elizabeth Rizzuto (erizzuto@magnoliapublicschools.org)
Signature Date: 2024-09-27 - 11:04:43 PM GMT - Time Source: server- IP address: 67.52.96.106
-  Agreement completed.
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LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

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

Office: (213) 241-0399 • Fax: (213) 241-2054

ALBERTO M. CARVALHO
 Superintendent

VERONICA ARREGUIN
 Chief Strategy Officer

JOSE COLE-GUTIERREZ
 Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2024-2025
ATTACHMENT E

Pursuant to its chartering oversight duties set forth in the Charter Schools Act (see e.g., Ed. Code, § 47604.32), the LAUSD, through the Charter Schools Division (CSD), monitors each charter school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by November 8, 2024**, as part of the school's triannual electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with *only* the school administrator's columns completed, along with the administrator's signature no later than November 8, 2024.**
- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2024-2025*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 10, 2025.**

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

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

- (3) **Documentation of Compliance:** As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2024-2025* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2024 -2025* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance with all applicable legal, charter and District requirements.

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

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2024-2025

School Name: **MAGNOLIA SCIENCE ACADEMY 6**

Board President Name: **MEKAN MUHAMMEDOV**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loe. Code: **8013**

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

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 8, 2024 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 10, 2025 via Dropbox.

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

Compliance Requirements	Supporting Documentation	SCHOOLADMIN, BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and cmTent verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code§ 47605(c) (5)(F); Ed. Code§§ 45122.1 and 45125.1; Ed. Code§ 49406; Ed. Code§ 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.		<input type="checkbox"/>	
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2024-2025 " form		<input type="checkbox"/>	

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN, DY NOVEMBER 8, 2024		BOARD CERTIFICATION DY JANUARY 10, 2025
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	0	<input type="checkbox"/>	0
	Certification of timely DOJ and TB clearances by all contracting entities.	0	<input type="checkbox"/>	0
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	0	<input type="checkbox"/>	0
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(1).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(1) and other applicable law	0	<input type="checkbox"/>	0
	Master schedule that shows all assignment(s) of each certificated staff member.	0	<input type="checkbox"/>	0
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	0	<input type="checkbox"/>	0
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2024-2025 Board meetings calendar .	Accurate and updated school contact information.	0		0
	Accurate and updated list/roster of Governing Board members and contact information.	0	<input type="checkbox"/>	0

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN, BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
	Calendar of Governing Board meeting dates and location(s).	0	<input type="checkbox"/>	0
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines.	Lottery form and enrollment packet.	0	<input type="checkbox"/>	0
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training requirements (Ed. Code § 44691; Penal Code§ 11164, <i>et seq.</i>) c. Blood borne Pathogens training (see 8 CCR§ 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code,§ 215	Comprehensive Health, Safety, and Emergency Plan.	0	<input type="checkbox"/>	0
	Documentation of emergency drills and preparedness training.	0	<input type="checkbox"/>	0
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	0	<input type="checkbox"/>	0
	Documentation of annual Blood borne Pathogens training.	0	<input type="checkbox"/>	0
	Documentation of Pupil Suicide Prevention Policy training.	0	<input type="checkbox"/>	0
6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings. Review of Policy Bulletin-5532.1 Meeting with district site principal for additional information and questions.	0	<input type="checkbox"/>	0
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	0	<input type="checkbox"/>	0
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	0	<input type="checkbox"/>	0
8. The charter school's school climate and student discipline systems and procedures align with applicable law and LAUSD's Discipline Foundation Policy and School Climate Bill of Rihts . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and	0	<input type="checkbox"/>	0

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEVIDER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
	School Climate Bill of Rights.			
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.		<input type="checkbox"/>	
9. Chatter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.		<input type="checkbox"/>	
10. Chatter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Chatter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook		<input type="checkbox"/>	
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act and Section 504, and all other applicable fire, health, and structural safety and access requirements. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).		<input type="checkbox"/>	
12. The charter school complies with all public accountability, ethics and integrity laws, including, but not limited to: <ul style="list-style-type: none"> ● Ralph M. Brown Act, Gov. Code §§ 54950, et seq. ● Political Reform Act of 1974, Gov. Code §§ 81000, et seq. ● California Public Records Act, Gov. Code § 7920.000, et seq. ● Conflicts of Interest, Gov. Code § 1090 as set forth in Education Code section 47604.1. 	Board meeting agendas and minutes for the past 12 months.		<input type="checkbox"/>	
	Verification of compliant public posting of Board agendas, including on the school website.		<input type="checkbox"/>	
	Evidence of Brown Act training.			

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN, BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
<ul style="list-style-type: none"> Ethics Training for Officials, Gov. Code § 53235. 	<p>Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/ organization.</p> <p>School policy for responding to Public Records Act requests.</p>		<input type="checkbox"/>	
<p>13. The charter school governing board ensures that their Articles of Incorporation are current, filed, and appropriate for the operation of the charter school.</p>	<p>Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.</p>		<input type="checkbox"/>	
<p>14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.</p>	<p>Current and signed Board-approved bylaws.</p>		<input type="checkbox"/>	
<p>15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 - State Lottery (e.g., Gov. Code§ 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code§ 47614.5, and all other federal and state programs in which the charter school participates.</p>	<p>A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.</p>		<input type="checkbox"/>	
<p>16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., California Code of Regulations, title 5, section 4600 et seq., and guidance provided at http://www.cde.ca.gov/re/cp/uc/</p>	<p>The governing board has reviewed the school's:</p> <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 		<input type="checkbox"/>	
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development</p>		<input type="checkbox"/>	

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
<p>Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	of the policy and annual progress report.			
<p>18. The charter school governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).		<input type="checkbox"/>	
<p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.		<input type="checkbox"/>	
<p>20. The charter school ensures that it complies with all applicable federal and state laws regarding students experiencing homelessness and foster youth, including but not limited to, the provisions of the federal McKinney-Vento Homeless Assistance Act and the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.		<input type="checkbox"/>	
<p>21. Charter Schools Serving Grade 9: The charter school complies with all applicable requirements of Ed. Code § 51224.7.</p>	Documentation of the adoption of the charter school's established policy in compliance with Ed. Code, § 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10 2025
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with all applicable requirements including the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	0	<input type="checkbox"/>	0
23. Charter Schools Serving High School (grades 9-12): The charter school has obtained Western Association of Schools and Colleges (WASC) accreditation and University of California (UC) Doorways Course Approval.	Charter school approvals are listed on the WASC website and UC Doorways website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (charter schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Ed. Code, § 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Ed. Code, § 221.61.	0	<input type="checkbox"/>	0
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	0	<input type="checkbox"/>	0

Compliance Requirements	Supporting Documentation	SCHOOLADMIN, BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased assistive technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to assistive technology devices in order to receive a free appropriate public education.		<input type="checkbox"/>	
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 and must make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).		<input type="checkbox"/>	
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.		<input type="checkbox"/>	
30. If Charter School is offering Independent Studies (IS) , comply with all applicable legal requirements for IS (Ed. Code, §§ 51744-51749.6; 5 C.C.R. §§ 11700-11705), including, SB 348 and SB 153 (see e.g., Ed. Code, §§ 49501.5, 46300 <i>et seq.</i>), which include but are not limited to, adopting/updating and implementing written policies relating to IS.	Independent Study Policy		<input type="checkbox"/>	

Compliance Requirements	Supporting Documentation	SCHOOL ADOPTED BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
31. For charter schools serving grades K-6 , charter school complies with all applicable requirements of SB 291 (Ed. Code, § 49056) and related updates in SB 153.	Recess Policy		<input type="checkbox"/>	
32. For charter schools serving High School grades , the charter school complies with all applicable requirements of AB 714 (e.g., Ed. Code, §§ 51225.1, 51225.2).	Graduation Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. For charter schools serving elementary school grades , complies with AB 2268 (Ed. Code, §§ 313 and 60810.).	English Language Learners: Pupil Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. For charter schools serving High School grades , complies with AB 245. (Ed. Code, §§ 35179.1 and 35179.4.).	Physical Education Training and Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. For charter schools offering interscholastic athletic program , complies with AB 1653. (Ed. Code, § 35179.4.).	Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Compliance Requirements	Supporting Documentation	SCHOOLADMIN. BY NOVEVIDER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
36. For charter school providing certain transportation services for pupils, complies with SB 88. (Ed. Code, §§ 49406 and 39875, <i>et seq.</i>)	Cettification of Clearances Credentialing and Mandated Training or Vendor Certification		<input type="checkbox"/>	
37. For charter schools serving 6 th through 8 th grade, complies with AB659. (e.g., Ed. Code, § 48980.4.)	Pupil and Parent Notification		<input type="checkbox"/>	
38. Charter School complies with AB 889. (Ed. Code, § 48985.5.)	Charter School Website		<input type="checkbox"/>	
39. For charter schools serving High School grades, comply with SB153 California Guidance Initiative. (Ed. Code, § 51225.7, <i>et seq.</i>)	Pupil and Parent Notification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, November 8, 2024)

The undersigned hereby certifies that, on SEPTEMBER 27, 2024 the School Administrator of
Date(s)
MAGNOLIA SCIENCE ACADEMY 6

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

JAMES CHOE		<u>9/27/24</u>
<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 10, 2025)

The undersigned hereby certifies that, on OCTOBER 10, 2024, the Governing Board of
Date(s)
MAGNOLIA SCIENCE ACADEMY 6

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- 0** Board Agenda where item was discussed

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

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2024-2025

School Name: **MAGNOLIA SCIENCE ACADEMY 7**

Board President Name: **MEKAN MUHAMMEDOV**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loe. Code: **8014**

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

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 8, 2024 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 10, 2025 via Dropbox.

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

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATIO N BY JANUARY 10, 2025
		COMPLIANT	REQUIREMENT IN PROCESS	
i. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code§ 47605(c) (5)(F); Ed. Code§§ 45122.1 and 45125.1; Ed. Code§ 49406; Ed. Code§ 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	[Z]	<input type="checkbox"/>	[Z]
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2024-2025 " form	[Z]	<input type="checkbox"/>	[Z]

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	[Z]	<input type="checkbox"/>	[Z]
	Certification of timely DOJ and TB clearances by all contracting entities.	[Z]	<input type="checkbox"/>	[Z]
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	[Z]	<input type="checkbox"/>	[Z]
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, perm it, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code§ 47605(1).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code§ 47605(1) and other applicable law	[Z]	<input type="checkbox"/>	[Z]
	Master schedule that shows all assignment(s) of each certificated staff member.	[Z]	<input type="checkbox"/>	[Z]
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	[Z]	<input type="checkbox"/>	[{}]
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2024-2025 Board meetings calendar .	Accurate and updated school contact information.	[Z]	<input type="checkbox"/>	[Z]
	Accurate and updated list/roster of Governing Board members and contact information.	[Z]	<input type="checkbox"/>	[Z]

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBERS, 2014		BOARD CERTIFICATION BY JANUARY 10, 2025
		[Z]	<input type="checkbox"/>	[Z]
	Calendar of Governing Board meeting dates and location(s).	[Z]	<input type="checkbox"/>	[Z]
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines.	Lottery form and enrollment packet.	[Z]	<input type="checkbox"/>	[Z]
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training requirements (Ed. Code§ 44691; Penal Code § 11164, <i>et seq.</i>) c. Blood borne Pathogens training (see 8 CCR§ 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code,§ 215	Comprehensive Health, Safety, and Emergency Plan.	[Z]	<input type="checkbox"/>	[Z]
	Documentation of emergency drills and oreoadredness training.	[Z]	<input type="checkbox"/>	[Z]
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	[Z]	<input type="checkbox"/>	[Z]
	Documentation of annual Blood borne Pathogens training.	[Z]	<input type="checkbox"/>	[Z]
	Documentation of Pupil Suicide Prevention Policy training.	[Z]	<input type="checkbox"/>	[Z]
6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.			
	Review of Policy Bulletin-5532.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meeting with district site principal for additional information and questions.			
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	[Z]	<input type="checkbox"/>	[Z]
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	[Z]	<input type="checkbox"/>	[Z]
8. The charter school's school climate and student discipline systems and procedures align with applicable law and LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and	[Z]	<input type="checkbox"/>	[Z]

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024 ◀		BOARD CERTIFICATION BY JANUARY 10, 2025
	School Climate Bill of Rights.			
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	[Z]	<input type="checkbox"/>	[Z]
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	[Z]	<input type="checkbox"/>	[Z]
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% or more of Stakeholders who speak that language.)	Parent Student Handbook	[Z]	<input type="checkbox"/>	[Z]
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act and Section 504, and all other applicable fire, health, and structural safety and access requirements. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	[Z]	<input type="checkbox"/>	[Z]
12. The charter school complies with all public accountability, ethics and integrity laws , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950. et seq. • Political Reform Act of 1974, Gov. Code §§ 81000, et seq. • California Public Records Act, Gov. Code § 7920.000, et seq. • Conflicts of Interest, Gov. Code § 1090 as set forth in Education Code section 47604.1. 	Board meeting agendas and minutes for the past 12 months.	[Z]	<input type="checkbox"/>	[Z]
	Verification of compliant public posting of Board agendas, including on the school website.	[Z]	<input type="checkbox"/>	[Z]
	Evidence of Brown Act training.	[Z]		[Z]

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBERS, 2024 ◀		BOARD CERTIFICATION BY JANUARY 10, 2025
<ul style="list-style-type: none"> Ethics Training for Officials, Gov. Code § 53235. 	<p>Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization.</p> <p>Remaining applicable employees forms 700 are maintained at the school site/ organization.</p>	[{}]	<input type="checkbox"/>	[{}]
13. The charter school governing board ensures that their Articles of Incorporation are current, filed, and appropriate for the operation of the charter school.	School policy for responding to Public Records Act requests.	[{}]	<input type="checkbox"/>	[Z]
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	[{}]	<input type="checkbox"/>	[Z]
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 - State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	Current and signed Board-approved bylaws.	[{}]	<input type="checkbox"/>	[Z]
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., California Code of Regulations, title 5, section 4600 et seq., and guidance provided at http://www.cde.ca.gov/re/cp/uc/	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	[{}]	<input type="checkbox"/>	[Z]
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School	The governing board has reviewed the school's: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	[{}]	<input type="checkbox"/>	[Z]
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School	Local School Wellness Policy, including evidence of stakeholder input in the development	[{}]	<input type="checkbox"/>	[Z]

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 2, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
<p>Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	of the policy and annual progress report.			
<p>18. The charter school governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	[Z]	<input type="checkbox"/>	[Z]
<p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	[Z]	<input type="checkbox"/>	[Z]
<p>20. The charter school ensures that it complies with all applicable federal and state laws regarding students experiencing homelessness and foster youth, including but not limited to, the provisions of the federal McKinney-Vento Homeless Assistance Act and the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	[Z]	<input type="checkbox"/>	[Z]
<p>21. Charter Schools Serving Grade 9: The charter school complies with all applicable requirements of Ed. Code § 51224.7.</p>	Documentation of the adoption of the charter school's established policy in compliance with Ed. Code, § 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBERS, ZOU		BOARD CERTIFICATION BY JANUARY 10, 2025
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with all applicable requirements including the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Charter Schools Serving High School (grades 9-12): The charter school has obtained Western Association of Schools and Colleges (WASC) accreditation and University of California (UC) Doorways Course Approval.	Charter school approvals are listed on the WASC website and UC Doorways website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (charter schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Ed. Code, § 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Ed. Code, § 221.61.	[Z]	<input type="checkbox"/>	[Z]
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	[Z]	<input type="checkbox"/>	[Z]

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBERS, 2014		BOARD CERTIFICATION BY JANUARY 10, 2025
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased assistive technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to assistive technology devices in order to receive a free appropriate public education.	[1]	<input type="checkbox"/>	[1]
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 and must make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	[1]	<input type="checkbox"/>	[1]
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	[1]	<input type="checkbox"/>	[1]
30. If Charter School is offering Independent Studies (IS) , comply with all applicable legal requirements for IS (Ed. Code, §§ 51744-51749.6; 5 C.C.R, §§ 11700-11705), including, SB 348 and SB 153 (see e.g., Ed. Code, §§ 49501.5, 46300 <i>et seq.</i>), which include but are not limited to, adopting/updating and implementing written policies relating to IS.	Independent Study Policy	[1]	<input type="checkbox"/>	[1]

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
31. For charter schools serving grades K-6 , charter school complies with all applicable requirements of SB 291 (Ed. Code, § 49056) and related updates in SB 153.	Recess Policy	[Z]	<input type="checkbox"/>	[Z]
32. For charter schools serving High School grades , the charter school complies with all applicable requirements of AB 714 (e.g., Ed. Code, §§ 51225.1, 51225.2).	Graduation Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. For charter schools serving elementary school grades , complies with AB 2268 (Ed. Code, §§ 313 and 60810.).	English Language Learners: Pupil Instruction	[Z]	<input type="checkbox"/>	[Z]
34. For charter schools serving High School grades , complies with AB 245. (Ed. Code, §§ 35179.1 and 35179.4.).	Physical Education Training and Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. For charter schools offering interscholastic athletic program , complies with AB 1653. (Ed. Code, § 35179.4.).	Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
36. For charter school providing certain transportation services for pupils, complies with SB 88. (Ed. Code, §§ 49406 and 39875, <i>et seq.</i>)	Certification of Clearances Credentialing and Mandated Training or Vendor Certification	[1]	<input type="checkbox"/>	[1]
37. For charter schools serving 6 th through 8 th grade, complies with AB659. (e.g., Ed. Code, § 48980.4.)	Pupil and Parent Notification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Charter School complies with AB 889. (Ed. Code, § 48985.5.)	Charter School Website	[1]	<input type="checkbox"/>	[1]
39. For charter schools serving High School grades, comply with SB153 California Guidance Initiative. (Ed. Code, § 51225.7, <i>et seq.</i>)	Pupil and Parent Notification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, November 8, 2024)

The undersigned hereby certifies that, on SEPTEMBER 27, 2024 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY 7

Name of Charter School
 reviewed the school's compliance with legal, charter, and District policy requirements.

MUSAAVSAR	JkJJ	9/21/myt
<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 10, 2025)

The undersigned hereby certifies that, on OCTOBER 10, 2024, the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY 7

Name of Charter School
 reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

liZf Board Agenda where item was discussed

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



LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

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

Office: (213) 241-0399 • Fax: (213) 241-2054

ALBERTO M. CARVALHO
 Superintendent

VERONICA ARREGUIN
 Chief Strategy Officer

JOSE COLE-GUTIERREZ
 Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2024-2025
ATTACHMENT E

Pursuant to its chartering oversight duties set forth in the Charter Schools Act (see e.g., Ed. Code, § 47604.32), the LAUSD, through the Charter Schools Division (CSD), monitors each charter school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by November 8, 2024**, as part of the school's triannual electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than November 8, 2024.**
- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2024-2025*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 10, 2025.**

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

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

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2024-2025* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2024 -2025* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance with all applicable legal, charter and District requirements.

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

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2024-2025

School Name: **MAGNOLIA SCIENCE ACADEMY BELL**

Board President Name: **MEKAN MLJHAMMEDOV**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loe. Code: **5166**

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

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 8, 2024 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 10, 2025 via Dropbox.

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

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATIO N BY JANUARY 10, 2025
		COMPLIANT	REQUIREMENT INPROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code§ 47605(c) (5)(F); Ed. Code§§ 45122.1 and45125.1; Ed. Code§ 49406; Ed. Code§ 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	[Z]	<input type="checkbox"/>	[Z]
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2024-2025 " form	[Z]	<input type="checkbox"/>	[Z]

Compliance Requirements	Supporting Documentation	SCHOOLADMIN. BY NOVEMBERS, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	[ZJ]	<input type="checkbox"/>	[Z]
	Certification of timely DOJ and TB clearances by all contracting entities.	[ZJ]	<input type="checkbox"/>	[Z]
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	[ZJ]	<input type="checkbox"/>	[Z]
2. Teachers hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code§ 47605(1).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code§ 47605(1) and other applicable law	[ZJ]	<input type="checkbox"/>	[Z]
	Master schedule that shows all assignment(s) of each certificated staff member.	[ZJ]	<input type="checkbox"/>	[Z]
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	[Z]	<input type="checkbox"/>	[Z]
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2024-2025 Board meetings calendar .	Accurate and updated school contact information.	[ZJ]		[Z]
	Accurate and updated list/roster of Governing Board members and contact information.	[ZJ]	<input type="checkbox"/>	[Z]

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
		[Z]	<input type="checkbox"/>	[ZJ]
	Calendar of Governing Board meeting dates and location(s).	[Z]	<input type="checkbox"/>	[ZJ]
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines.	Lottery form and enrollment packet.	[Z]	<input type="checkbox"/>	[ZJ]
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training requirements (Ed. Code § 44691; Penal Code § 11164, <i>et seq.</i>) c. Blood borne Pathogens training (see 8 CCR§ 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	[Z]	<input type="checkbox"/>	[ZJ]
	Documentation of emergency drills and preparedness training.	[Z]	<input type="checkbox"/>	[ZJ]
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	[Z]	<input type="checkbox"/>	[ZJ]
	Documentation of annual Blood borne Pathogens training.	[Z]	<input type="checkbox"/>	[ZJ]
	Documentation of Pupil Suicide Prevention Policy training.	[Z]	<input type="checkbox"/>	[ZJ]
6. Co-located Charter Schools only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.	[Z]	<input type="checkbox"/>	[ZJ]
	Review of Policy Bulletin-5532.1 Meeting with district site principal for additional information and questions.			
7. The charter school has either implemented the LAUSD Master Plan for English Learners and Standard English Learners or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	[Z]	<input type="checkbox"/>	[ZJ]
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	[Z]	<input type="checkbox"/>	[ZJ]
8. The charter school's school climate and student discipline systems and procedures align with applicable law and LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and	[Z]	<input type="checkbox"/>	[ZJ]

Compliance Requirements	Supporting Documentation	SCHOOLADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
	School Climate Bill of Rights.			
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	[Z]	<input type="checkbox"/>	[Z]
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	[Z]	<input type="checkbox"/>	[Z]
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	[Z]	<input type="checkbox"/>	[Z]
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act and Section 504, and all other applicable fire, health, and structural safety and access requirements. See 42 U.S.C.A. § 12182; Ed. Code§ 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	[Z]	<input type="checkbox"/>	[Z]
12. The charter school complies with all public accountability, ethics and integrity laws , including, but not limited to: <ul style="list-style-type: none"> ● Ralph M. Brown Act, Gov. Code §§ 54950. et seq. ● Political Reform Act of 1974, Gov. Code §§ 81000, et seq. ● California Public Records Act, Gov. Code§ 7920.000, et seq. ● Conflicts ofInterest, Gov. Code § 1090 as set forth in Education Code section 47604.1. 	Board meeting agendas and minutes for the past 12 months.	[Z]	<input type="checkbox"/>	[Z]
	Verification of compliant public posting of Board agendas, including on the school website.	[Z]	<input type="checkbox"/>	[Z]
	Evidence of Brown Act training.	[Z]		[Z]

Compliance Requirements	Supporting Documentation	SCHOOLADMIN, BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
<ul style="list-style-type: none"> Ethics Training for Officials, Gov. Code § 53235. 	<p>Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/ organization.</p>	[Z]	<input type="checkbox"/>	[1]
	<p>School policy for responding to Public Records Act requests.</p>	[Z]	<input type="checkbox"/>	[1]
<p>13. The charter school governing board ensures that their Articles of Incorporation are current, filed, and appropriate for the operation of the charter school.</p>	<p>Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.</p>	[Z]	<input type="checkbox"/>	[1]
<p>14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.</p>	<p>Current and signed Board-approved bylaws.</p>	[Z]	<input type="checkbox"/>	[1]
<p>15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 - State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code§ 47614.5, and all other federal and state programs in which the charter school participates.</p>	<p>A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.</p>	[Z]	<input type="checkbox"/>	[1]
<p>16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., California Code of Regulations, title 5, section 4600 et seq., and guidance provided at http://www.cde.ca.gov/re/cp/uc/</p>	<p>The governing board has reviewed the school's:</p> <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	[Z]	<input type="checkbox"/>	[1]
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development</p>	[Z]	<input type="checkbox"/>	[1]

Compliance Requirements	Supporting Documentation	SCHOOLADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
<p>Wellness Policy. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	of the policy and annual progress report.			
<p>18. The charter school governing board oversees the development of and approves/adopts the educational partner engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	[Z]	<input type="checkbox"/>	[Z]
<p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	[Z]	<input type="checkbox"/>	[Z]
<p>20. The charter school ensures that it complies with all applicable federal and state laws regarding students experiencing homelessness and foster youth, including but not limited to, the provisions of the federal McKinney-Vento Homeless Assistance Act and the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	[Z]	<input type="checkbox"/>	[Z]
<p>21. Charter Schools Serving Grade 9: The charter school complies with all applicable requirements of Ed. Code § 51224.7.</p>	Documentation of the adoption of the charter school's established policy in compliance with Ed. Code, § 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOLADMIN, BY NOVEMBERS, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with all applicable requirements including the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i>) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	0	<input type="checkbox"/>	[{}]
23. Charter Schools Serving High School (grades 9-12): The charter school has obtained Western Association of Schools and Colleges (WASC) accreditation and University of California (UC) Doorways Course Approval.	Charter school approvals are listed on the WASC website and UC Doorways website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (charter schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Ed. Code, § 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Ed. Code, § 221.61.	0	<input type="checkbox"/>	[{}]
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	0	<input type="checkbox"/>	[{}]

Compliance Requirements	Supporting Documentation	SCHOOLADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased assistive technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to assistive technology devices in order to receive a free appropriate public education.	[Z]	<input type="checkbox"/>	[Z]
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 and must make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	[Z]	<input type="checkbox"/>	[Z]
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	[Z]	<input type="checkbox"/>	[Z]
30. If Charter School is offering Independent Studies (IS), comply with all applicable legal requirements for IS (Ed. Code, §§ 51744-51749.6; 5 C.C.R., §§ 11700-11705), including, SB 348 and SB 153 (see e.g., Ed. Code, §§ 49501.5, 46300 <i>et seq.</i>), which include but are not limited to, adopting/updating and implementing written policies relating to IS.	Independent Study Policy	[Z]	<input type="checkbox"/>	[Z]

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 8, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
31. For charter schools serving grades K-6 , charter school complies with all applicable requirements of SB 291 (Ed. Code, § 49056) and related updates in SB 153.	Recess Policy	0	<input type="checkbox"/>	[1]
32. For charter schools serving High School grades , the charter school complies with all applicable requirements of AB 714 (e.g., Ed. Code, §§ 51225.1, 51225.2).	Graduation Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. For charter schools serving elementary school grades , complies with AB 2268 (Ed. Code, §§ 313 and 60810.).	English Language Learners: Pupil Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. For charter schools serving High School grades , complies with AB 245. (Ed. Code, §§ 35179.1 and 35179.4.).	Physical Education Training and Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. For charter schools offering interscholastic athletic program , complies with AB 1653. (Ed. Code, § 35179.4.).	Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBERS, 2024		BOARD CERTIFICATION BY JANUARY 10, 2025
36. For charter school providing certain transportation services for pupils , complies with SB 88. (Ed. Code, §§ 49406 and 39875, <i>et seq.</i>)	Certification of Clearances Credentialing and Mandated Training or Vendor Certification	[Z]	<input type="checkbox"/>	[Z]
37. For charter schools serving 6th through 8th grade , complies with AB659. (e.g., Ed. Code, § 48980.4.)	Pupil and Parent Notification	[Z]	<input type="checkbox"/>	[Z]
38. Charter School complies with AB 889. (Ed. Code, § 48985.5.)	Charter School Website	[Z]	<input type="checkbox"/>	[Z]
39. For charter schools serving High School grades , comply with SB153 California Guidance Initiative. (Ed. Code, § 51225.7, <i>et seq.</i>)	Pupil and Parent Notification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**CERTIFICATION OF SCHOOL ADMINISTRATOR'S
COMPLIANCE REVIE**
(By Friday, November 8, 2024)

The undersigned hereby certifies that, on SEPTEMBER 27, 2024 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY BELL

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

SUAT AGAR		9/27/24
Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW
(By Friday, January 10, 2025)

The undersigned hereby certifies that, on OCTOBER 10, 2024 , the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY BELL

Name of Charter School
reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

III' Board Agenda where item was discussed

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

Coversheet

Approval of 2024-25 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy-Santa Ana

Section: III. Consent Items
Item: B. Approval of 2024-25 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy-Santa Ana
Purpose: Vote
Submitted by:
Related Material: III_B_2024-25 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana.pdf



Agenda Item:	III B: Consent Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2024-25 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy-Santa Ana

Action Proposed:

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

Purpose:

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

Background:

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

Analysis:

The CDE has listed 19 areas of compliance requirements for review on the document ranging from teacher credentials to obtaining WASC accreditation. They have also provided examples of supporting documentation for each compliance item. (See attachment.) MSA-Santa Ana has all



the supporting documentation for each of the 19 areas where some of the documents are posted on the school website (Board member roster and information, Parent/Student Handbook, Bylaws, Conflict of Interest Policy, Complaint Form, UCP, PRA, Safety Plan, etc.) and others are on file (teacher credential template, DOJ/TB, Brown Act training, etc.) We work with our assigned CDE specialist in the submission of any requested documents. MSA-SA principal has already signed the attached document certifying that the school has reviewed the school's compliance related policies, systems, and procedures. In support of the school, the Home Office also oversees and ensures that MSA-SA meets all the compliance items.

Impact:

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

Budget Implications:

N/A

Committee Recommendations:

N/A

Exhibits:

1. MSA-SA Annual Compliance Requirements Document 2024-25 (admin signed)

COMPLIANCE MONITORING AND CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW 2024-25

School Name: MAGNOLIA SCIENCE ACADEMY SANTA ANA

(CDS Code Number): 30-76893-0130765

Compliance Requirements
<p>1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i>, Section 47605 (l)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i>, sections 44339, 44330, and 44341</p>
<p>2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i>, sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.</p>
<p>3. The Charter Schools Division has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2024–2025 Board meetings calendar.</p>
<p>4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.</p>
<p>5. The charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to:</p> <ul style="list-style-type: none"> • Health, Safety and Emergency Preparedness Plan (School Safety Plan) <i>EC</i> 32280–32289 • Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); <i>EC</i> 44691; <i>Penal Code</i> Section 11165.7 <ul style="list-style-type: none"> ▪ Blood borne Pathogens training <i>California Code of Regulations</i>, Title 8, Section 5193 ▪ Pupil Suicide Prevention Policy, AB 2246 (2016)

Compliance Requirements
6. The charter school's school climate and student discipline systems and procedures align with best practices.
7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.
8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages)
9. The charter school's occupancy and use of facilities shall follow applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act, <i>EC 47610</i>
10. The charter school complies with all federal and state laws related to public entities, including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act • Political Reform Act • Public Records Act • <i>Government Code</i>, Section 1090
11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.
12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary.
13. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements. Guidance provided at http://www.cde.ca.gov/re/cp/uc/ .

Compliance Requirements
14. The Governing Board oversees the development of and approves/adopts the Local Control Accountability Plan for the 2024–2025 school year (<i>EC 47606.5</i>).
15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and <i>EC 48850</i>
16. The charter school has a form posted on their website for complaints pursuant to <i>EC 47605(d)(4)</i> to be filed with the charter authorizer. The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf .
17. For schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015.
18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.
19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges accreditation and University of California Office of the President Doorways Course Approval.

Please attach the relevant Governing Board agenda(s) and approved minutes for the meeting(s) at which the Governing Board has reviewed the school's compliance with the items listed above.

California Department of Education reserves the right to request, at any time supporting documentation for the requirements listed below.

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by October 31, 2024)

The undersigned hereby certifies that, on 9/11/24
the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY SANTA ANA

Name of Charter School

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

Steven Keskinturk	<i>Steven Keskinturk</i>	09/11/2024
<i>Printed Name of School Administrator</i>	<i>Signature of School Administrator</i>	<i>Date Signed</i>

CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

(by October 31, 2024)

The undersigned hereby certifies that, on 10/10/24
the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY SANTA ANA

Name of Charter School

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

<i>Printed Name of Governing Board Chair</i>	<i>Signature of Governing Board Chair</i>	<i>Date Signed</i>

Coversheet

Approval of Updated MPS Health and Safety Policy Regarding COVID-19

Section: III. Consent Items
Item: C. Approval of Updated MPS Health and Safety Policy Regarding COVID-19
Purpose: Vote
Submitted by:
Related Material: III_C_Updated MPS Health and Safety Policy.pdf



Agenda Item:	III C: Consent Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Suat Acar, Chief Operations Officer
RE:	Approval of Updated MPS Health and Safety Policy

Action Proposed:

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

Purpose:

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

Background:

The board had approved the MPS health and safety policy during the August 2020-December 2020, 2021, 2022, 2023, and 2024 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

Impact:

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

Below are the some of the changes in the policy:

1. If on an LAUSD-owned school site, a report will be sent to LAUSD’s Office of Health Emergency Response & Support (“OHERS”), who will then report to LACDPH. If there



are questions about potential transmission or outbreaks on a school campus, the COVID-19 Liaison for any campus on an LAUSD-owned school site can reach out to LAUSD's OHERS at ohers@lausd.net.

2. A minimum of cases (at least 20% of the group) meet case definition for acute respiratory illness within a 7-day period or at least 10% of the average daily attendance of students are absent and/or reporting symptoms of acute respiratory illness, with a minimum of 5 ill, within a 3-day period.

Exhibits:

- Updated Health and Safety Policy



HEALTH AND SAFETY POLICY FOR COVID-19

Updated on **October 10, 2024**

I. Introduction

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

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

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

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

II. COVID-19 Testing Plan

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

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

The Testing Plan consists of the following elements:

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

School Name	Liaison Name	Contact Information, Phone #
Magnolia Science Academy 1	Home Office COVID-19 Response Team	213-628- 3634
	MSA-1 Compliance Task Force Team	818-609- 0507
Magnolia Science Academy 2	Home Office COVID-19 Response Team	213-628- 3634
	MSA-2 Compliance Task Force Team	818-758- 0300
Magnolia Science Academy 3	Home Office COVID-19 Response Team	213-628- 3634
	MSA-3 Compliance Task Force Team	310-637- 3806
Magnolia Science Academy 4	Home Office COVID-19 Response Team	213-628- 3634
	MSA-4 Compliance Task Force Team	310-473- 2464
Magnolia Science Academy 5	Home Office COVID-19 Response Team	213-628- 3634
	MSA-5 Compliance Task Force Team	818-705- 5676
Magnolia Science Academy 6	Home Office COVID-19 Response Team	213-628- 3634
	MSA-6 Compliance Task Force Team	310-842- 8555
Magnolia Science Academy 7	Home Office COVID-19 Response Team	213-628- 3634
	MSA-7 Compliance Task Force Team	818-886- 0585
Magnolia Science Academy 8	Home Office COVID-19 Response Team	213-628- 3634
	MSA-8 Compliance Task Force Team	323-826- 3925
Magnolia Science Academy Santa Ana	Home Office COVID-19 Response Team	213-628- 3634
	MSA-Santa Ana Compliance Task Force Team	714-479- 0115
Magnolia Science Academy San Diego	Home Office COVID-19 Response Team	213-628- 3634
	MSA-SD Compliance Task Force Team	619-644- 1300
Magnolia Public Schools Home Office	Home Office COVID-19 Response Team	213-628- 3634

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

2. **Free Testing for Employees.** The Charter School will provide free COVID-19 testing during paid time and in a manner that ensures confidentiality to all employee close contacts exposed at work to a positive case during the positive case's infectious period. The infectious period is, for purposes of identifying exposure, from two days before the positive case's first symptoms appeared (or first positive test if asymptomatic) until ten days later.
3. **Outbreak Testing.** During outbreaks or other heightened circumstances where the local public health agency's directions are required, the COVID-19 Liaison shall coordinate with the public health agency and shall implement any recommended testing strategies, in addition to those listed here. During confirmed outbreaks, the Charter School shall do each of the following:
 - a. provide free COVID-19 testing during paid time and in a manner that ensures confidentiality to all employees in the exposed group, except for returned cases;
 - b. provide free testing on a weekly basis to all previously exposed employees who remain at the site; and
 - c. require employees exposed during an outbreak to test negative for COVID-19 within three to five days after the close contact exposure.
4. **Type of Testing.** The Charter School will use at-home antigen COVID-19 tests when tests are provided or administered to students or employees of the school.
5. **Awareness of Testing Resources.** The COVID-19 Liaison will maintain general awareness of testing resources and programs offered by federal, state, and local government entities; healthcare or insurance companies or organizations; and/or other entities. The COVID-19 Liaison will seek to facilitate access to testing resources for students and employees of the Charter School to the extent they are available.
6. **Awareness of Testing Recommendations.** The COVID-19 Liaison will maintain general awareness of any testing strategies recommended to be employed by state and local public health departments.
7. **Monitoring Community Case Rates.** The COVID-19 Liaison will maintain general awareness of local community case rates and consider more intensive testing solutions when warranted by local conditions.
8. **Confidentiality.** The Charter School will maintain confidentiality of all COVID-19 test results received by it and will only disclose such results when required by law as set forth in this Plan. All medical information about any employee will be stored in a medical information file which shall be separate from the employee's personnel file in order to limit access to this confidential information. This confidentiality includes any employee test results, statements regarding symptoms, and any medical information provided to establish the need for a medical exemption from masking, testing, or similar requirements of this Plan. Student health information shall likewise be treated with strict confidence, consistent applicable law.

9. **Uploading Results at LAUSD Sites.** Employees working at school sites owned by LAUSD are required to upload positive test results to the Daily Pass system. Students are not required to upload positive test results.

III. COVID-19 Prevention Procedures

1. **COVID-19 Liaison.** The Charter School's COVID-19 Liaisons are listed above in Section 1 of the COVID-19 Testing Plan. The COVID-19 Liaison will be the first point of contact at each school site for (i) coordinating and communicating with state and local public health departments and/or other government agencies with regard to matters related to COVID-19, (ii) communicating all required notices and directives to students and employees regarding close contact exposure, (iii) investigating close contact exposures, and (iv) ensuring Charter School compliance with this Plan.
2. **Identifying Students and Employees with Symptoms.** COVID-19 symptoms include fever of 100.4 or greater, chills, cough, shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. Individuals with symptoms consistent with COVID-19 should be excluded from school until they can be tested. If a symptomatic student refuses to test, they may be excluded until they have met the criteria for release from isolation set forth in this Plan. If a COVID-19 test is negative, symptomatic individuals can return to work or school 24-hours after symptoms resolve and fever reduces. If a COVID-19 test is positive, sick employees and the parents of sick students will be instructed by the appropriate COVID-19 Liaison to review and follow the CDPH's isolation guidelines.
3. **Responding to Symptom Onset at School.** If an individual is discovered experiencing symptoms consistent with COVID-19 during the school day, a staff member wearing a medical grade mask will:
 - a. Escort the sick individual to a dedicated isolation area, which will ideally be outdoors;
 - b. Provide the symptomatic individual with a medical-grade mask; and
 - c. Monitor their health until they can be discharged from school (a parent/guardian picks up a sick student or the sick employee leaves or arranges a ride home) to receive medical care.
4. **Isolation.** Individuals who test positive for COVID-19 must stay away **home and away from others** until they have satisfied the following conditions*:
 - a. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
 - b. Other symptoms are not present, or symptoms are mild and improving.

**LACDPH still strongly recommends those leaving isolation to test negative first.*

5. **Student Masking After Isolation.** Students should continue wearing a mask up to the tenth day from the onset of their symptoms or their last positive test (if asymptomatic) if the COVID-19 case is released from isolation before the tenth day from symptom onset or their last positive test (if asymptomatic). Students of LAUSD-owned school sites must wear masks until the tenth day after symptom onset or their last positive test (if asymptomatic) unless they have two, sequential negative test results a day apart.

6. **Employee Masking After Isolation.** Employees must wear a mask in the workplace up to the tenth day from the onset of their symptoms or their last positive test (if asymptomatic) if the COVID-19 case is released from isolation before the tenth day from symptom onset or their last positive test (if asymptomatic).
7. **Parent Notification of School.** Parents should immediately inform the site when a student tests positive for COVID-19 and was onsite during the student's infectious period. MSA will communicate this expectation to parents.
8. **Post-Isolation Notification to Employees.** Upon excluding an employee from work, the Charter School shall give the employee information regarding COVID-19 related benefits to which the employee may be entitled under applicable federal, state, or local laws, including any benefits available under legally mandated sick leave, if applicable, workers' compensation law, local government requirements, the Charter School's own leave policies, and any leave guaranteed by contract, if any.
9. **Notification to Families.** When the Charter School is notified of a confirmed COVID-19 case, the Charter School may notify students who were exposed to the COVID-19 case during the case's infectious period and provide them with instructions for close contacts.
10. **Exposure; Close Contact.** An individual is considered exposed to a COVID-19 case and thus a "close contact" or part of an "exposed group" when they spend a cumulative total of fifteen minutes or more over a twenty-four hour period within the same indoor airspace of less than 400,000 cubic feet per floor. In large indoor airspaces greater than 400,000 cubic feet per floor, exposure to COVID-19 means being within six feet of an infected person for a cumulative total of fifteen minutes or more over a twenty-four hour period. If the CDPH changes this definition of close contact, the new definition shall be controlling. Upon discovering a COVID-19 Case, the Charter School must investigate and determine and notify the exposed group of employee close contacts. It is recommended but not required that the Charter School notify students of their potential close contact exposure.
11. **Individual Contact Tracing for Employees at LAUSD-owned School Sites.** COVID-19 Liaisons at LAUSD-owned school sites must use individual contact tracing to determine close contact exposure to employees. Employees have had close contact under individual contact tracing when they have spent a cumulative total of fifteen minutes or more over a twenty-four hour period within six feet of a positive case.
12. **Close Contact Notification to Employees.** The Charter School shall notify all employees and independent contractors who were close contacts of a COVID-19 case on campus as soon as possible. At LAUSD-owned school sites, this requires the COVID-19 Liaison to use the LAUSD IEM Reporting system.
13. **Quarantine.** The Charter School's COVID-19 Liaison shall stay up to date on any state and local health department orders implementing mandatory quarantine periods for close contacts and shall comply with same.

14. Reporting Acute Respiratory Illnesses to LACDPH. The COVID-19 Liaison for each campus in Los Angeles County will report to the LACDPH anytime there are five or more cases of acute respiratory illness discovered within a single classroom, sports team, after-school group, office, or other pre-defined group at the Charter School, when those cases are considered epidemiologically linked and were on campus at any point within a seven-day period. A report shall also be made whenever 10% or more of the school's average daily attendance is absent and/or are reporting symptoms of acute respiratory illness, with a minimum of five individuals being ill within a three-day period. If on an LAUSD-owned school site, a report will be sent to LAUSD's Office of Health Emergency Response & Support ("OHERS"), who will then report to LACDPH. If there are questions about potential transmission or outbreaks on a school campus, the COVID-19 Liaison for any campus on an LAUSD-owned school site can reach out to LAUSD's OHERS at ohers@lausd.net.

An individual is considered to have a case of "acute respiratory illness" when they (1) have new onset of two or more of the following symptoms: fever or chills, cough, sore throat, runny or stuffy nose, difficulty breathing, and body aches; and/or (2) have tested positive for a specific respiratory infection, such as COVID-19, influenza, or RSV.

Cases are considered epidemiologically linked when individuals have been together in the same location when at least one person was contagious. This could mean students and/or teachers in the same classroom, athletic team, club, or other group becoming ill around the same time. These situations suggest that the disease spread among these people due to their shared environment rather than random transmission from outside that setting. A minimum of cases (at least 20% of the group) meet case definition for acute respiratory illness within a 7-day period or at least 10% of the average daily attendance of students are absent and/or reporting symptoms of acute respiratory illness, with a minimum of 5 ill, within a 3-day period.

Notifications to the LACDPH should be made using the Shared Portal for Outbreak Tracking (spot.cdph.ca.gov) and should be reported no later than one business day after discovery of the last case triggering the reporting obligation as set forth above.

San Diego and Orange County do not require reporting of COVID-19 clusters to public health authorities. However, all campuses still must report major outbreaks of 20+ cases to Cal/OSHA.

- 15. Outbreaks, Defined.** An Outbreak is defined by the CDPH as occurring when three or more COVID-19 cases are discovered in the same exposed group during a seven-day period.
- 16. Outbreak Response Instructions.** If an Outbreak is verified by the local public health department, the Charter School will comply with all instructions received from the local public health department on how to respond to the Outbreak.
- 17. Outbreak Testing.** Outbreak testing procedures are included in the COVID-19 Testing Plan, above.
- 18. Outbreak Masking.** During an Outbreak, close contact employees in an exposed group must wear masks indoors and also outdoors when within six feet of another person, unless subject to exemption.

19. **Outbreak Ventilation.** During an Outbreak in a building or structure with mechanical ventilation, MERV-13 or greater filters will be used, or else the highest compatible filtration efficiency filters will be used. HEPA filtrations units will be used where ventilation remains inadequate to reduce the risk of COVID-19 transmission.

20. **Major Outbreaks.** If twenty or more employee COVID-19 cases in an exposed group were on campus during their infectious period within a thirty-day period, the Charter School will do the following:
 - a. Test all employees in the exposed group twice a week;
 - b. Report the outbreak to Cal/OSHA;
 - c. Provide respirators for voluntary use to employees in the exposed group, encourage their use, and train employees on respirator use; and
 - d. Require all employees not wearing respirators to maintain six feet of physical distancing where feasible.

21. **Healthcare Worker Masking.** Healthcare workers are required to wear a mask when conducting patient care.

22. **No Mask Discrimination.** The Charter School shall not prohibit any employee from wearing a mask or respirator voluntarily unless it would pose a safety hazard.

23. **Free Masks for Employees.** The Charter School will provide free, well-fitting medical masks and respirators (with instructions on proper fit) to all employees who work indoors and have contacts with others or who work in vehicles with others.

24. **Mask Exemptions.** Whenever masks are required to be worn by virtue of the elements of this Plan or by the order of a state or local public health department, the following exceptions shall apply:
 - a. When eating or drinking, if at least six feet apart from others, and only if indoor-outdoor ventilation has been maximized to the extent feasible.
 - b. When individuals are subject to an approved exemption due to a medical or mental health condition or disability that makes mask wearing intolerable, in which case individuals will be directed to wear the most effective non-restrictive alternative available, such as a face shield and drape, to the extent tolerable. The Charter School will follow all public health guidance pertaining to the approval of medical mask exemptions, which must be substantiated by consultation with a medical practitioner such as a medical doctor, nurse practitioner, or similar.
 - c. During specific tasks which cannot feasibly or safely be performed while wearing a mask.
 - d. For those under two years of age.
 - e. When sleeping.

25. **Ventilation.** The Charter School shall do at least one of the following:
 - a. Maximize the supply of outside air to the extent feasible, except when the Air Quality Index is greater than 100 for any pollutant or when opening windows would otherwise be hazardous.

- b. Use mechanical air filtering using a filter at least up to MERV-13 value
- c. Use HEPA filtration units where ventilation is inadequate to reduce the risk of COVID-19 transmission.

IV. **COVID-19 Best Practices and Recommendations**

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

Coversheet

Approval of Updated Independent Study Policy & Master Agreement

Section: III. Consent Items
Item: D. Approval of Updated Independent Study Policy & Master Agreement
Purpose: Vote
Submitted by:
Related Material: III_D_Updated Independent Study Policy & Master Agreement.pdf



Agenda Item:	III D: Consent Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Gokhan Serce, Chief Academic Officer
RE:	Approval of Updated Independent Study Policy & Master Agreement

Action Proposed:

I move that the Board approve the revised Independent Study Policy & Master Agreement for use by all Magnolia Public School campuses.

Background:

In collaboration with YM&C, Magnolia Public Schools has updated the Independent Study (IS) policy to align with the latest legislative changes and requirements. These revisions ensure compliance with current state laws governing independent study programs, including updates to instructional time, attendance tracking, and student engagement standards.

We recommend board approval of the revised Independent Study policy to allow for timely implementation in the 2024-25 academic year.

Budget Implications:

N/A

Exhibits:

- Independent Study Policy
- Master Agreement for Independent Study

MAGNOLIA PUBLIC SCHOOLS (MPS) INDEPENDENT STUDY POLICY

Magnolia Public Schools (“MPS”) may offer independent study to meet the educational needs of pupils enrolled in any MPS school site. This policy applies to long-term and short-term independent study programs. Each school site shall offer short-term independent study and have the discretion to determine their long-term independent study offerings, and therefore students and families are recommended to communicate with site administrations. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core and standards-based curriculum. MPS shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

The following written policies have been adopted by the Governing Board:

1. Independent Study is an educational alternative in which no pupil may be required to participate.
2. For pupils in all grade levels and programs offered by MPS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be Five (5) school days.
3. The Principal of each MPS school site, or his or her designee, shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete five (3) assignments during any period of five (5) school days.
 - b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s MTSS or SST policy and protocol which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
4. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
5. MPS has adopted tiered reengagement strategies* for the following pupils:
 - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of MPS’ approved instructional calendar;
 - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or

- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within three school days of the absence or lack of participation;
 - c. Outreach from MPS to determine pupil needs including connection with health and social services as necessary;
 - d. When the evaluation described above under paragraph 3. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
6. MPS Independent study programs include the following plan in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:
- a. For students in transitional kindergarten, kindergarten, and grades 1 to 3, inclusive, Charter School shall provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record. Each school will designate synchronous learning minutes for the Independent Study students in grades TK-3 to remotely join to the instruction alongside their in-person classmates. The instructional minutes will be at least 60 minutes. Structured lessons or office hours and academic support will be in place. Schools may provide individual and small group instruction.
 - b. For students in grades 4 to 8, inclusive, Charter School shall provide opportunities for both daily live interaction between the pupil and a certificated or non-certificated employee of the school and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of records. Each school will provide both daily live interaction and at least 60 minutes of weekly synchronous instruction. The synchronous instruction will be provided remotely by the teacher(s) of record. Magnolia schools will use approved online course providers or classroom teachers for the instruction. Daily live interaction will be made in the form of internet or telephonic communication. Structured lessons or office hours and academic support will be in place. Schools may provide individual and small group instruction.
 - c. For students in grades 9 to 12, inclusive, Charter School shall provide opportunities for weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teacher of records. Structured office hours and academic support may be in place. Schools may provide individual and small group instruction.
7. Independent study teachers are appropriately credentialed and have demonstrated subject matter competence in all core academic subjects they teach. MPS shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all

courses offered by the MPS school for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

8. Daily attendance, progress monitoring, engagement, re-engagement, notification and communication protocols will be in place.
9. Participation in independent study shall be limited to staffing capacity and shall be maintained to be lower than 20% or a percentage lower than 20% as determined by each school site of the attendance at each campus. Should interest in independent study exceed capacity, participation shall be determined on a first come, first served basis. Priority for independent study shall be provided to those students with written documentation from a physician that student is unable to attend that states that a student cannot safely attend school in-person even with appropriate safety measures as required by the local, state, and federal departments of health.
10. The parent or guardian of a pupil may request that MPS conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options including curriculum offerings and non-academic support available to the student prior to executing an agreement for independent study, before making the decision about enrollment or disenrollment in the various options for learning.
11. A written agreement will be made between the student, assigned supervising teacher, parent/guardian/caregiver and school.
12. Schools will provide access to technology (ChromeBooks) and Wi-Fi (hotspots) for all students with agreements longer than 14 school days.
13. Schools will have plans to support English learners, Students with Disabilities, students in foster care, students experiencing homelessness and other high-needs groups.
14. Schools will have plans in place to monitor and record academic progress.
15. There will be regular communication between caregivers, teachers, and students regarding a student's academic progress.
16. For those families who are interested in transitioning* back to in-person instruction, there will be opportunities and plans in place to return the student to in-person instruction expeditiously, and, in no case, later than five instructional days. Transition plan to In-person Instruction include:
 - a. Parents submit a written request for their child to be unenrolled from the IS program and enrolled to the in-person instruction.
 - b. A parent-student-educator meeting is held where all coursework and grades are matched with in-person instruction.
 - c. All in-person instruction teachers provide transitional assistance to the students transitioning from the IS program.
 - d. Student completes the required transitional work.
 - e. Student's academic progress is monitored by school admin teams and counselors as applicable.

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to:

- a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
- b. pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
- c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

17. Parents/guardians/caregivers play a significant role as knowledgeable teaching assistants.
18. A current written master agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. Students with a legitimate need for an extended absence of five (5) or more days can enroll in independent study. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care

or experiencing homelessness, and pupils requiring mental health supports.

- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. The certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
19. MPS shall comply with the Education Code Sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder
 20. The Chief Executive Officer may establish regulations to implement these policies in accordance with the law.

MASTER AGREEMENT FOR INDEPENDENT STUDY

Student Name: _____	Date of Birth: _____	Grade: _____
Parent/Guardian Name: _____		
Home Address: _____		
Phone #: _____	Email: _____	
Agreement Duration: _____	Beginning Date: _____	Ending Date: _____

The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:

Manner of Reporting: One-on-one Small Group E-mail/digital/online platform Fax Mail

Time: _____ **Frequency:** _____ **Place of Meeting:** _____

Method of Study: Specific methods of study will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of methods of study for the student will include but are not limited to:

Independent Reading Textbook Activities Problem Solving Study Projects Drill & Practice
 Experiential Learning Computerized Curriculum Web/Internet Research Library Research Field Trips
 Learning Center Courses Other _____

Method of Evaluation: Academic evaluations will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:

Teacher-made Tests Student Conferences Progress/Report Cards Chapter/Unit Tests Work Samples
 Observations Portfolios State Standards Testing Learning Journals
 Presentations Quizzes Labs Finals Other _____

Method of Work submission: Turned in upon return (*only for IS placements of less than 5 days*) Email

Google Classroom submission Other _____

Resources: The school will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete/turn in assigned work, such as Chromebooks and hotspots. Assignments and specific resources will be designated on the Assignment and Attendance Record incorporated herein.

Board Policies:

- For pupils in all grade levels and programs offered by MPS, the maximum length of time that may elapse between the time an assignment is made (*i.e. due to be completed & submitted*) and the date by which the pupil must complete (*and submit*) the assigned work shall be five (5) school days.
- The Principal of each MPS school site, or his or her designee, shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

- a. When any pupil fails to complete three (3) assignments during any period of five (5) school days.
- b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s MTSS or SST policy and protocol which considers ALL of the following indicators:
- i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established MPS board policy and are consistent with MPS standards, as outlined in MPS’ subject/course descriptions. The pupil shall engage in content provided by MPS which is aligned to grade level standards that are substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by MPS for graduation and approved by the UC or CSU as credible under the A-G admissions criteria. Assignment Sheet and Attendance Record will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and is incorporated herein. The term “Course Value” (“CV”) refers to the number of days of work the student will attempt, or if applicable, the number of credits the student will attempt (secondary education). Each subject area below shall have at least one “ASSIGNMENT SHEET” chart page created as part of this agreement. More shall be attached as needed pending length of IS placement.

Course Credits or Other Measures of Academic Achievement to be Earned upon Completion:

Grades TK-5 Subject Area	Specific Course	CV <i>(Days attempted)</i>	Modified
Elementary School Grade	Grade-level work		No
Other			No
Other			No

Grades 6-12 Subject Area	Specific Course	CV <i>(Days or credits attempted)</i>	Modified
English			No
Mathematics			No
Science			No
History/Social Science			No
Other			No
Other			No

Statement of Academic and Other Supports for Special Populations: MPS shall utilize strategies described in its Charters and relevant existing policies such as MTSS and SST to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. MPS complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Pupil-Parent-Educator Conference: Before signing this written agreement, the parent or guardian of a pupil may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Signatures and Dates¹:

I have read and I understand the terms of this agreement and agree to all provisions set forth.

Student: _____	Date: _____
Parent/Guardian/Caregiver: _____	Date: _____
Certificated employee designated as having responsibility for the general supervision of independent study:	
_____	Date: _____
Certificated employee designated as having responsibility for the special education programming of the pupil, as applicable	
_____	Date: _____

¹ Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

ASSIGNMENT SHEET

Student Name: _____ Grade: _____

Assignment Period: _____ to _____

Month/Day/Year *Month/Day/Year*

STUDENT ASSIGNMENTS

Students:

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.
- Student understands that they will turn in assignments to the school in the manner prescribed in this agreement within 5 days of its due date.

Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic and Attendance Credit/Evaluation is completed AFTER ~~the student returns and~~ the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

<p>Course:</p> <p>Teacher:</p> <p>Email:</p>	<p>Summary:</p> <p>Resources:</p> <p>Due Date(s):</p> <p>Method of Evaluation:</p>
---	---

Time value of submitted/completed work (as determined by teacher): _____

ASSIGNMENT SHEET

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

STUDENT ASSIGNMENTS

Students:

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.
- Student understands that they will turn in assignments to the school in the manner prescribed in this agreement within 5 days of its due date.

Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic and Attendance Credit/Evaluation is completed AFTER the student returns and the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

Course:**Teacher:****Email:**

Summary:

Resources:

Due Date(s):

Method of Evaluation:

Time value of submitted/completed work (as determined by teacher): _____

ASSIGNMENT SHEET

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

STUDENT ASSIGNMENTS

Students:

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.
- Student understands that they will turn in assignments to the school in the manner prescribed in this agreement within 5 days of its due date.

Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic and Attendance Credit/Evaluation is completed ~~AFTER the student returns~~ and the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

<p>Course:</p> <p>Teacher:</p> <p>Email:</p>	<p>Summary:</p> <p>Resources:</p> <p>Due Date(s):</p> <p>Method of Evaluation:</p>
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Time value of submitted/completed work (as determined by teacher): _____

ASSIGNMENT SHEET

Student Name: _____ Grade: _____
Assignment Period: _____ to _____
Month/Day/Year *Month/Day/Year*

STUDENT ASSIGNMENTS

Students:

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.
- Student understands that they will turn in assignments to the school in the manner prescribed in this agreement within 5 days of its due date.

Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic and Attendance Credit/Evaluation is completed AFTER the student returns and the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

<p>Course:</p> <p>Teacher:</p> <p>Email:</p>	<p>Summary:</p> <p>Resources:</p> <p>Due Date(s):</p> <p>Method of Evaluation:</p>
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Time value of submitted/completed work (as determined by teacher): _____

ASSIGNMENT SHEET

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year**STUDENT ASSIGNMENTS****Students:**

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.
- Student understands that they will turn in assignments to the school in the manner prescribed in this agreement within 5 days of its due date.

Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic and Attendance Credit/Evaluation is completed AFTER the student returns and the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

Course:**Teacher:****Email:**

Summary:

Resources:

Due Date(s):

Method of Evaluation:

Time value of submitted/completed work (as determined by teacher): _____

ASSIGNMENT SHEET

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
 Month/Day/Year *Month/Day/Year*

STUDENT ASSIGNMENTS

Students:

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.
- Student understands that they will turn in assignments to the school in the manner prescribed in this agreement within 5 days of its due date.

Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic and Attendance Credit/Evaluation is completed AFTER the student returns and the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

<p>Course:</p> <p>Teacher:</p> <p>Email:</p>	<p>Summary:</p> <p>Resources:</p> <p>Due Date(s):</p> <p>Method of Evaluation:</p>
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Time value of submitted/completed work (as determined by teacher): _____

DAILY ENGAGEMENT

MPS recognizes that families may not evenly distribute student’s work assignments over weekdays. However, due to strict State law requirements for charter school attendance, MPS expects each student to be engaged in an educational activity required of them in the assignments on each weekday that MPS is in session and asks that this “daily engagement” be documented on a daily basis on this sheet by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period. MPS asks that a parent/guardian refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

Note: In addition to parent/guardian affirmation, MPS may use a variety of means to document student’s daily engagement. These include, but are not limited to, daily time the student spent on online learning platforms, live interactions with the student, educational activity the student engaged in, and other means as verified by the supervising teacher.

Student Name: _____ Grade: _____
 Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 1					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
 (and/or) Supervising Teacher: _____ Date: _____

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 2					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 3					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

**Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session
 Week 4**

	Mon ___/___/___ /___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

**Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session
 Week 5**

	Mon ___/___/___ /___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

Student Name: _____ Grade: _____

Assignment Period: _____ to _____

Month/Day/Year

Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 6					
	Mon ___ / ___ / ___ /___	Tue ___ / ___ / ___	Wed ___ / ___ / ___	Thu ___ / ___ / ___	Fri ___ / ___ / ___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 7					
	Mon ___ / ___ / ___	Tue ___ / ___ / ___	Wed ___ / ___ / ___	Thu ___ / ___ / ___	Fri ___ / ___ / ___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

ATTENDANCE RECORDS

For Supervising Teacher Completion:

Student Name: _____ Grade: _____

a. Days of Daily Engagement on Educational Activities Required by the School on Days the School is in Session	_____																									
b. Time Value of Student Work Product as Personally Judged by the Supervising Teacher <i>(Measured in days)</i>	_____																									
c. Attendance Approved by Teacher <i>[Insert lesser of a & b]</i>	_____																									
d. Dates for Which Attendance Has Been Earned Through Independent Study	<table border="1"> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____																						
_____	_____	_____	_____	_____																						
_____	_____	_____	_____	_____																						
e. Check to Indicate Representative Work Sample(s) Collected	_____																									
Signature of Supervising Teacher (or designee): By signing below, I certify the days the student has engaged in educational activities required by the school on days that school is in session, and I certify my personal judgment of the time value of the student work product:																										
Signature _____ Date: _____																										

Documentation of Student Participation in Opportunities for Live Interaction and Synchronous Instruction

Student Name: _____ Grade: _____

Date	(Grades 4-8) Daily Live Interaction Opportunities		(Grades TK-3 Daily; Grades 9-12 Weekly) Synchronous Instruction Opportunities	
	Provided? (Yes/No)	Notes (By Who? How? Did the Student Participate?)	Provided? (Yes/No)	Notes (By Who? How? Did the Student Participate?)

By signing below, I certify the participation of the above student in synchronous instruction and live interaction opportunities.

Signature of Supervising Teacher:	Date:
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Coversheet

MPS Annual Authorizer Oversight Reports

Section: IV. Information/Discussion Items
Item: A. MPS Annual Authorizer Oversight Reports
Purpose: Discuss
Submitted by:
Related Material: IV_A_MPS Annual Authorizer Oversight Reports.pdf



Agenda Item:	IV A: Information/Discussion Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	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 LACOE's oversight visit reports. LACOE provided two reports: Governance Review report for MPS and an Instructional Review report for each school. The full reports are attached. The following are excerpts from the summary and recommendations parts of the reports.

Summary / Recommendations from Oversight Visit Reports

GOVERNANCE REVIEW 2023-2024

Summary:
<i>The current board consists of six voting members and a student board member. This is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exist. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.</i>
Recommendations:
<ol style="list-style-type: none"> 1. <i>The board needs to appoint a treasurer per the bylaws.</i> 2. <i>The board should consider including more parent representation on the board to increase understanding of student, parent, and community needs.</i> 3. <i>The governing board should review the LACOE End of Year Instructional Program and Governance Reports at a regular board meeting along with any other LACOE correspondence including Business Services Interim and Audit letters.</i> 4. <i>The board should continue to monitor the instructional program and the school's progress toward charter renewal.</i>



INSTRUCTIONAL PROGRAM REVIEW 2023-2024

MSA-1:

Summary
<p><i>Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Gold program for PBIS by the State. The school shared that it would be focusing efforts on classroom management, academic growth for English learners and students with disabilities, and supports for new teachers.</i></p> <p><i>MSA 1 is showing great growth in students' academic learning through NWEA data as well as on CAASPP in math. The school uses the data from NWEA and IABs to target instruction. Further, MSA 1 uses instructional rounds to enhance teaching throughout. The school has a focus on the whole student with social emotional support and extracurricular activities. In addition, the school is continuing to reduce the number of students that are chronically absent and working to improve restorative practices. The school continues to reflect on all goals and data to create a system of continuous improvement.</i></p>
Recommendations
<ol style="list-style-type: none"> <i>1. The school should continue work to improve CAASPP outcomes for English learners and students with disabilities in ELA as well as NWEA growth in both ELA and Math in all of 6th grade.</i> <i>2. The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.</i> <i>3. The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism.</i> <i>4. The school should continue its work with Kern County through the Differentiated Assistance program to address CAASPP performance and suspension rates for English learners.</i> <i>5. The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.</i> <i>6. As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.</i>

**MSA-2:****Summary**

Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. The school is continuing its PBIS work and has been recognized as a Gold program for PBIS by the State. The school shared that it would be focusing efforts on academic interventions, increase in ADA, and climate boosting activities to better connect its students and staff to the school. The school has recently hired a new instructional coach that will serve to assist new teachers and teachers identified through instructional round help improve instruction.

MSA 2 was designated a California Distinguished School for its work in the 2022-23 school year. Some additional highlights include an expansion of the dual enrollment program and many students being recognized for the Congressional Award Program. The FCSP award for the expansion of their program will advance and enhance the current facilities project that will allow the MSA 2 to have their own campus catered to its students' needs.

The California dashboard for MSA 2 shows many areas for where the school is improving and exceeding the state averages. This positive data can be attributed to the school's attention to data and utilizing formative data from NWEA and IABs to target instruction. The school has a focus on PBIS and social emotional support to ensure students are supported in their learning process. The school continues to reflect on all goals and data to create a system of continuous improvement.

Recommendations

1. *The school should continue work to improve CAASPP outcomes specifically for English learners and students with disabilities in ELA and English learners in math.*
2. *The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data*

and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.

3. *The school should take a deep dive into the NWEA Data for 2023-24 as the number for grade level student groups not meeting the California Department of Education's threshold for making one year's growth increase from the previous year.*
4. *The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student's social emotional needs, engagement, and absenteeism.*
5. *In developing plans for unmet MPO/LCAP goals, the school should create specific, targeted, and actionable goals.*
6. *The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*
7. *As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.*

**MSA-3:****Summary**

Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Silver Program for PBIS by the State. The school shared that it would be focusing efforts on academic rigor, teacher wellness, and student engagement. The data for MSA 3 shows gains in ELA and chronic absenteeism. There is still room for improvement in each of these indicators. Additionally, math and suspension rates are a concern.

MSA 3 students show consistent growth in the high school grades through students' academic learning through NWEA data as well as on CAASPP in math. Coupled with the school's high stability rate, this shows that as students stay with the school, there is great improvement in their year over year growth. The school continues to focus on pathways to dual enrollment and postsecondary opportunities through its Early College High School Grant. Further, in the most recent data available, the college going rate for 2021-22 was 78%, far above the state average of 62%. The school has a focus on community and wellbeing with their community liaison and PBIS program. The school continues to reflect on all goals and data to create a system of continuous improvement.

Recommendations

- 1. The school should continue to work to improve CAASPP outcomes for all students especially in math as well as NWEA growth in both ELA and math in all of 6th grade.*
- 2. The school should continue to work to improve all outcomes for African American students with targeted and specific interventions for this student group.*
- 3. The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the*

results from NWEA MAP and IAB testing and consider further implementation of the IXL program for structured remediation.

- 4. The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program, examine its alternatives to suspension, and monitor the student's social emotional needs, engagement, and absenteeism.*
- 5. In developing plans, such as unmet MPO/LCAP goals, the school should create time-bound, targeted, and actionable goals specific to special populations.*
- 6. The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*
- 7. As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.*
- 8. The school shared that current data shows great improvements and thus should consider delaying renewal submission until that data becomes public.*

**MSA-5:****Summary**

Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and was recognized as a Gold program for PBIS by the State. The school has implemented a dual enrollment program called IGETC, where students complete all general courses for an Associate's Degree. Students are able to take the remaining 30 credits to complete the degree if desired. The school shared that it would be focusing efforts on academic growth using CAASPP tools for teachers, student safety and belonging, and continued MTSS and equity trainings.

The California dashboard for MSA 5 shows many areas for where the school is improving and exceeding the state averages. This positive data can be attributed to the school's attention to data and utilizing formative data from NWEA and IABs to target instruction. The school has a focus on college and career readiness as well as PBIS and social emotional support to ensure students are supported in their learning process. The school continues to reflect on all goals and data to create a system of continuous improvement.

Recommendations

- 1. The school should continue work to improve outcomes for English learners and chronic absenteeism.*
 - 2. The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.*
 - 3. The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student's social emotional needs, engagement, and absenteeism.*
 - 4. The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, Measurable Pupil Outcomes, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*
- 5. As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.*



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 the authorizers' visits.

Budget Implications:

N/A

Committee Recommendations:

N/A

Exhibits:

1. Oversight Visit Reports for MSA-1, 2, 3, and 5

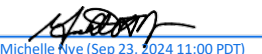

Los Angeles County Office of Education
Charter School Office Oversight Protocol

GOVERNANCE REVIEW 2023-2024

Charter School	Magnolia Science Academy (MSA) 1, 2, 3, 5 (Grades 6-12)
Charter Term	July 1, 2017 – June 30, 2025 (MSA 1, 2, 3) July 1, 2018 – June 30, 2026 (MSA 5)
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s), review of meeting agendas, Board documents, minutes, meeting audio recordings and other communications focusing on the Governance structure described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>	
A. Organizational Management	
1. The charter school is structured as: <ul style="list-style-type: none"> a. Solely a charter school b. A charter school with other associated entities (e.g., LLCs, foundations, management organizations) c. If b, describe the structure 	
<i>The four schools are part of the 10 charter schools associated with Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation.</i>	
2. The corporate papers, including articles of incorporation, are available to the authorizer.	
<i>LACOE has been provided with all relevant corporate papers including the following: Articles of Incorporation, 2022 Amended Bylaws, COI Code, Lease Agreements, and Co-Location Agreements. Should any amendments take place to any of the corporate documents, the organization is to notify LACOE and provide draft documents for review prior to approval by the Board.</i>	
3. The governing board has a comprehensive plan to conduct an annual oversight of the academic program which reflects the goals and objectives of the local control accountability plan.	
<i>The board approved the local control accountability plans for Magnolia Science Academy (MSA) 1, 2, 3, and 5 on June 22, 2023. In addition, the Chief Academic Officer, Chief Accountability Officer, and Leadership Team provide regular reports and updates to the board regarding academic progress, LCAP outcomes, curriculum and instruction, and any changes made to the academic program for students. Staff presented a mid-year update to the LCAP on February 8, 2024.</i>	
4. The organizational structure of the charter school clearly delineates and distinguishes between the responsibilities of its governing board and those of its management staff.	
<i>The organizational structure aligns with the description found in the approved charters for MSA 1, 2, 3, and 5. The Chief Executive Officer (CEO)/Superintendent reports directly to board.</i>	
B. Capacity/Composition	
1. There is a list or roster of governing board members and some of the governing board members have previous governance experience.	
<i>The roster for 2023-24 identifies seven board members and there was one resignation in the school year. The organizational bylaws indicate that the number of directors shall be no less than three and no more than 11. Many board members have previous board experience and/or have been on the board for multiple terms.</i>	
2. The governing board is free of real or perceived conflicts of interest and has adopted a conflict of interest policy in accordance with Government Code Section 1090 .	
<i>LACOE is in receipt of an approved conflict of interest policy. The current board appears to be free from any perceived or real conflict of interests.</i>	
3. The governing board represents strong diversity relevant to the community and the charter school population.	

<i>The current board has six voting members and a student representative. The Board is diverse and balanced in male and female members.</i>
4. The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.
<i>The board has members with educational, entrepreneurial, health, real estate, engineering, law enforcement, at-promise youth, and non-profit experts. There is one former MPS parent on the board. One board member's biography is not available on the website.</i>
C. Structure
1. The governing board has governed in such a manner that there has been no cause for the authorizer to believe that the board either has too few or too many members to support effective governance.
<i>The board has given evidence that they are able to govern effectively and could continue to do so in their current form and regularly has more than enough members to meet quorum at meetings.</i>
2. The governing board has bylaws that are comprehensive and that include a term limit.
<i>The bylaws are comprehensive and include a term limit of five years.</i>
3. The governing board appears to fully understand the bylaws and their implications.
<i>The board appears to act in accordance with its bylaws, which were updated and approved in 2022.</i>
4. The governing board has identified officers.
<i>The current board recognizes a chair, vice-chair, and secretary. The organization bylaws outline specific duties and responsibilities for a chairperson of the board, president, one or more vice-presidents, secretary, and treasurer. The organization's bylaws mandate the positions of president (or chair), secretary, and treasurer.</i>
5. The bylaws delineate committees, which are implemented with fidelity, and provide detailed job descriptions for these committees.
<i>The bylaws discuss the creation of, and powers given to, board committees. The bylaws also include language about meetings and the actions of committees; however, there are no specific job descriptions provided for committees. MPS holds regular committee meetings for Academics, Audit and Facilities, Educational Partners and Development, and Finance. Agendas, committee packets and recordings of the committee meetings are submitted to the Charter School Office for review.</i>
D. Role of the Board
1. The governing board regularly discusses key elements of governance.
<i>The board engages in regular updates and approval of fiscal reports, policies, facilities, academics, student support, and school needs. They receive staff reports regarding charter oversight, improvement plans, technical assistance, and status towards renewal.</i>
2. The governing board demonstrates a strong understanding of their role related to effective governance.
<i>The board and school leadership regularly report to the board and work together collaboratively toward positive change at the schools.</i>
3. The governing board members understand their role in developing, supporting and evaluating the charter school leader.
<i>During the 2023-24 school year, the board engaged in a multi-meeting evaluation of the CEO that included reports on the CEO and organizations goals, closed meetings for discussion, and approval of continued employment finalized on July 11, 2023.</i>
4. There is a strong working relationship among the charter school leader, board chair and full board.
<i>A review of board documents and audio recordings indicate a collaborative and cooperative relationship exists between the charter leader, the board chair, and the full board.</i>

E. Meetings	
1. The governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school.	<i>The board meets on a regular basis. In the 2023-24 school year, MPS conducted 13 regular board meetings, three special board meetings, two Academic meetings, five Audit and Facility meetings, one Educational Partners meeting, and two Finance meetings. Board meetings were held monthly with specific committees meeting prior to the board meetings and special board meetings held as needed. No board meetings were cancelled, although some were postponed a week. All meetings comply with the requirements of the Brown Act.</i>
2. The governing board complies with the following: <ol style="list-style-type: none"> Regularly scheduled meetings with appropriate public notice Brown Act training and meeting compliance Availability of meeting minutes on the school's website 	<i>Brown Act Training for the board was conducted on August 10, 2023. All board meetings are compliant with the Brown Act and meeting agendas and recordings are posted on the schools' and organization's websites.</i>
3. The governing board has created and routinely reviews resolutions and board-adopted policies regarding safety, compliance, fiscal operations and the day-to-day running of the school.	<i>The board has approved and regularly review policies. Some of these policies include conflict of interest, student/parent and employee handbooks, student and employee discipline and due process, evaluation protocols, parent complaint resolution and due process, Title IX, fiscal including internal controls and allowable purchases/purchasing authority, harassment, safety plan, immunization records, Family Educational Rights and Privacy Act (FERPA) Policy and notices, Section 504 compliance, Suicide Prevention, and Homeless and Foster Youth.</i>
4. Material revisions to the charter have been approved by the governing board.	<i>MPS did not submit any material revision for its LACOE school in the 2023-24 school year. Only MSA 5 has submitted a material revision during the school's most current charter. The MPS board approved a material revision which was approved by the County board on June 15, 2021. MSA 2 and MSA 5 are anticipating a material revision in the next school year.</i>
F. Communication and Transparency	
1. There is a process in place that ensures that families, teachers, staff, and community partners regularly consult and engage with the Board to provide input regarding the school's operations and educational program to increase the effectiveness of the charter school.	<i>The community has the opportunity to participate in board meetings through public comment. Most of the public comments include updates and celebrations from Magnolia schools along with some parent comments.</i> <i>The LCAP was presented to the board in a public hearing on June 8, 2023, and parents, students, teachers, school administrators, other school personnel, and the school's SELPA were consulted in the development.</i>
2. The Charter school has a legally compliant website	<i>All schools and the central office have legally compliant websites.</i>
3. The public has access to board members and methods by which to contact them.	<i>All school and central office websites have the board members listed with contact information.</i>

G. Fiscal Standing	
1. The governing board executes its fiduciary responsibility with regard to the disbursement of public funds.	
<i>The Chief Financial Officer and back-office provider provides financial reports and updates periodically at board meetings. In reviewing documentation and audio recordings of meetings, it is evident that the board carefully monitors the finances of the schools and adjusts the budget and operations, as necessary. In addition, the board regularly requests increased clarity and explicit detail from home office staff regarding budget items and the purpose of expenditures. At each of the Business Advisory Services (BAS) reviews, BAS indicated that each school should be able to meet its fiscal obligations.</i>	
2. The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.	
<i>The 2023-24 budget was approved on June 22, 2023. The budget and fiscal status was reviewed four other times throughout the year.</i>	
3. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.	
<i>The budget is sufficient to operate the schools' programs.</i>	
Summary:	
<i>The current board consists of six voting members and a student board member. This is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exist. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.</i>	
Recommendations:	
<ol style="list-style-type: none"> 1. <i>The board needs to appoint a treasurer per the bylaws.</i> 2. <i>The board should consider including more parent representation on the board to increase understanding of student, parent, and community needs.</i> 3. <i>The governing board should review the LACOE End of Year Instructional Program and Governance Reports at a regular board meeting along with any other LACOE correspondence including Business Services Interim and Audit letters.</i> 4. <i>The board should continue to monitor the instructional program and the school's progress toward charter renewal.</i> 	
Report completed by LACOE Lead Coordinator:	Approved by LACOE Charter School Office Director:
 <small>Michelle Nye (Sep 23, 2024 11:00 PDT)</small> Cheli Nye, Ed.D., Coordinator III	 Indra Ciccarelli, Director II
Date report provided to the charter school:	Report provided to charter school representatives via:
September 11, 2024	<input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> In-Person Meeting <input checked="" type="checkbox"/> Video/Phone Conference

INSTRUCTIONAL PROGRAM REVIEW 2023-2024

Charter School	Magnolia Science Academy (Grades 6-12)		
Charter Term	2017-2025		
Date of Visit(s)	November 14, 2023 and April 23, 2024		
Enrollment	Expected (Petition): 925 (2022)	Actual Enrollment: 711	
Most Recent School Performance Category:	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Middle	<input type="checkbox"/> Low <input type="checkbox"/> DASS
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<input type="checkbox"/> ATSI <input checked="" type="checkbox"/> DA <input type="checkbox"/> PRI <input type="checkbox"/> Williams	<input type="checkbox"/> CSI <input checked="" type="checkbox"/> FPM <input type="checkbox"/> TSI <input type="checkbox"/> None	
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>			
A. Data for Accountability and Improvement			
<p>1. A review of the California School Dashboard indicates that the charter school is on target to meet renewal criteria as set forth in EC 47607.</p> <hr style="border-top: 1px dashed black;"/> <p><i>Magnolia Science Academy (MSA 1) currently is placed in the middle performance level based on 2022-23 California Dashboard data. The school's performance level was green for only English Learner Progress Indicator (ELPI). CAASPP ELA data and suspension data was red on the school's Dashboard Performance Color for English learners (ELs). Additionally, CAASPP ELA and math data was red for students with disabilities. All other areas were either yellow or orange, including student groups.</i></p> <p><i>When compared to the state, MSA 1 was above the state averages for all student and all or the majority of student groups on the CAASPP Math, College Career Indicator, ELPI, graduation rate and suspension rate. While the school was better than the state on chronic absenteeism for all students, it did not have the majority of students groups lower than the state. MSA 1 is not above the state average for CAASPP ELA for all students and the majority of student groups were lower than the state. (See Appendix A for more data on performance level and academic indicators.)</i></p> <p><i>During the 2022-23 administration of the CAASPP Smarter Balance Assessment (SBAC), 98% of all students were tested and each student group had a participation rate of 95% or higher. Overall, 33.01% of students met or exceeded standard on the ELA SBAC and 23.53% met or exceeded standard on the math SBAC. Both metrics are below the rate of the state and the county.</i></p> <p><i>Since the CAASPP data falls below the state distance from standard (DFS), it is necessary for renewal that the school shows one year's annual progress of academic growth through verified data. MSA 1 uses NWEA MAP testing to monitor its annual growth. The NWEA MAP data for the past three years can be found in Appendix B and further analysis in the next section.</i></p> <p><i>Currently, the school is eligible for Differentiated Assistance (DA). From the 2021-22 data, the school met the DA eligibility criteria through CAASPP data and Chronic Absenteeism for English learners and students with disabilities. From 2022-23 data, the school met the DA eligibility criteria through CAASPP data and suspension rates for ELs. The school is working with Kern County to create a plan for improvement, much of which is included in their LCAP and MPO goals.</i></p> <hr style="border-top: 1px dashed black;"/> <p>2. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p>			

MSA 1 uses NWEA MAP testing to monitor its annual growth. Upon review of the most recent NWEA MAP data from 2023-24, all grade levels made at least one annual progress in both reading and math as indicated with a score of -0.2 Condition Growth Index (CGI) or above. The data was disaggregated further by student groups. Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). Additionally, groups with a number of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis and were not used in this summary. Using these guidelines, there were 14 student groups by grade level in both reading and math (socioeconomically disadvantaged and Hispanic students for all grades and EL and students with disabilities for many grade levels). For reading, 12 of 14 student groups by grade level made at least one year's annual progress. Sixth grade English learners and sixth grade socioeconomically disadvantaged students did not meet the -0.2 CGI minimum. For math, 14 of 14 student groups by grade level made at least one year's annual progress. A review of the past three years of NWEA data reveals that the school is making year over year growth for students for the past two years.

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

3. The charter school has submitted the LACOE Annual Report.

The LACOE Annual Plan for MSA 1 was approved and submitted in May 2024.

4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.

MSA 1 reviewed its MPOs for 2022-23 through the LACOE annual report. During their review, the school identified the following areas for improvement: CAASPP Data for both ELA and math, NWEA MAP math data, average daily attendance (ADA) and chronic absenteeism, and overall satisfaction rates on local surveys for students and staff. Additionally, the school notes that they did not meet their MPOs for graduation with a 94.9% graduation rate, dropout rate with a 2.6% dropout rate, and suspension rate with a 3.5% suspension rate. The MPO goals for each of these are extremely high (graduation rate 100%, dropout rate less than 1%, and suspension rate less than 1%).

The school has a plan for each MPO that they did not meet and are currently implementing the intervention. Some of these interventions include the use of IXL, Saturday school, and IAB Benchmarks in classrooms to boost CAASPP score, home visits to help increase attendance rates, and ensuring that all student groups have equitable access to all resources available from MSA 1. These interventions were evident and/or reported on during the LACOE spring site visit. The MPOs that are no longer relevant should be revised during renewal.

5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.

MSA 1 reviewed its LCAP Goals for 2022-23 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on CAASPP and NWEA MAP data, average daily attendance, chronic absenteeism, graduation rate, dropout rate, and suspension rate.

Additionally, the school did not meet its LCAP goal on teacher retention, frequency of classroom observations, and percentage of graduates receiving the Seal of Biliteracy. The school planned to continue to recruit and hire qualified teachers, create schedules for classroom observations, and explore alternative ways for students to earn the Seal of Biliteracy. During the spring LACOE Site visit, the school provided an update on classroom observations stating that they are on schedule

to meet this goal. A review of the staffing report in both fall and winter demonstrates that the school is continuing to recruit and hire qualified teachers as well as create a path for those teachers who have yet to complete certifications. Specific updates on the Seal of Biliteracy have not been received, but the school will report on this again on the LACOE Annual Report.

B. Educational Program and Curriculum

1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.

MSA 1 is implementing the curricular and instructional plan as outlined in the approved charter. MSA 1 focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis with the graduation requirements aligned to the UC's A-G requirements, seven advanced placement courses, dual enrollment with Los Angeles Mission College and the school's electives continue the STEAM education including two Career Technical Education pathways in Robotics and Coding.

2. The charter school's staffing is sufficient to carry out the educational program.

The current school staffing is sufficient to carrying out the educational program. There are currently 41 certificated staff, including four special education teachers, one Educational Specialist, one School Psychologist, and one Title I ELA Specialist. In addition, there are 34 classified staff and 13 other contracted staff. The school may want to assess whether more staff is necessary to best serve ELs and students with disabilities.

3. The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.

MSA 1 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2028, with a mid-year cycle during the 2024-25 school year.

4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.

The target population for MSA 1 are students in grades 6-12, from Reseda, California, and neighboring communities. There are many MSA 1 households that speak languages other than English and have a high population of socially disadvantaged students. MSA 1 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as AP courses, Dual enrollment, Power English and Math classes, and the program No Red Ink. This year the school has made great gain in math using the IXL program and plans to fully implement in English next year. Additionally, the school makes use of Saturday school, winter academy, and summer school for further supplemental instruction and credit recovery.

The school's data indicates more supports and targeted intervention may be needed for students with disabilities and English learners. It is imperative that interventions are specific, actionable and target for the student group.

5. The Charter school uses standard-based curricular materials appropriate for current students.

MSA 1 uses California Standard based materials for all classes.

C. Services to Special Populations

1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.

MSA 1 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.

<p><i>MSA 1 currently has 109 special education students, 15.6% of enrollment (2022-23 special education was 15.5% of enrollment). Using the most recent school special education report, the average caseload for the special education staff was approximately 21 students, well under the maximum caseload limit of 28 students. Additionally, the school had no late IEP or owed services on each of these reports.</i></p>
<p>2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.</p>
<p><i>MSA 1 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner (EL) progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Masterplan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2023-24) serves an EL population of 24.4%.</i></p> <p><i>The ELPI results for 2022-23 indicated that 55.4% of EL students made progress towards English language proficiency, 27% maintained their level, and 17.6% regressed. Their EPLI CA Dashboard Performance level was green and above the state average (48.7% making progress).</i></p>
<p>3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.</p>
<p><i>MSA 1 has identified the homeless and foster youth liaison. This year MPS has revisited policy affecting homeless youth to ensure compliance with all state and federal laws.</i></p>
<p>D. Professional Development & Teacher Qualification</p>
<p>1. The charter school staff has received legally required clearances and trainings.</p>
<p><i>MSA 1 staff have all the required trainings. Additionally, MPS staff attended all bi-weekly LACOE trainings.</i></p>
<p>2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.</p>
<p><i>Professional development is provided on a regular basis. Professional development included discussion of best teaching practices, improving instruction, using data to inform instruction (NWEA and IAB interim benchmarks), SEL instruction and PBIS. The school will also begin work with Capturing Kids Hearts for more support in classroom management.</i></p>
<p>3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.</p>
<p><i>Fall 2022 and Spring 2023 staffing rosters reflected that all teachers held appropriate credentials.</i></p>
<p>E. Facilities and Operations</p>
<p>1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.</p>
<p><i>The annual facilities inspection was conducted on February 6, 2024, and there were no required corrections. As of note, the school is completing its addition of a gymnasium to add to the school's physical education program, CIF, and middle school sports, and to allow for other events such as school assemblies.</i></p>
<p>2. The charter school maintains proper documentation and materials/supplies.</p>
<p><i>MSA 1 has proper documentation, schedule of drills, and student safety plan.</i></p>
<p>3. The structure of the organization and leadership is designed to effectively operate the school.</p>

The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.

Summary


Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Gold program for PBIS by the State. The school shared that it would be focusing efforts on classroom management, academic growth for English learners and students with disabilities, and supports for new teachers.

MSA 1 is showing great growth in students' academic learning through NWEA data as well as on CAASPP in math. The school uses the data from NWEA and IABs to target instruction. Further, MSA 1 uses instructional rounds to enhance teaching throughout. The school has a focus on the whole student with social emotional support and extracurricular activities. In addition, the school is continuing to reduce the number of students that are chronically absent and working to improve restorative practices. The school continues to reflect on all goals and data to create a system of continuous improvement.

Recommendations

- 1. The school should continue work to improve CAASPP outcomes for English learners and students with disabilities in ELA as well as NWEA growth in both ELA and Math in all of 6th grade.*
- 2. The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.*
- 3. The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism.*
- 4. The school should continue its work with Kern County through the Differentiated Assistance program to address CAASPP performance and suspension rates for English learners.*
- 5. The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*
- 6. As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.*

Report completed by LACOE Lead Coordinator:


Michelle Nye (Sep 23, 2024 11:00 PDT)

Cheli Nye, Ed.D., Coordinator III

Approved by LACOE Charter School Office Director:



Indra Ciccarelli, Director II

Date report provided to the charter school:

August 6, 2024

Report provided to charter school via:

- US Postal Mail/Email
 In-Person Meeting
 Video/Phone Conference

Los Angeles County Office of Education
Charter School Office Oversight Protocol

Appendix A

Magnolia Science Academy 1 Dashboard Performance Color														
2021-2022	All	EL	Foster	Home- less	SWD	SED	AA/ Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Low	Very Low	--	--	Very Low	Low	--	--	--	--	Low	--	--	--
Math	Very Low	Very Low	--	--	Very Low	Very Low	--	--	--	--	Very Low	--	--	--
CCI	Not reported in 2022													
ELPI	Medium	Medium												
Suspension	Low	Medium	--	--	High	Low	--	--	--	--	Low	--	--	--
Chronic Absenteeism	Very High	Very High	--	--	Very High	Very High	--	--	--	--	Very High	--	--	--
Graduation Rate	Very High	--	--	--	--	Very High	--	--	--	--	Very High	--	--	--
2022-2023														
2022-2023	All	EL	Foster	Home- less	SWD	SED	AA/ Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Decline	Decline	--	--	Decline	Decline	--	--	Decline	--	Decline	--	Decline	--
Math	Increase	Decline	--	--	Decline	Increase	--	--	Decline	--	Increase	--	Maintain	--
CCI (Status Only)	Very High	--	--	--	--	Very High	--	--	--	--	Very High	--	--	--
ELPI	Maintain	Maintain												
Suspension	Increase	Increase	--	Maintain	Decline	Increase	--	--	Maintain	Maintain	Increase	--	Increase	--
Chronic Absenteeism	Decline	Decline	--	--	Decline	Decline	--	--	--	--	Decline	--	--	--
Graduation Rate	Decline	Decline	--	--	Maintain	Decline	--	--	--	--	Decline	--	--	--

Magnolia Science Academy School Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-33.9	-100.2	Not Reported in 2022	53.6	-41.1	-82.7	72.7	55.4
Student Groups								
African American/Black								
American Indian								
Asian	+54.3*	-18.9*			-4.5*	-40.1*		
English Learners	-98.5	-144.9		53.6	-107.2	-140.6	36.4*	55.4
Filipino					+31.4*	-12.6*		
Foster Youth								
Hispanic/Latino	-41	-107.8			-46.7	-89	70.8	
Homeless	-70.5*	-74.1*						
Pacific Islander								
Socioecon. Disadvantaged	-37.6	-103.3			-45.7	-89	71.6	
Students with Disabilities	-109.7	-158.6			-114.1	-161.8	30.8*	
Two or more								
White	+40.2*	-37.4*			+2.8*	-37.2*		
Are the majority of student groups performing above the state average?	NO 1 of 4	NO 0 of 4		YES	NO 0 of 4	NO 0 of 4	YES 2 of 2	YES

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

Magnolia Science Academy						
Academic Engagement and Conditions and Climate						
	2021-2022			2022-2023		
Indicator	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	29.9	95.9	1.7	23.3	94.9	3.5
Student Groups						
African American/Black				18.2*		0*
American Indian						0*
Asian			0*	25*		0*
English Learners	33	94.4*	2.8	27.5	81.8*	2.2
Filipino			0*			0*
Foster Youth						
Hispanic/Latino	31.5	95.5	1.9	23.5	93.9	3.8
Homeless			0*	27.3*		0*
Pacific Islander						
Socioecon. Disadvantaged	28.3	95.5	1.9	23.5	94.7	3.6
Students with Disabilities	47.9	93.3*	5.2	36.5	92.9*	1.8
Two or more						
White			0*	33.3*		3.7*
Are the majority of student groups performing above the state average?	Yes 3 of 4	YES 2 of 4	Yes 4 of 4	YES 2 of 4	Yes 2 of 2	YES 4 of 4

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

See tables below for state averages.

State Averages of Academic Indicators									
Indicator	2021-2022				2022-2023				
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI	
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress	
All Students	-12.2	-51.7	Not Reported in 2022	50.3	-13.6	-49.1	43.9	48.7	
Student Groups									
African American/Black	-57.7	-106.9	N/A		-56.6	-104.5	25.1		
American Indian	-49.3	-90.4	N/A		-47.9	-87.3	26.5		
Asian	+63	+48.4	N/A		+61.8	+50.8	75.8		
English Learners	-61.2	-92	N/A	50.3	-67.7	-93.4	15.3	48.7	
Filipino	+42.9	+2.7	N/A		+44	+7.4	65.2		
Foster Youth	-85.6	-126.3	N/A		-89.2	-127.4	11.6		
Hispanic/Latino	-38.6	-83.4	N/A		-40.3	-80.8	35.5		
Homeless	-62.9	-101.8	N/A		-67.9	-101.3	20.4		
Pacific Islander	-29.1	-71.3	N/A		-32.5	-71.3	33.1		
Socioecon. Disadvantaged	-41.4	-84	N/A		-42.6	-80.8	35.4		
Students with Disabilities	-97.3	-130.8	N/A		-96.3	-127.3	12.3		
Two or more	+25.1	-9.9	N/A		+23.3	-7.4	52.9		
White	+21.9	-13.4	N/A		+20.8	-11.1	53.2		

State Averages of Academic Engagement and Conditions and Climate						
Indicator	2021-2022			2022-2023		
	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	30	87.4	3.1	24.3	86.4	3.5
Student Groups						
African American/Black	42.9	79.5	7.9	36.4	78.5	8.8
American Indian	42.9	79.6	6.4	36.1	79.6	7.4
Asian	11.5	95.2	0.9	10.1	94.5	1.1
English Learners	33.6	73.3	3.2	26.3	73.5	3.7
Filipino	16.2	95.5	1.2	13.8	94.7	1.3
Foster Youth	42.1	64.1	12.4	33.6	63.2	13.6
Hispanic/Latino	35.8	85.3	3.3	28.4	84.2	3.8
Homeless	45.1	74.4	5.5	38.7	73.7	6.5
Pacific Islander	43.9	85.2	4.5	37.6	84.6	3.8
Socioecon. Disadvantaged	37.4	85.1	4	29.9	83.7	4.5
Students with Disabilities	39.6	75.2	5.4	33.1	72.7	5.9
Two or more	25.1	89.6	2.9	21.6	88.6	3.3
White	21.9	90.8	2.6	18.5	89.8	2.9

Los Angeles County Office of Education
Charter School Office Oversight Protocol

Appendix B: NWEA Data 2023-2024 Fall to Spring Student Growth Summary

NWEA MAP Table Reading

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	105/115; 91%	-0.56		91/105; 87%	-1.47		99/111; 89%	-0.04	
7	All Students	116/133; 87%	1.12		107/113; 95%	1.36		111/123; 90%	1.96	
8	All Students	102/115; 89%	-0.22		117/126; 93%	1.89		107/117; 91%	0.32	
9	All Students	118/133; 89%	-0.78		70/82; 85%	-0.07		87/104; 83%	0.85	
10	All Students	81/86; 94%	0.73		104/113; 92%	1.35		73/80; 91%	2.00	
11	All Students	77/83; 93%	-0.39		70/78; 90%	0.34		98/104; 94%	1.90	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Math

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	106/115; 92%	-0.16		96/105; 91%	-0.18		102/111; 92%	1.10	
7	All Students	119/133; 89%	0.46		109/113; 96%	0.92		111/123; 90%	0.95	
8	All Students	107/115; 93%	0.15		124/126; 98%	1.32		107/117; 91%	1.39	
9	All Students	117/133; 88%	-0.31		72/82; 88%	0.62		88/104; 85%	0.98	
10	All Students	82/86; 94%	1.09		108/113; 96%	1.00		73/80; 91%	4.41	
11	All Students	72/83; 87%	-1.12		72/78; 92%	1.49		98/104; 94%	1.49	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Reading and Math CGI including Student Groups

Grade	Student Group	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
		NWEA MAP Reading				NWEA MAP Math		
		Conditional Growth Index	Conditional Growth Index	Conditional Growth Index		Conditional Growth Index	Conditional Growth Index	Conditional Growth Index
6	All Students	-0.56	-1.47	-0.04		-0.16	-0.18	1.10
	EL	-2.06*	-1.33*	-1.19		0.35*	-0.08	0.93
	SED	-0.77	-1.18	-0.32		-0.11	-0.13	1.21
	SWD	-0.40*	0.20*	--		1.48*	0.48*	--
	HISPANIC	-0.59	-1.70	-0.03		-0.14	-0.06	0.80
7	All Students	1.12	1.36	1.96		0.46	0.92	0.95
	EL	1.49*	1.50*	2.84		0.14*	1.07	1.58
	SED	1.20	1.24	1.99		0.52	0.73	0.73
	SWD	0.36*	0.74*	2.69*		1.77*	1.27*	1.15*
	HISPANIC	1.04	1.22	2.09		0.48	0.79	0.97
8	All Students	-0.22	1.89	0.32		0.15	1.32	1.39
	EL	0.29*	1.94*	0.74*		-0.06	1.16*	1.79*
	SED	-0.10	1.87	0.32		0.08	1.32	1.39
	SWD	-0.75*	3.68*	2.63*		-0.47*	0.83*	0.94*
	HISPANIC	-0.15	1.97	0.14		0.20	1.24	1.23
9	All Students	-0.78	-0.07	0.85		-0.31	0.62	0.98
	EL	-2.33	0.49*	0.57*		-0.01*	0.25*	3.15*
	SED	-0.52	-0.09	0.54		-0.57	0.46	1.03
	SWD	-1.26*	--	-0.25*		0.04*	--	1.39*
	HISPANIC	-0.79	-0.19	0.80		-1.35	0.62	1.08
10	All Students	0.73	1.35	2.00		1.09	1.00	4.41
	EL	--	0.73*	3.73*		--	0.44*	11.48*
	SED	0.87	1.14	2.21		0.80	1.31	3.92
	SWD	1.07*	1.68*	--		1.02*	-0.21*	--
	HISPANIC	0.41	1.38	1.99		0.85	1.01	4.67
11	All Students	-0.39	0.34	1.90		-1.12	1.49	1.49
	EL	--	--	1.54*		--	--	1.48*
	SED	-0.67	0.30	1.98		-1.61	1.56	1.39
	SWD	-2.64*	0.93*	1.76*		-1.76*	2.81*	0.39*
	HISPANIC	-0.67	0.34	2.02		-1.56	1.59	1.50

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2

Red cell indicates student group has not met minimum requirement for one year's growth.

Gray cell indicates the number of students (n) is equal to or less than 11.

(*) denotes this data with a number greater than 11 and less than 30.

Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). This practice aligns with common data suppression techniques used to prevent the potential identification of individual students in small groups and protect student privacy. This practice is consistent with the California School Dashboard Technical Guide, which outlines data reporting practices for the state. Additionally, groups with an n of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis.

INSTRUCTIONAL PROGRAM REVIEW 2023-2024

Charter School	Magnolia Science Academy 2 (Grades 6-12)		
Charter Term	2017-2025		
Date of Visit(s)	November 28, 2023 and May 30, 2024		
Enrollment	Expected (Petition): 473 (2022)	Actual Enrollment: 532	
Most Recent School Performance Category:	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Middle	<input type="checkbox"/> Low <input type="checkbox"/> DASS
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<input type="checkbox"/> ATSI <input type="checkbox"/> DA <input type="checkbox"/> PRI <input type="checkbox"/> Williams	<input type="checkbox"/> CSI <input checked="" type="checkbox"/> FPM <input type="checkbox"/> TSI <input type="checkbox"/> None	
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>			
A. Data for Accountability and Improvement			
<p>1. A review of CAASPP data indicates that the charter school is on target to meet renewal criteria as set forth in EC 47607.</p> <hr style="border-top: 1px dashed black;"/> <p><i>Magnolia Science Academy 2 (MSA 2) currently is placed in the middle performance level based on 2022-23 California Dashboard data. The school's performance level was blue in suspension and graduation for all students and all student groups. The school's performance level English Learner Progress Indicator (ELPI) was green. CAASPP math was Red for students with disabilities and CAASPP ELA and math was orange for English learners. All other areas were yellow, including student groups.</i></p> <p><i>When compared to the state, MSA 2 was above the state averages for all students and all student groups on the College Career Indicator, ELPI, chronic absenteeism, graduation rate and suspension rate. MSA 2 was not above the state average for CAASPP ELA or math for all students, but the majority of student groups are doing better than the state in both. (See Appendix A for more data on performance level and academic indicators.) As of note, the school's graduation rate was 100% for the 2021-22 school year for its four-year cohort and while the 2022-23 cohort was 95.9%, the five-year cohort was 100%.</i></p> <p><i>During the 2022-23 administration of the CAASPP Smarter Balance Assessment (SBAC), 100% of all students were tested. Overall, 42.73% of students met or exceeded standard on the ELA SBAC and 25.66% met or exceeded standard the math SBAC. Both metrics are below the rate of the state and the county averages.</i></p> <p><i>Since the CAASPP data falls below the state distance from standard (DFS) in ELs, it is important for renewal that the school shows one year's annual progress of academic growth through verified data. MSA 2 uses NWEA MAP testing to monitor its annual growth. The NWEA MAP data for the past three years can be found in Appendix B and further analysis in the next section.</i></p>			
<p>2. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p> <hr style="border-top: 1px dashed black;"/> <p><i>MSA 2 uses NWEA MAP testing to monitor its annual growth. Reviewing the 2022-23 NWEA data, all students and student groups made at least one year's average growth as indicated with a score of -0.2 Condition Growth Index (CGI) or above. When broken down by grade level, the English learner's numbers are small numbers, sometimes less than 11 students, and thus some data points are excluded to protect student privacy per the Family Educational Rights and Privacy Act (FERPA).</i></p>			

The school still receives this data and should continue to monitor. The NWEA data in both reading and math for 2022-23 confirms they needed the English learners (EL) academic growth in every place data is available.

Upon review of the most recent NWEA MAP data from 2023-24, not all grade levels made at least one annual progress in both Reading and Math. This change from last year's data should be further analyzed looking for root causes and a plan for intervention determined. In reading, the all-student group CGI for students in sixth, seventh and ninth grade was below -0.2 and in math, all students CGI was below -0.2 for sixth and eighth grade students. The data was disaggregated further by student groups. Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the FERPA. Additionally, groups with a number of 11 to 29 were asterisked as statistical theory says these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis and were not used in this summary. Using these guidelines, there were 12 student groups by grade level in both reading and math (socioeconomically disadvantaged and Hispanic students for all grades). For reading, six of 12 student groups by grade level made at least one year's annual progress. For math, eight of 12 student groups by grade level made at least one year's annual progress. The student groups of socioeconomically disadvantaged students and Hispanic students did not meet the -0.2 CGI minimum for reading in sixth, seventh and ninth grade, and in sixth and eighth grades for math. This is a drop in the NWEA scores from the previous years and the school should analyze and create targeted actions for the next year.

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

3. The charter school has submitted the LACOE Annual Report.

The LACOE Annual Plan for MSA 2 was approved and submitted in May 2024.

4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.

MSA 2 reviewed its MPOs for 2022-23 through the LACOE annual report. During their review, the school identified the following areas for improvement: CAASPP data for both ELA and math, NWEA MAP math data, fully credentialed teachers, students' grades, English learners progress towards proficiency, AP pass rate, average daily attendance (ADA) and chronic absenteeism, and overall satisfaction rates on local surveys for students. Additionally, school notes that they did not meet their MPOs for graduation with a 95.9% graduation rate. The MPO goal is extremely high, graduation rate of 100%, although the school was able to meet this in 2021-22.

The school has a plan for each MPO that they did not meet and are currently implementing the intervention. Some of these interventions include the use of IXL, learning labs, intersessions, Saturday school, professional development, the use of teachers on special assignment to share best practices, and IAB Benchmarks in classrooms to boost CAASPP score, APEX for credit recovery, professional development for teaching English learners, truancy meetings and PBIS rewards to help increase attendance rates, and culture and climate boosting activities. The school is shifting to focus on dual enrollment rather than AP Courses and the AP MPO should be revised during renewal. Many of these interventions were evident and/or reported on during the LACOE spring site visit. The MPOs that are no longer relevant should be revised during renewal.

5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.

MSA 2 reviewed its LCAP Goals for 2022-23 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on CAASPP and NWEA MAP data, students' grades, English learners progress towards proficiency, AP pass rate, ADA and chronic absenteeism, graduation rates, and overall satisfaction rates on local surveys for students.

Additionally, the school did not meet its LCAP goal on teacher retention, frequency of classroom observations, California Science Test (CAST), percentage of graduates receiving the Seal of Biliteracy and Seal of Advanced or Honors Diploma, college acceptance rates, and student retention rates.

The school planned to increase professional development opportunities to better prepare teachers in order to retain them and to improve scores on the CAST. Additionally, it will use a tracking system for classroom observations, explore alternative ways for students to earn the Seal of Biliteracy, inform students on potential eligibility for these seals and how to obtain them, and support college application through meetings and resources. Many of these interventions were or reported on during the LACOE spring site visit, but most of these will need progress and status monitoring next year to see if the professional development and meeting were beneficial.

B. Educational Program and Curriculum

1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.

MSA 2 is implementing the curricular and instructional plan as outlined in the approved charter. MSA 2 focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis with the graduation requirements aligned to the UC's A-G requirements, three advanced placement courses, dual enrollment with Los Angeles Valley College and the school's electives continue the STEAM education. This year the school has also implemented a debate club to further students' educational skills.

2. The charter school's staffing is sufficient to carry out the educational program.

The current school staffing is sufficient to carrying out the educational program. There are currently 25 certificated staff, including four special education teachers and one School Psychologist. In addition, there are 25 classified staff and 47 other contracted staff including 27 classroom substitutes.

3. The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.

MSA 2 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2028, with a mid-year cycle during the 2024-25 school year.

4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.

The target population for MSA 2 are students in grades 6-12 from Van Nuys, California, and neighboring communities throughout the San Fernando Valley. There are many MSA 2 households that speak languages other than English and have a high population of socially disadvantaged student. MSA 2 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as AP courses, dual enrollment, learning labs, APEX for credit recovery, IXEL, and the program No Red Ink. Additionally, the school makes use of Saturday school and winter and summer intersessions for further supplemental instruction and credit recovery.

<p><i>The school's math CAASPP data showed a decline for students with disabilities for the 2022-23 school year. While the NWEA MAP math data indicates that this student group is making one year's average growth, analysis of the IAB for this student group may reveal areas where targeted intervention is needed. It is imperative to create plans that are specific, targeted, and actionable to meet the needs of the student group.</i></p>
<p>5. The Charter school uses standard-based curricular materials appropriate for current students.</p>
<p><i>MSA 2 uses California Standard based materials for all classes.</i></p>
<p>C. Services to Special Populations</p>
<p>1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.</p>
<p><i>MSA 2 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.</i></p> <p><i>MSA 2 currently has 108 special education students, 20.3% of enrollment (2022-23 special education was 18.4% of enrollment). According to the most recent LACOE special education report, the average caseload for the special education staff was approximately 27 students, under the maximum caseload limit of 28 students. Additionally, the school had no late IEP or owed services on each of these reports.</i></p>
<p>2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.</p>
<p><i>MSA 2 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Masterplan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2023-24) serves an EL population of 14.5%.</i></p> <p><i>The ELPI results for 2022-23 indicated that 60.0% of ELs made progress towards English language proficiency, 26.7% maintained their level, and 13.3% regressed. Their EPLI CA Dashboard Performance level was green and above the state average (48.7% making progress).</i></p>
<p>3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.</p>
<p><i>MSA 2 has identified the homeless and foster youth liaison. This year MPS has revisited policy affecting homeless youth to ensure compliance with all state and federal laws.</i></p>
<p>D. Professional Development & Teacher Qualification</p>
<p>1. The charter school staff has received legally required clearances and trainings.</p>
<p><i>MSA 2 staff have all the required trainings. Additionally, MPS staff attended all bi-weekly LACOE trainings.</i></p>
<p>2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.</p>
<p><i>Professional development is provided on a regular basis. Professional development included discussion of best teaching practices, improving instruction, higher ordered think skills, classroom management using data to inform instruction (NWEA and IAB interim benchmarks), SEL instruction and PBIS. The school will also realign professional development to include weekly check ins, a weekly focus, a book study, professional learning communities.</i></p>

<p>3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.</p>
<p><i>Fall 2022 and Spring 2023 staffing rosters reflected that all teachers either held appropriate credentials and authorizations to serve these subgroups or are working toward these credentials and hold the necessary temporary certificates. There are some teachers who are allowed to teach classes until 2025 under previous charter law.</i></p>
<p>E. Facilities and Operations</p>
<p>1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.</p>
<p><i>The annual facilities inspection was conducted on November 16, 2023, and there were no required corrections. The school negotiated a two-year co-located alternative use agreement at their current site valid until June 30, 2026. MSA 2 was awarded a Federal Charter School Program (FCSP) award of nearly \$2 million to expand their footprint, which they intend to use for the construction of their new facility.</i></p>
<p>2. The charter school maintains proper documentation and materials/supplies related to school safety.</p>
<p><i>MSA 2 has proper documentation, schedule of drills, and student safety plan.</i></p>
<p>3. The structure of the organization and leadership is designed to effectively operate the school.</p>
<p><i>The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.</i></p>
<p>Summary</p>
<p><i>Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. The school is continuing its PBIS work and has been recognized as a Gold program for PBIS by the State. The school shared that it would be focusing efforts on academic interventions, increase in ADA, and climate boosting activities to better connect its students and staff to the school. The school has recently hired a new instructional coach that will serve to assist new teachers and teachers identified through instructional round help improve instruction.</i></p> <p><i>MSA 2 was designated a California Distinguished School for its work in the 2022-23 school year. Some additional highlights include an expansion of the dual enrollment program and many students being recognized for the Congressional Award Program. The FCSP award for the expansion of their program will advance and enhance the current facilities project that will allow the MSA 2 to have their own campus catered to its students' needs.</i></p> <p><i>The California dashboard for MSA 2 shows many areas for where the school is improving and exceeding the state averages. This positive data can be attributed to the school's attention to data and utilizing formative data from NWEA and IABs to target instruction. The school has a focus on PBIS and social emotional support to ensure students are supported in their learning process. The school continues to reflect on all goals and data to create a system of continuous improvement.</i></p>
<p>Recommendations</p>
<p>1. <i>The school should continue work to improve CAASPP outcomes specifically for English learners and students with disabilities in ELA and English learners in math.</i></p> <p>2. <i>The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data</i></p>

and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.

3. *The school should take a deep dive into the NWEA Data for 2023-24 as the number for grade level student groups not meeting the California Department of Education's threshold for making one year's growth increase from the previous year.*
4. *The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student's social emotional needs, engagement, and absenteeism.*
5. *In developing plans for unmet MPO/LCAP goals, the school should create specific, targeted, and actionable goals.*
6. *The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*
7. *As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.*

Report completed by LACOE Lead Coordinator:


Michelle Nye (Sep 23, 2024 11:00 PDT)

Cheli Nye, Ed.D., Coordinator III

Approved by LACOE Charter School Office Director:



Indra Ciccarelli, Director II

Date report provided to the charter school:

August 7, 2024

Report provided to charter school via:

- US Postal Mail/Email
- In-Person Meeting
- Video/Phone Conference

Appendix A

Magnolia Science Academy 2 Dashboard Performance Color														
2021-2022	All	EL	Foster	Home- less	SWD	SED	AA/ Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Low	Very Low	--	--	Very Low	Low	--	--	--	--	Low	--	--	--
Math	Low	Very Low	--	--	Very Low	Low	--	--	--	--	Low	--	--	--
CCI	Not reported in 2022													
ELPI	Medium	Medium												
Suspension	Very Low	Low	--	--	Very Low	Very Low	--	--	--	--	Very Low	--	--	--
Chronic Absenteeism	Very High	Very High	--	--	Very High	Very High	--	--	--	--	Very High	--	--	--
Graduation Rate	Very High	--	--	--	--	Very High	--	--	--	--	Very High	--	--	--
2022-2023	All	EL	Foster	Home- less	SWD	SED	AA/ Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Increased	Increased	--	--	Increased	Increased	--	--	--	--	Increased	--	Declined	--
Math	Increased	Increased	--	--	Declined	Increased	--	--	--	--	Increased	--	Declined	--
CCI (Status Only)	Very High	--	--	--	--	Very High	--	--	--	--	Very High	--	--	--
ELPI	Increased	Increased												
Suspension	Maintain	Decline	--	--	Maintain	Maintain	Maintain	--	Maintain	--	Maintain	--	Maintain	--
Chronic Absenteeism	Declined	Declined	--	--	Declined	Declined	--	--	--	--	Declined	--	Declined	--
Graduation Rate	Declined	--	--	--	--	Declined	--	--	--	--	Declined	--	--	--

Magnolia Science Academy 2 School Academic Indicators									
Indicator	2021-2022				2022-2023				
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI	
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress	
All Students	-35	-77.9	Not Reported in 2022	54.9	-19.3	-62.9	81.6	60	
Student Groups									
African American/Black					-20.9*	-63.6*			
American Indian									
Asian									
English Learners	-89.4	-119.6		54.9	-83.5	-115.3		60	
Filipino									
Foster Youth									
Hispanic/Latino	-39.4	-83.6			-21.9	-66.9	80		
Homeless									
Pacific Islander									
Socioecon. Disadvantaged	-36.6	-80.1			-26.4	-70.9	83.3		
Students with Disabilities	-87.3	-107.9			-65.5	-114.7			
Two or more									
White	-16.4*	-23.6*			-27.5*	-51.2			
Are the majority of student groups performing above the state average?	YES 2 of 4	YES 2 of 4		YES	YES 3 of 4	YES 3 of 4	YES 2 of 2	YES	

Notes: Green cell indicates data is at or above state average
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

Magnolia Science Academy 2						
Academic Engagement and Conditions of Climate						
	2021-2022			2022-2023		
Indicator	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	27.3	100	0.4	21.3	95.9	0.2
Student Groups						
African American/Black			0*	41.7*		0*
American Indian			0*			
Asian						0*
English Learners	38.6		2.2	17.9		0
Filipino						
Foster Youth						
Hispanic/Latino	26.7	100	0.4	20.9	95.6	0.2
Homeless						
Pacific Islander						
Socioecon. Disadvantaged	27.9	100	0.5	22.1	95.8	0.2
Students with Disabilities	34.5		1	18.2		1
Two or more						
White			0*	20*		0*
Are the majority of student groups performing above the state average?	Yes 4 of 4	YES 2 of 2	Yes 4 of 4	YES 4 of 4	Yes 2 of 2	YES 4 of 4

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

See tables below for state averages.

State Averages of Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-12.2	-51.7	Not Reported in 2022	50.3	-13.6	-49.1	43.9	48.7
Student Groups								
African American/Black	-57.7	-106.9	N/A		-56.6	-104.5	25.1	
American Indian	-49.3	-90.4	N/A		-47.9	-87.3	26.5	
Asian	+63	+48.4	N/A		+61.8	+50.8	75.8	
English Learners	-61.2	-92	N/A	50.3	-67.7	-93.4	15.3	48.7
Filipino	+42.9	+2.7	N/A		+44	+7.4	65.2	
Foster Youth	-85.6	-126.3	N/A		-89.2	-127.4	11.6	
Hispanic/Latino	-38.6	-83.4	N/A		-40.3	-80.8	35.5	
Homeless	-62.9	-101.8	N/A		-67.9	-101.3	20.4	
Pacific Islander	-29.1	-71.3	N/A		-32.5	-71.3	33.1	
Socioecon. Disadvantaged	-41.4	-84	N/A		-42.6	-80.8	35.4	
Students with Disabilities	-97.3	-130.8	N/A		-96.3	-127.3	12.3	
Two or more	+25.1	-9.9	N/A		+23.3	-7.4	52.9	
White	+21.9	-13.4	N/A		+20.8	-11.1	53.2	

State Averages of Academic Engagement and Conditions and Climate						
Indicator	2021-2022			2022-2023		
	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	30	87.4	3.1	24.3	86.4	3.5
Student Groups						
African American/Black	42.9	79.5	7.9	36.4	78.5	8.8
American Indian	42.9	79.6	6.4	36.1	79.6	7.4
Asian	11.5	95.2	0.9	10.1	94.5	1.1
English Learners	33.6	73.3	3.2	26.3	73.5	3.7
Filipino	16.2	95.5	1.2	13.8	94.7	1.3
Foster Youth	42.1	64.1	12.4	33.6	63.2	13.6
Hispanic/Latino	35.8	85.3	3.3	28.4	84.2	3.8
Homeless	45.1	74.4	5.5	38.7	73.7	6.5
Pacific Islander	43.9	85.2	4.5	37.6	84.6	3.8
Socioecon. Disadvantaged	37.4	85.1	4	29.9	83.7	4.5
Students with Disabilities	39.6	75.2	5.4	33.1	72.7	5.9
Two or more	25.1	89.6	2.9	21.6	88.6	3.3
White	21.9	90.8	2.6	18.5	89.8	2.9

Los Angeles County Office of Education
Charter School Office Oversight Protocol

Appendix B: NWEA Data 2023-2024 Fall to Spring Student Growth Summary

NWEA MAP Table Reading

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	79/88; 90%	1.25		97/105; 93%	0.65		92/101; 91%	-0.81	
7	All Students	100/108; 93%	1.70		86/94; 91%	1.95		99/105; 94%	-0.78	
8	All Students	89/92; 97%	1.64		97/103; 94%	1.33		90/101; 89%	0.08	
9	All Students	62/69; 90%	3.08		47/54; 87%	2.50		67/73; 92%	-0.72	
10	All Students	52/58; 90%	3.59		58/62; 94%	2.35		42/49; 86%	1.83	
11	All Students	45/48; 94%	2.71		47/49; 96%	2.66		54/59; 92%	0.83	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Math

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	77/88; 88%	1.14		99/105; 94%	0.58		95/101; 94%	-0.34	
7	All Students	99/108; 92%	1.94		86/94; 91%	1.29		99/105; 94%	-0.01	
8	All Students	88/92; 96%	0.69		94/103; 91%	0.52		91/101; 90%	-0.40	
9	All Students	62/69; 90%	0.98		46/54; 85%	3.77		65/73; 89%	0.41	
10	All Students	52/58; 90%	1.13		58/62; 94%	1.90		46/49; 94%	3.05	
11	All Students	45/48; 94%	2.42		47/49; 96%	4.81		55/59; 93%	2.39	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Reading and Math CGI including Student Groups

Grade	Student Group	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
		NWEA MAP Reading			NWEA MAP Math		
		Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index
6	All Students	1.25	0.65	-0.81	1.14	0.58	-0.34
	EL	1.54*	1.18*	1.91*	0.91*	1.43*	2.55*
	SED	1.07	0.66	-0.59	1.10	0.94	-0.25
	SWD	0.90*	2.89*	-1.92*	0.91*	2.81*	-1.71*
	HISPANIC	1.29	0.75	-0.70	1.24	0.55	-0.25
7	All Students	1.70	1.95	-0.78	1.94	1.29	-0.01
	EL	2.91*	3.72*	-0.58*	2.12*	2.25*	0.27*
	SED	1.96	2.15	-0.69	2.26	1.35	0.01
	SWD	1.87*	4.53*	-0.76*	2.07*	2.71*	-0.51*
	HISPANIC	1.80	2.11	-0.79	2.01	1.44	0.16
8	All Students	1.64	1.33	0.08	0.99	0.52	-0.40
	EL	--	2.83*	-0.83*	--	2.98*	-1.78*
	SED	1.82	1.09	0.30	1.09	0.61	-0.40
	SWD	3.91	2.89*	-0.23*	0.36*	1.38*	0.10*
	HISPANIC	1.54	1.32	0.16	1.12	0.57	-0.48
9	All Students	3.08	2.50	-0.72	0.98	3.77	0.41
	EL	--	--	0.58*	--	--	0.04*
	SED	3.03	2.75	-0.77	1.08	3.83	0.46
	SWD	3.69	2.34*	-1.58*	1.34*	4.75*	0.92*
	HISPANIC	2.63	2.59	-0.69	0.88	3.93	0.62
10	All Students	3.59	2.35	1.83	1.13	1.90	3.05
	EL	--	--	--	--	--	--
	SED	3.65	2.50	1.93	1.65	2.10	3.30
	SWD	--	6.04*	2.30*	--	2.74*	1.59*
	HISPANIC	3.71	2.48	1.65	1.20	2.51	3.15
11	All Students	2.71	2.66	0.83	2.42	4.81	2.39
	EL	--	--	--	--	--	--
	SED	2.31	2.96	1.37	1.98	4.82	1.94
	SWD	--	--	1.33*	--	--	0.59*
	HISPANIC	2.81	3.11	1.36	1.93	4.62	1.95

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2

Red cell indicates student group has not met minimum requirement for one year's growth.

Gray cell indicates the number of students (n) is equal to or less than 11.

(*) denotes this data with an n greater than 11 and less than 30.

Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). This practice aligns with common data suppression techniques used to prevent the potential identification of individual students in small groups and protect student privacy. This practice is consistent with the California School Dashboard Technical Guide, which outlines data reporting practices for the state. Additionally, groups with an n of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis.

INSTRUCTIONAL PROGRAM REVIEW 2023-2024

Charter School	Magnolia Science Academy 3 (Grades 6-12)		
Charter Term	2017-2025		
Date of Visit(s)	November 29, 2023 and April 24, 2024		
Enrollment	Expected (Petition): 449 (2022)	Actual Enrollment: 389	
Most Recent School Performance Category:	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Middle	<input type="checkbox"/> Low <input type="checkbox"/> DASS
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<input type="checkbox"/> ATSI <input type="checkbox"/> DA <input type="checkbox"/> PRI <input type="checkbox"/> Williams	<input type="checkbox"/> CSI <input type="checkbox"/> FPM <input type="checkbox"/> TSI <input checked="" type="checkbox"/> None	
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>			
A. Data for Accountability and Improvement			
<p>1. A review of the California School Dashboard indicates that the charter school is on target to meet renewal criteria as set forth in EC 47607.</p> <hr style="border-top: 1px dashed black;"/> <p><i>Magnolia Science Academy 3 (MSA 3) currently is placed in the middle performance level based on 2022-23 California Dashboard data. The school's performance level was yellow for ELA CAASPP for all students and student groups except Hispanic, which was orange. The school performance level for math CAASSP was red for all students and student groups. The graduation rate was yellow for all students and student groups. Chronic absenteeism was orange for all students and red for socioeconomically disadvantaged and African American students. Suspension was red for all students and student groups, except students with disabilities, which was yellow.</i></p> <p><i>When compared to the state, MSA 3 was below the state averages for all students and the majority of student groups on ELA. Math, chronic absenteeism, and suspension. The school is above the state average for all students and student groups for graduation rate and College Career Indicator (CCI). Improvement plans for academics, chronic absenteeism, and suspension are necessary. (See Appendix A for more data on performance level and academic indicators.)</i></p> <p><i>During 2022-23 administration of the CAASPP Smarter Balance Assessment (SBAC), 97% of all students were tested and each student group had a participation rate of 95% or higher, except African American in ELA (94%). Overall, 32.66% of students met or exceeded standard on the ELA SBAC and 8.50% met or exceeded standard the math SBAC. Both metrics are below the rate of the state and the county.</i></p> <p><i>Since the CAASPP data falls below the state, it is necessary for renewal for the school to show one year's annual progress of academic growth through verified data. MSA 3 uses NWEA MAP testing to monitor its annual growth. The NWEA MAP data for the past three years can be found in Appendix B.</i></p>			
<p>2. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p> <hr style="border-top: 1px dashed black;"/> <p><i>MSA 3 uses NWEA MAP testing to monitor its annual growth. Each grade level group in reading made year over year growth in reading as indicated with a score of -0.2 Condition Growth Index (CGI) or above. All but sixth grade made year over year growth in math. Of note, the sixth-grade number of students tested was less than 30 students (see below).</i></p>			

The data was disaggregated further by student groups. Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). Additionally, groups with a number of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis and were not used in this summary. Using these guidelines, 5 of 6 student groups made at least one year's growth in reading and seven of eight students groups made one year's growth in math. There were two student groups that had 30 or more students test in math but not in reading.

Upon review of the most recent NWEA MAP data from 2023-24, ninth, tenth, and eleventh grade students made at least one's annual progress in both reading and math as indicated with a score of -0.2 Condition Growth Index (CGI) or above. Sixth grade did not make one year's growth in either reading or math. Seventh grade did not make one year's growth in reading but did in math. Eighth grade did make one year's growth in reading, but not in math. Using statistical guidelines outlines above, there were eight student groups by grade level in reading and 10 student groups by grade level in math. Two student groups had a group of 30 students but did not meet that threshold for reading. For reading, six of eight student groups by grade level made at least one year's annual progress. For math, nine of 10 student groups by grade level made at least one year's annual progress. With the upper grade levels all making one year's growth in both reading and math and a stability rate of almost 90%, it could be said that the students are seeing growth as they stay at MSA 3, but there needs to be a focus on the middle school grades, especially sixth grade to explore ways the lower grades can also see one year's average growth.

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

3. The charter school has submitted the LACOE Annual Report.

The LACOE Annual Plan for MSA 3 was approved and submitted in May 2024.

4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.

MSA 3 reviewed its MPOs for 2022-23 through the LACOE annual report. During their review, the school identified the following areas for improvement: CAASPP Data for both ELA and math, NWEA MAP math data, average daily attendance (ADA) and chronic absenteeism, suspension rate, student retention rate, and overall satisfaction rates on local surveys for students and staff. The school did not meet its MPO on proficiency on AP Exam, but the school is moving away from AP in favor of dual enrollment at the local community college. Further, the school did not meet its MPOs for PSAT as the school no longer offers this test. Lastly, the school notes that they did not meet their MPOs for graduation with a 94.0% graduation rate and dropout rate with a 2.0% dropout rate. The MPO goals for each of these are extremely high (Goals: graduation rate 100% and dropout rate less than 1%).

The school has a plan for each MPO that they did not meet and are currently implementing the intervention. Some of these interventions include the use of small group testing, intervention classes (Power English and Math), changes in curriculum and classes, restructuring and assigned monitoring, IAB Benchmarks in classrooms to boost CAASPP scores. Additionally, the school plans to increase dual enrollment, create alternatives to home visit (community centers and virtual meetings), utilize PBIS Strategies and SEL interventions, and ensure that all student groups have equitable access to all resources available from MSA 3. These interventions were evident and/or

	<i>reported on during the LACOE spring site visit. The MPOs that are no longer relevant should be revised during renewal.</i>
5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.	
	<p><i>MSA 3 reviewed its LCAP Goals for 2022-23 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on CAASPP and NWEA MAP data, average daily attendance, chronic absenteeism, graduation rate, dropout rate, and suspension rate.</i></p> <p><i>Additionally, the school did not meet its LCAP goal on teacher retention, frequency of classroom observations, CAST science results, CCI results, percentage of graduates receiving the Seal of Biliteracy and Honors Diploma, percent of graduates accepted into college and student retention rates. The school planned to continue to support teachers through credentialing efforts and instructional coaching, close monitoring of classroom observations obligation, implementing CAST IABs, increase dual enrollment offerings, after-school tutoring, Saturday school, improve SEL support, increasing college exploration events, developing a CTE pathway, explore alternative ways for students to earn the Seal of Biliteracy, and explore other enrichment activities for students. Many of these interventions were evident and/or reported on during the LACOE spring site visit. A review of the staffing report in both fall and winter demonstrates that the school is continuing to recruit and hire qualified teachers as well as create a path for those teachers who have yet to complete certifications.</i></p>
B. Educational Program and Curriculum	
1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.	
	<i>MSA 3 is implementing the curricular and instructional plan as outlined in the approved charter. MSA 3 focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis with the graduation requirements aligned to the UC's A-G requirements, 15 dual enrollment classes with Los Angeles Harbor College and the school's electives continue the STEAM education. The school has been awarded an Early College High School grant that has allowed the school to expand its dual enrollment offerings. The school is exploring the possibility of one or two Career Technical Education pathways. The school provides weekly SEL instruction through the Move this World curriculum.</i>
2. The charter school's staffing is sufficient to carry out the educational program.	
	<i>The current school staffing includes 21 certificated staff, including three special education teachers, one School Psychologist, and one substitute teacher. In addition, there are 17 classified staff and six other contracted staff. While the school is staffed for each position, the data (both CAASPP and NWEA) suggests an analysis, root cause, and action plan on academic performance should be a key element in the school planning. Specifically, the school should examine mathematics as well as middle school ELA and sixth grade overall. Additionally, the school should examine its other means of correction and the staff supporting these initiatives.</i>
3. The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.	
	<i>MSA 3 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2028, with a mid-year cycle during the 2024-25 school year.</i>
4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.	

The target population for MSA 3 are students in grades 6-12, from Carson, California, and neighboring communities. This community has a high population of socially disadvantaged students. MSA 3 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as Dual enrollment, Power English and Math classes, and the program No Red Ink. Additionally, the school uses after-school tutoring and Saturday school to help students for interventions.

The California Dashboard indicates that a focus on interventions for African American students in math, chronic absenteeism, and suspension.

5. The Charter school uses standard-based curricular materials appropriate for current students.

MSA 3 uses California Standard based materials for all classes.

C. Services to Special Populations

1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.

MSA 3 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.

MSA 3 currently has 54 special education students, 13.9% of enrollment (2022-23 special education was 11.9% of enrollment). Using the most recent school special education report, the average caseload for the special education staff was approximately 19 students, well under the maximum caseload limit of 28 students. Additionally, according to quarterly special education reports, the school did not owe any services to student and all IEPs were up to date at the end of the year with only one late IEP report throughout the reports.

2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.

MSA 3 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner (EL) progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Masterplan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2023-24) serves an EL population of 5.4%.

The ELPI results for 2022-23 indicated that 68% of ELs made progress towards English language proficiency, 12% maintained their level, and 20% regressed. Their EPLI CA Dashboard Performance level was green and above the state average (68% making progress).

3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.

MSA 3 has identified the homeless and foster youth liaison. This year MPS has revisited policy affect homeless youth to ensure compliance with all state and federal laws.

D. Professional Development & Teacher Qualification



1. The charter school staff has received legally required clearances and trainings.

MSA 3 staff have all the required trainings. Additionally, MPS staff attended all bi-weekly LACOE trainings.

2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.

Professional development is provided on a regular basis. Professional development included discussion of best teaching practices, improving instruction, curriculum alignment (ELA, Math, and

<p><i>Science), using data to inform instruction (NWEA and IAB interim benchmarks), SEL instruction, and PBIS. The school will also begin work with Capturing Kids Hearts for more support in classroom management.</i></p>
<p>3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.</p>
<p><i>Fall 2022 and Spring 2023 staffing rosters reflected that all teachers either held appropriate credentials and authorizations to serve these subgroups or are working toward these credentials and hold the necessary temporary certificates. There are some teachers who are allowed to teach classes until 2025 under previous charter law.</i></p>
<p>E. Facilities and Operations</p>
<p>1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.</p>
<p><i>The annual facilities inspection was conducted on October 20, 2023, and there was one required correction. This action requires working with the district (Prop 39) to remedy.</i></p>
<p>2. The charter school maintains proper documentation and materials/supplies.</p>
<p><i>MSA 3 has proper documentation, schedule of drills, and student safety plan.</i></p>
<p>3. The structure of the organization and leadership is designed to effectively operate the school.</p>
<p><i>The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.</i></p>
<p>Summary</p>
<p><i>Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Silver Program for PBIS by the State. The school shared that it would be focusing efforts on academic rigor, teacher wellness, and student engagement. The data for MSA 3 shows gains in ELA and chronic absenteeism. There is still room for improvement in each of these indicators. Additionally, math and suspension rates are a concern.</i></p> <p><i>MSA 3 students show consistent growth in the high school grades through students' academic learning through NWEA data as well as on CAASPP in math. Coupled with the school's high stability rate, this shows that as students stay with the school, there is great improvement in their year over year growth. The school continues to focus on pathways to dual enrollment and postsecondary opportunities through its Early College High School Grant. Further, in the most recent data available, the college going rate for 2021-22 was 78%, far above the state average of 62%. The school has a focus on community and wellbeing with their community liaison and PBIS program. The school continues to reflect on all goals and data to create a system of continuous improvement.</i></p>
<p>Recommendations</p>
<p>1. <i>The school should continue to work to improve CAASPP outcomes for all students especially in math as well as NWEA growth in both ELA and math in all of 6th grade.</i></p> <p>2. <i>The school should continue to work to improve all outcomes for African American students with targeted and specific interventions for this student group.</i></p> <p>3. <i>The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the</i></p>

<p><i>results from NWEA MAP and IAB testing and consider further implementation of the IXL program for structured remediation.</i></p> <p>4. <i>The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program, examine its alternatives to suspension, and monitor the student’s social emotional needs, engagement, and absenteeism.</i></p> <p>5. <i>In developing plans, such as unmet MPO/LCAP goals, the school should create time-bound, targeted, and actionable goals specific to special populations.</i></p> <p>6. <i>The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.</i></p> <p>7. <i>As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.</i></p> <p>8. <i>The school shared that current data shows great improvements and thus should consider delaying renewal submission until that data becomes public.</i></p>	
<p>Report completed by LACOE Lead Coordinator:</p>  <p><small>Michelle Nye (Sep 23, 2024 11:00 PDT)</small></p> <p>Cheli Nye, Ed.D., Coordinator III</p>	<p>Approved by LACOE Charter School Office Director:</p>  <p>Indra Ciccarelli, Director II</p>
<p>Date report provided to the charter school:</p> <p>August 8, 2024</p>	<p>Report provided to charter school via:</p> <p><input checked="" type="checkbox"/> US Postal Mail/Email</p> <p><input type="checkbox"/> In-Person Meeting</p> <p><input checked="" type="checkbox"/> Video/Phone Conference</p>

Los Angeles County Office of Education
Charter School Office Oversight Protocol

Appendix A

Dashboard Performance Color														
2021-2022	All	EL	Foster	Home-less	SWD	SED	AA/Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Low	--	--	--	--	Low	Low	--	--	--	Low	--	--	--
Math	Low	--	--	--	--	Low	Very Low	--	--	--	Low	--	--	--
CCI	Not reported in 2022													
ELPI	--	--												
Suspension	Low	--	--	--	Very High	Low	Medium	--	--	--	Low	--	--	--
Chronic Absenteeism	Very High	--	--	--	--	Very High	Very High	--	--	--	Very High	--	--	--
Graduation Rate	Very High	--	--	--	--	Very High	--	--	--	--	Very High	--	--	--
2022-2023	All	EL	Foster	Home-less	SWD	SED	AA/Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Increased	Declined	--	--	Increased	Increased	Increased	--	--	--	Declined	--	--	--
Math	Declined	Declined	--	--	Declined	Declined	Declined	--	--	--	Declined	--	--	--
CCI (Status only)	Medium	--	--	--	--	Medium	--	--	--	--	Medium	--	--	--
ELPI	--	--												
Suspension	Increased	Increased	--	--	Declined	Increased	Increased	--	--	--	Increased	--	--	Maintained
Chronic Absenteeism	Declined	Declined	--	--	Declined	Increased	Increased	--	--	--	Declined	--	--	--
Graduation Rate	Declined	--	--	--	--	Declined	--	--	--	--	Declined	--	--	--

Magnolia Science Academy 3 School Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-43.5	-86.9	Not Reported in 2022	63.6	-40.2	-109.5	44	68*
Student Groups								
African American/Black	-70	-112.2					23.5*	
American Indian								
Asian								
English Learners	-95.7*	-103.9*		63.6	-117.4*	-156.8*		68*
Filipino								
Foster Youth								
Hispanic/Latino	-32.4	-74.3			-47.6	-104.2	53.1	
Homeless								
Pacific Islander								
Socioecon. Disadvantaged	-47.5	-88.1			-41.8	-106.8	44	
Students with Disabilities	-128.1*	-133.3*			-119.4*	-175.1*		
Two or more								
White								
Are the majority of student groups performing above the state average?	NO 1 of 3	NO 1 of 3		YES	NO 1 of 3	NO 0 of 3	Yes 2 of 2	YES

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

Magnolia Science Academy 3						
Academic Engagement and Conditions and Climate						
	2021-2022			2022-2023		
Indicator	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	34.7	100	1.9	33.9	94	6.8
Student Groups						
African American/Black	32.9		2.6	41.8	94.1*	8.4
American Indian						
Asian						
English Learners			7.7*	33.3*		8.8*
Filipino						
Foster Youth						
Hispanic/Latino	34.8	100	1.2	30	93.8	6.3
Homeless						
Pacific Islander						
Socioecon. Disadvantaged	37.1	100	2.1	38.3	94	6
Students with Disabilities			9.3	41.7*		8
Two or more			0*			0*
White						
Are the majority of student groups performing above the state average?	Yes 3 of 3	YES 2 of 2	Yes 3 of 4	NO 0 of 3	Yes 2 of 2	NO 0 of 4

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

See tables below for state averages.

State Averages of Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-12.2	-51.7	Not Reported in 2022	50.3	-13.6	-49.1	43.9	48.7
Student Groups								
African American/Black	-57.7	-106.9	N/A		-56.6	-104.5	25.1	
American Indian	-49.3	-90.4	N/A		-47.9	-87.3	26.5	
Asian	+63	+48.4	N/A		+61.8	+50.8	75.8	
English Learners	-61.2	-92	N/A	50.3	-67.7	-93.4	15.3	48.7
Filipino	+42.9	+2.7	N/A		+44	+7.4	65.2	
Foster Youth	-85.6	-126.3	N/A		-89.2	-127.4	11.6	
Hispanic/Latino	-38.6	-83.4	N/A		-40.3	-80.8	35.5	
Homeless	-62.9	-101.8	N/A		-67.9	-101.3	20.4	
Pacific Islander	-29.1	-71.3	N/A		-32.5	-71.3	33.1	
Socioecon. Disadvantaged	-41.4	-84	N/A		-42.6	-80.8	35.4	
Students with Disabilities	-97.3	-130.8	N/A		-96.3	-127.3	12.3	
Two or more	+25.1	-9.9	N/A		+23.3	-7.4	52.9	
White	+21.9	-13.4	N/A		+20.8	-11.1	53.2	

State Averages of Academic Engagement and Conditions and Climate						
Indicator	2021-2022			2022-2023		
	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	30	87.4	3.1	24.3	86.4	3.5
Student Groups						
African American/Black	42.9	79.5	7.9	36.4	78.5	8.8
American Indian	42.9	79.6	6.4	36.1	79.6	7.4
Asian	11.5	95.2	0.9	10.1	94.5	1.1
English Learners	33.6	73.3	3.2	26.3	73.5	3.7
Filipino	16.2	95.5	1.2	13.8	94.7	1.3
Foster Youth	42.1	64.1	12.4	33.6	63.2	13.6
Hispanic/Latino	35.8	85.3	3.3	28.4	84.2	3.8
Homeless	45.1	74.4	5.5	38.7	73.7	6.5
Pacific Islander	43.9	85.2	4.5	37.6	84.6	3.8
Socioecon. Disadvantaged	37.4	85.1	4	29.9	83.7	4.5
Students with Disabilities	39.6	75.2	5.4	33.1	72.7	5.9
Two or more	25.1	89.6	2.9	21.6	88.6	3.3
White	21.9	90.8	2.6	18.5	89.8	2.9

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Appendix B: NWEA Data 2023-2024 Fall to Spring Student Growth Summary

NWEA MAP Table Reading

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students		-2.14		28	0.22*		43	-2.06	
7	All Students		-0.35		67	0.37		39	-0.96	
8	All Students		0.55		45	-0.10		68	-0.15	
9	All Students		2.81		55	2.22		46	1.12	
10	All Students		1.17		53	1.97		54	3.49	
11	All Students		-1.35		48	1.92		55	3.82	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Math

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students		-0.58		28	-0.72*		42	-1.45	
7	All Students		-0.19		66	-0.02		38	0.41	
8	All Students		0.43		46	0.54		70	-0.30	
9	All Students		2.27		53	1.81		46	2.07	
10	All Students		2.07		54	4.80		53	3.63	
11	All Students		2.39		43	8.37		54	2.76	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Reading and Math CGI including Student Groups

Grade	Student Group	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
		NWEA MAP Reading			NWEA MAP Math		
		Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index
6	All Students	-2.14	0.22*	-2.06	-0.58	-0.72*	-1.45
	EL	NA	--	--	NA	--	--
	SED	NA	0.06*	-0.47*	NA	-0.74*	-1.28*
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	2.36*	-2.54*	NA	-1.25*	-1.91*
	HISPANIC	NA	-0.88*	-1.40*	NA	-0.26*	-0.92
7	All Students	-0.35	0.37	-0.96	-0.19	-0.02	0.41
	EL	NA	--	--	NA	--	--
	SED	NA	0.38	-0.92	NA	-0.36	-0.11
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	1.72*	-3.35*	NA	-0.29*	0.11*
	HISPANIC	NA	-0.49	1.27*	NA	-0.01	0.82*
8	All Students	0.55	-0.10	-0.15	0.43	0.54	-0.30
	EL	NA	--	--	NA	--	--
	SED	NA	0.14	-0.59	NA	0.36	-0.17
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	-0.26*	-0.45*	NA	0.82*	-0.95*
	HISPANIC	NA	0.00*	0.12	NA	0.22*	0.12
9	All Students	2.81	2.22	1.12	2.27	1.81	2.07
	EL	NA	--	--	NA	--	--
	SED	NA	2.47	2.02*	NA	2.33	2.43
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	1.56*	-0.12*	NA	0.67*	-1.35*
	HISPANIC	NA	2.64*	1.47	NA	2.33	3.46
10	All Students	1.17	1.97	3.49	2.01	4.80	3.63
	EL	NA	--	--	NA	--	--
	SED	NA	2.02	4.59	NA	4.85	4.21
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	0.04*	5.24*	NA	3.54*	2.15*
	HISPANIC	NA	2.64*	2.82	NA	2.33	4.17
11	All Students	-1.35	1.92	3.82	2.39	8.37	2.76
	EL	NA	--	--	NA	--	--
	SED	NA	2.02	4.59	NA	9.06	3.20
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	2.69*	4.31*	NA	7.88*	1.73*
	HISPANIC	NA	1.65	3.64	NA	9.65*	3.40

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2

Red cell indicates student group has not met minimum requirement for one year's growth.

Gray cell indicates the number of students (n) is equal to or less than 11.

(*) denotes this data with an n greater than 11 and less than 30.

Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). This practice aligns with common data suppression techniques used to prevent the potential identification of individual students in small groups and protect student privacy. This practice is consistent with the California School Dashboard Technical Guide, which outlines data reporting practices for the state. Additionally, groups with an n of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis. Student group data was not available for 2021-2022 (NA)

INSTRUCTIONAL PROGRAM REVIEW 2023-2024

Charter School	Magnolia Science Academy 5 (Grades 6-12)		
Charter Term	2018-2026		
Date of Visit(s)	November 14, 2023, and May 21, 2024		
Enrollment	Expected (Petition): 460 (2023)	Actual Enrollment: 238	
Most Recent School Performance Category:	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Middle	<input type="checkbox"/> Low <input type="checkbox"/> DASS
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<input type="checkbox"/> ATSI <input type="checkbox"/> DA <input type="checkbox"/> PRI <input type="checkbox"/> Williams	<input type="checkbox"/> CSI <input checked="" type="checkbox"/> FPM <input type="checkbox"/> TSI <input type="checkbox"/> None	
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>			
A. Data for Accountability and Improvement			
<p>1. A review of the California School Dashboard indicates that the charter school is on target to meet renewal criteria as set forth in EC 47607.</p> <hr style="border-top: 1px dashed black;"/> <p><i>Magnolia Science Academy 5 (MSA 5) currently is placed in the middle performance level based on 2022-23 California Dashboard data. The school's performance level was blue for students with disabilities (SWD) in suspension rates. The school's performance level was green for English Language Arts (ELA) for all students and the student groups of socioeconomically disadvantaged and Hispanic students. The school's performance level was red for chronic absenteeism for all student and English learners (ELs) and orange for all other student groups (socioeconomically disadvantaged and Hispanic students). ELs also had an orange performance level in CAASSP ELA and suspension. All other areas were yellow, including all students and groups in Math and in English Learner Progress Indicator (ELPI). CAASPP Math, chronic absenteeism and suspension rates continue to be areas of focus to as well as English learners in general with many dashboard areas with declining data.</i></p> <p><i>When compared to the state, MSA 5 was above the state averages for all student and all of the student groups on the CAASPP ELA, College Career Indicator, ELPI, graduation rate and suspension rate. While the school was better than the state on CAASPP math for the majority of the student groups, the group composed of all students was not. The school's chronic absenteeism for all students and all student groups was not better than the state averages. (See Appendix A for more data on performance level and academic indicators.)</i></p> <p><i>During the 2022-23 administration of the CAASPP Smarter Balance Assessment (SBAC), 100% of all students and student groups were tested. Overall, 45.63% of students met or exceeded standard on the ELA SBAC and 34.16% met or exceeded standard on the math SBAC. Both metrics are slightly below the rate of the state (ELA 46.66% and math 34.62%) and the ELA is below the county (50.35%), but the math is above (25.00%).</i></p> <p><i>The CAASPP data is above the state distance from standard (DFS) in math, it is not necessary for renewal that the school shows one year's annual progress of academic growth through verified data, but it may be needed in subsequent years. MSA 5 uses NWEA MAP testing to monitor its annual growth. The NWEA MAP data for the past three years can be found in Appendix B and further analysis in the next section.</i></p>			

2. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.

MSA 5 uses NWEA MAP testing to monitor its annual growth. Upon review of the 2022-23 data, all but seventh grade reading, and tenth grade math made at least one year's growth as indicated with a score of -0.2 Condition Growth Index (CGI) or above. The data was disaggregated further by student groups. Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). Additionally, groups with a number of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis and were not used in this summary. Using these guidelines, only sixth, eighth, and ninth grade have 30 or more students with only a few student groups with 30 students. A review of the past three years of NWEA data reveals that the school is making year over year growth for almost all students for the past three years, even when looking at groups with less than 30 students. Using these guidelines, there are only two student groups in both reading and math, and all groups are making one year's progress. Looking at the groups with data, those with a number of 11 to 29, all students are making one year's progress except those in seventh grade reading and tenth grade math.

Upon review of the most recent NWEA MAP data from 2023-24, all grade levels and student groups made at least one annual progress in both reading and math. Using the guidelines above, only sixth, eighth, and ninth grade have 30 or more students with only a few student groups with 30 students. A review of the past three years of NWEA data reveals that the school is making year over year growth for almost all students for the past three years, even when looking at groups with less than 30 students.

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

3. The charter school has submitted the LACOE Annual Report.

The LACOE Annual Plan for MSA 5 was approved and submitted in May 2024.

4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.

MSA 5 reviewed its MPOs for 2022-23 through the LACOE annual report. During their review, the school identified the following areas for improvement: CAASPP Data for both ELA and math, NWEA MAP reading and math data, English learner progress, AP pass rate, average daily attendance (ADA), and chronic absenteeism and dropout rate. The school also did not meet its MPOs regarding PSAT, but the school no longer offers the test.

The school has a plan for each MPO that they did not meet and are currently implementing the interventions. Some of these interventions include preparing students with testing strategies and prep, the use of IXL, tutoring, Saturday school and summer academy, and intervention classes to boost CAASPP and NWEA scores; co-teaching and small group intervention for EL support; teachers attending AP summer institutes for increased AP scores; restorative circles, PBIS incentives, and increased parent communication to help increase attendance rates, and improving college and career counseling to decrease dropout rates. These interventions were evident and/or reported on during the LACOE spring site visit. The MPOs that are no longer relevant should be revised during renewal.

5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.

MSA 5 reviewed its LCAP Goals for 2022-23 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on CAASPP and NWEA MAP data, English learner progress, AP pass rates, average daily attendance, chronic absenteeism, and dropout rate.

Additionally, the school did not meet its LCAP goals on teacher retention, CAASPP science (CAST) scores, College and Career Indicator (CCI), and advanced math enrollment. The school planned to continue to recruit and hire qualified teachers, examine its salary to be competitive with surrounding schools, utilize CAST interim assessments, provide teacher training in science, counseling for students and parents in college readiness including dual enrollment opportunities, and to hire a math specialist to offer more advanced math courses. During the spring LACOE Site visit, the school provided an update on CAST scores and dual enrollment. A review of the staffing report, in both fall and winter, demonstrates that the school is continuing to recruit and hire qualified teachers as well as creating a path for those teachers who have yet to complete certifications.

B. Educational Program and Curriculum

1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.

MSA 5 is implementing the curricular and instructional plan as outlined in the approved charter. The school focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis with the graduation requirements aligned to the UC's A-G requirements, two advanced placement courses, dual enrollment with Los Angeles Pierce College and the school's electives continue the STEAM education including Robotics and Computers.

2. The charter school's staffing is sufficient to carry out the educational program.

The current school staffing is sufficient to carrying out the educational program. There are currently 15 certificated staff, including two special education teachers. In addition, there are 17 classified staff and six other contracted staff. The school may want to assess whether more staff is necessary to best serve ELs as the current data is declining specifically in ELA and SEL supports.

3. The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.

MSA 5 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2029, with a mid-year cycle during the 2025-26 school year.

4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.

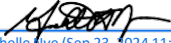

The target population for MSA 5 are students in grades 6-12, from Reseda, California, and neighboring communities. There are many MSA 5 households that speak languages other than English and have a high population of socially disadvantaged students. MSA 5 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as AP courses, Dual enrollment including IGETC, Power English and Math classes, and the program No Red Ink. The school continues to make annual growth as indicated on the NWEA MAP test in both reading and math for all student groups. Additionally, the school makes use of Saturday school and summer academy for further supplemental instruction and credit recovery. The school also uses Sown to Grow and Overcoming Obstacles for SEL instruction.

The school's data indicates more supports and targeted intervention may be needed for ELs. It is imperative that interventions are specific, actionable and target for the student group.

5. The Charter school uses standard-based curricular materials appropriate for current students.

<i>MSA 5 uses California Standard based materials for all classes.</i>
C. Services to Special Populations
<p>1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.</p> <p><i>MSA 5 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.</i></p> <p><i>MSA 5 currently has 35 special education students, 16.1% of enrollment (2022-23 special education was 14.7% of enrollment). Using the most recent school special education report, the average caseload for the special education staff was approximately 18 students, well under the maximum caseload limit of 28 students. Additionally, according to quarterly special education reports, all IEPs were up to date each quarter and no services were owed at the end of the year.</i></p>
<p>2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.</p> <p><i>MSA 5 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner (EL) progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Masterplan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2023-24) serves an EL population of 33.0%.</i></p> <p><i>The ELPI results for 2022-23 indicated that 63.2% of EL students made progress towards English language proficiency, 35.3% maintained their level, and 1.5% regressed. Their EPLI CA Dashboard Performance level was yellow and above the state average (48.7% making progress). Additionally of note, 1.5% regression is an extremely low and far below the state average (18.6%).</i></p>
<p>3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.</p> <p><i>MSA 5 has identified the homeless and foster youth liaison. This year MPS has revisited policy affecting homeless youth to ensure compliance with all state and federal laws.</i></p>
D. Professional Development & Teacher Qualification
<p>1. The charter school staff has received legally required clearances and trainings.</p> <p><i>MSA 5 staff have all the required trainings. Additionally, MPS staff attended all bi-weekly LACOE trainings.</i></p>
<p>2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.</p> <p><i>Professional development is provided on a regular basis. Professional development included discussion of best teaching practices, improving instruction, using data to inform instruction (NWEA and IAB interim benchmarks), implementation of new curriculum in math and history, SEL instruction and PBIS practices.</i></p>
<p>3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.</p> <p><i>Fall 2022 and Spring 2023 staffing rosters reflected that all teachers either held appropriate credentials and authorizations to serve these subgroups or are working toward these credentials and hold the necessary temporary certificates.</i></p>

E. Facilities and Operations
<p>1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.</p> <p><i>The annual facilities inspection was conducted on February 6, 2024, and there were no required corrections. MSA 5 was awarded a Federal Charter School Program (FCSP) award of nearly \$2 million to expand their enrollment to 552 and footprint, which they will use for the construction of their new facility and intend to move in the 2025-26 school year.</i></p>
<p>2. The charter school maintains proper documentation and materials/supplies.</p> <p><i>MSA 5 has proper documentation, schedule of drills, and student safety plan.</i></p>
<p>3. The structure of the organization and leadership is designed to effectively operate the school.</p> <p><i>The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.</i></p>
Summary
<p><i>Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and was recognized as a Gold program for PBIS by the State. The school has implemented a dual enrollment program called IGETC, where students complete all general courses for an Associate's Degree. Students are able to take the remaining 30 credits to complete the degree if desired. The school shared that it would be focusing efforts on academic growth using CAASPP tools for teachers, student safety and belonging, and continued MTSS and equity trainings.</i></p> <p><i>The California dashboard for MSA 5 shows many areas for where the school is improving and exceeding the state averages. This positive data can be attributed to the school's attention to data and utilizing formative data from NWEA and IABs to target instruction. The school has a focus on college and career readiness as well as PBIS and social emotional support to ensure students are supported in their learning process. The school continues to reflect on all goals and data to create a system of continuous improvement.</i></p>
Recommendations
<ol style="list-style-type: none"> <i>1. The school should continue work to improve outcomes for English learners and chronic absenteeism.</i> <i>2. The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.</i> <i>3. The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student's social emotional needs, engagement, and absenteeism.</i> <i>4. The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, Measurable Pupil Outcomes, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.</i>

<p>5. <i>As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.</i></p>	
<p>Report completed by LACOE Lead Coordinator:</p>  <p><small>Michelle Nye (Sep 23, 2024 11:00 PDT)</small></p> <p>Cheli Nye, Ed.D., Coordinator III</p>	<p>Approved by LACOE Charter School Office Director:</p>  <p>Indra Ciccarelli, Director II</p>
<p>Date report provided to the charter school:</p> <p>August 21, 2024</p>	<p>Report provided to charter school via:</p> <p><input checked="" type="checkbox"/> US Postal Mail/Email</p> <p><input type="checkbox"/> In-Person Meeting</p> <p><input checked="" type="checkbox"/> Video/Phone Conference</p>

Los Angeles County Office of Education
Charter School Office Oversight Protocol

Appendix A

Dashboard Performance Color														
2021-2022	All	EL	Foster	Home-less	SWD	SED	AA/Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Medium	Low	--	--		Low	--	--	--	--	Low	--	--	--
Math	Low	Very Low	--	--		Low	--	--	--	--	Low	--	--	--
CCI	Not reported in 2022													
ELPI	Very High	Very High												
Suspension	Very Low	Low	--	--	Very Low	Very Low	--	--	--	--	Very Low	--	--	--
Chronic Absenteeism	Very High	Very High	--	--		Very High	--	--	--	--	Very High	--	--	--
Graduation Rate		--	--	--	--		--	--	--	--		--	--	--
2022-2023	All	EL	Foster	Home-less	SWD	SED	AA/Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Improved	Decline	--	--	Maintain	Improved	--	--	--	--	Improved	--	--	--
Math	Improved	Improved	--	--	Improved	Improved	--	--	--	--	Improved	--	--	--
CCI (Status Only)	High	--	--	--	--	High	--	--	--	--	Medium	--	--	--
ELPI	Decline	Decline												
Suspension	Declined	Declined	--	--	Maintain	Declined	--	--	--	--	Declined	--	Maintain	--
Chronic Absenteeism	Declined	Declined	--	--	Maintain	Improved	--	--	--	--	Improved	--	--	--
Graduation Rate (Status only)	Decline	--	--	--	--	--	--	--	--	--	Decline	--	--	--

Notes: Improved and declined were used for consistency of meaning.

For ELA, Math, ELPI and Graduation Rate Data, improved means the DFS and percentages increased and declined means it decreased.

For Suspension and Chronic Absenteeism, improved means the percentages decreased and declined means the percentages increased.

Magnolia Science Academy 5 School Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-2.8	-67	Not Reported in 2022	67.7	0.5	-49.4	60.5	63.2
African American/Black								
American Indian								
Asian								
English Learners	-50.4	-100.6		67.7	-54.2	-52.1	35.7*	63.2
Filipino								
Foster Youth								
Hispanic/Latino	-8.2	-74			-2.7	-53.3	54.8	
Homeless								
Pacific Islander								
Socioecon. Disadvantaged	-9.2	-75.1			-3.4	-49.4	60	
Students with Disabilities	-33.5*	-92.1*			-35.9*	-69.8*		
Two or more								
White								
Are the majority of student groups performing above the state average?	YES 3 of 3 with data	YES 2 of 3 with data		YES	YES 3 of 3 with data	YES 3 of 3 with data	YES 2 of 2 with data	YES

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

Magnolia Science Academy 5						
Academic Engagement and Conditions and Climate						
	2021-2022			2022-2023		
Indicator	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	30.3	96.4	0.4	30.8	92.3	2.3
Student Groups						
African American/Black						
American Indian						
Asian						
English Learners	36.2		1.1	44.2	80*	6.7
Filipino						
Foster Youth						
Hispanic/Latino	31.6	95.6*	0.4	29.7	90.6*	2.2
Homeless						
Pacific Islander						
Socioecon. Disadvantaged	32.5	96.4*	0.4	31.8	91.7*	2.2
Students with Disabilities	20*		0	20*		0
Two or more						
White			0*			0*
Are the majority of student groups performing above the state average?	Yes 2 of 3		Yes 4 of 4	NO 0 of 3		YES 3 of 4

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

See tables below for state averages.

State Averages of Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-12.2	-51.7	Not Reported in 2022	50.3	-13.6	-49.1	43.9	48.7
Student Groups								
African American/Black	-57.7	-106.9	N/A		-56.6	-104.5	25.1	
American Indian	-49.3	-90.4	N/A		-47.9	-87.3	26.5	
Asian	+63	+48.4	N/A		+61.8	+50.8	75.8	
English Learners	-61.2	-92	N/A	50.3	-67.7	-93.4	15.3	48.7
Filipino	+42.9	+2.7	N/A		+44	+7.4	65.2	
Foster Youth	-85.6	-126.3	N/A		-89.2	-127.4	11.6	
Hispanic/Latino	-38.6	-83.4	N/A		-40.3	-80.8	35.5	
Homeless	-62.9	-101.8	N/A		-67.9	-101.3	20.4	
Pacific Islander	-29.1	-71.3	N/A		-32.5	-71.3	33.1	
Socioecon. Disadvantaged	-41.4	-84	N/A		-42.6	-80.8	35.4	
Students with Disabilities	-97.3	-130.8	N/A		-96.3	-127.3	12.3	
Two or more	+25.1	-9.9	N/A		+23.3	-7.4	52.9	
White	+21.9	-13.4	N/A		+20.8	-11.1	53.2	

State Averages of Academic Engagement and Conditions and Climate						
Indicator	2021-2022			2022-2023		
	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	30	87.4	3.1	24.3	86.4	3.5
Student Groups						
African American/Black	42.9	79.5	7.9	36.4	78.5	8.8
American Indian	42.9	79.6	6.4	36.1	79.6	7.4
Asian	11.5	95.2	0.9	10.1	94.5	1.1
English Learners	33.6	73.3	3.2	26.3	73.5	3.7
Filipino	16.2	95.5	1.2	13.8	94.7	1.3
Foster Youth	42.1	64.1	12.4	33.6	63.2	13.6
Hispanic/Latino	35.8	85.3	3.3	28.4	84.2	3.8
Homeless	45.1	74.4	5.5	38.7	73.7	6.5
Pacific Islander	43.9	85.2	4.5	37.6	84.6	3.8
Socioecon. Disadvantaged	37.4	85.1	4	29.9	83.7	4.5
Students with Disabilities	39.6	75.2	5.4	33.1	72.7	5.9
Two or more	25.1	89.6	2.9	21.6	88.6	3.3
White	21.9	90.8	2.6	18.5	89.8	2.9

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Appendix B: NWEA Data 2023-2024 Fall to Spring Student Growth Summary

NWEA MAP Table Reading

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participati on Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met	Participatio n Rate	NWEA MAP Reading	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	24	2.48		20	1.87*		30	2.64	
7	All Students	42	3.05		28	-1.24*		24	4.08*	
8	All Students	37	4.34		44	1.23		38	3.70	
9	All Students	20	3.28*		23	1.52*		35	5.04	
10	All Students	20	2.85*		22	1.04		25	5.82*	
11	All Students	29	4.74		21	1.74		20	5.93*	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Math

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	26	2.58*		24	2.53*		30	2.48	
7	All Students	43	1.83		31	2.33		25	3.47*	
8	All Students	45	2.76		48	1.66		38	4.03	
9	All Students	21	2.94*		24	0.15*		34	8.33	
10	All Students	21	1.04*		27	-0.47*		25	4.05*	
11	All Students	33	4.73		24	5.06*		20	14.28*	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Reading and Math CGI including Student Groups

Grade	Student Group	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
		NWEA MAP Reading			NWEA MAP Math		
		Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index
6	All Students	2.48*	1.87*	2.64	2.58*	2.53*	2.48
	EL	--	3.97*	3.31*	--	3.99*	4.95*
	SED	2.11*	1.90*	3.03*	2.52*	2.72*	2.51*
	SWD	--	--	--	--	--	--
	HISPANIC	2.81*	2.08*	2.64	2.63*	2.85*	2.48
7	All Students	3.05	-1.24*	4.08*	1.83	2.33	3.47*
	EL	--	--	4.21*	--	--	2.45*
	SED	3.13	-1.10*	3.60*	1.71	2.11*	3.27*
	SWD	--	--	--	--	--	--
	HISPANIC	3.30	-2.37*	4.41*	1.89	3.00*	3.46*
8	All Students	4.34	1.23	3.70	2.76	1.66	4.03
	EL	4.89*	--	--	4.41*	2.01*	3.27*
	SED	4.52	0.99	3.73	2.77	1.58	4.33
	SWD	5.47*	--	--	2.65*	--	--
	HISPANIC	3.06	1.43	3.69*	2.73	1.42	4.16*
9	All Students	3.28*	1.52*	5.04	2.94*	0.15*	8.33
	EL	--	--	--	--	--	--
	SED	3.21*	1.54*	5.69*	3.05	-0.11*	9.05*
	SWD	--	--	--	--	--	--
	HISPANIC	3.06*	1.52*	4.93	2.27*	0.15*	4.16*
10	All Students	2.85*	1.04*	5.82*	1.04*	-0.47*	4.05*
	EL	--	--	3.88*	--	-0.94*	5.35*
	SED	2.90*	1.29*	5.96*	5.28*	-0.52*	4.75*
	SWD	--	--	--	--	--	--
	HISPANIC	3.09*	1.18*	5.82*	1.04*	-0.51*	4.05*
11	All Students	4.74*	1.74*	5.93*	4.73	5.06*	14.28*
	EL	--	--	--	--	--	--
	SED	4.82*	1.65*	6.30*	5.28*	4.67*	14.48*
	SWD	--	--	--	--	--	--
	HISPANIC	5.37*	2.01*	4.92*	4.79	5.36*	13.04*

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2

Red cell indicates student group has not met minimum requirement for one year's growth.

Gray cell indicates the number of students (n) is equal to or less than 11.

(*) denotes this data with a number greater than 11 and less than 30.

Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). This practice aligns with common data suppression techniques used to prevent the potential identification of individual students in small groups and protect student privacy. This practice is consistent with the California School Dashboard Technical Guide, which outlines data reporting practices for the state. Additionally, groups with an n of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis.

Coversheet

Updates on Facilities Projects

Section: IV. Information/Discussion Items
Item: B. Updates on Facilities Projects
Purpose: Discuss
Submitted by:
Related Material: IV_B_Update on Facilities Projects.pdf
Update Picture 1.JPEG
Update Picture 2.JPEG
Update Picture 3.JPEG



Agenda Item:	IV B: Information/Discussion Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	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 Plan was approved 9/16.
- CDE Final Site Plan approval expected soon.
- DSA Approval Updates:
 - Increment 1 (Site Work) was approved 9/25.
 - Increment 2 (Academic Building) submission is in progress and on track for 10/11. Design build for Solar needs to be submitted concurrently.
- Demolition will commence on October 9th while removal of the transformer is pending.
- Bidding process for Increment 1 to commence soon.
- Cash Flow and schedule is being refined



MSA1 – Gym Building – 18242 Sherman Way

- Punch List Walk commenced on 9/26.
- Sports Equipment Training on 10/2.
- First volleyball game on 10/3.
- EPI started to coordinate with all subcontractors regarding punch list notes on 10/3.
- Soft Opening will be on 10/11, Brad Sherman to attend and speak to students only.
- Documents and Closeout: Owner’s operations manual, floor maintenance, etc. Expected late November.
- Flooring, Logo and Lettering to be completed on Winter Break.

MSA1 – Bungalows

- Received TCO on Tuesday, 8/13.
- Facilities to renew TCO every six months.

MSA1 – Alley Closure

- The updated plans were submitted to the fire department for the Alley Closure. They have acknowledged receipt, determination is pending.
- Interim plan is to start revocable permit.
- Facilities is exploring fencing proposals.

MSA1 – Bank of America Building – 18120 Sherman Way

- Phase II Report is pending, to be expected two weeks from 10/3. Interior and Exterior commenced on 9/17, 9/19, 9/20, and 9/26.
- Appraisal site visit was on 9/27.
- Offer to purchase was sent 9/20. Counter is pending.

MSA2 – 16600 Vanowen

- Corrections were received from planning on 9/27. Hoping to resubmit on Wed. 10/2



- Traffic consultant and LADOT has been in constant contact in regards to traffic mitigations needed.
- Hearing date is pending.
- Budget is pending.

MSA SA – Digital Sign

- Physical sign is up.
- Electrical plan was received 10/2, Conduit is there, power just needs to be extended.
- Staff is getting proposals.

MSA SD - Measure U Bond Charter Allocation

- Project Manager Supervisor Lynn Roxas met with MSA-SD.
- An October Kick-off Meeting is pending with the MSA-SD Admin and Facilities Department.

Exhibits:

MSA1 Gym Photos



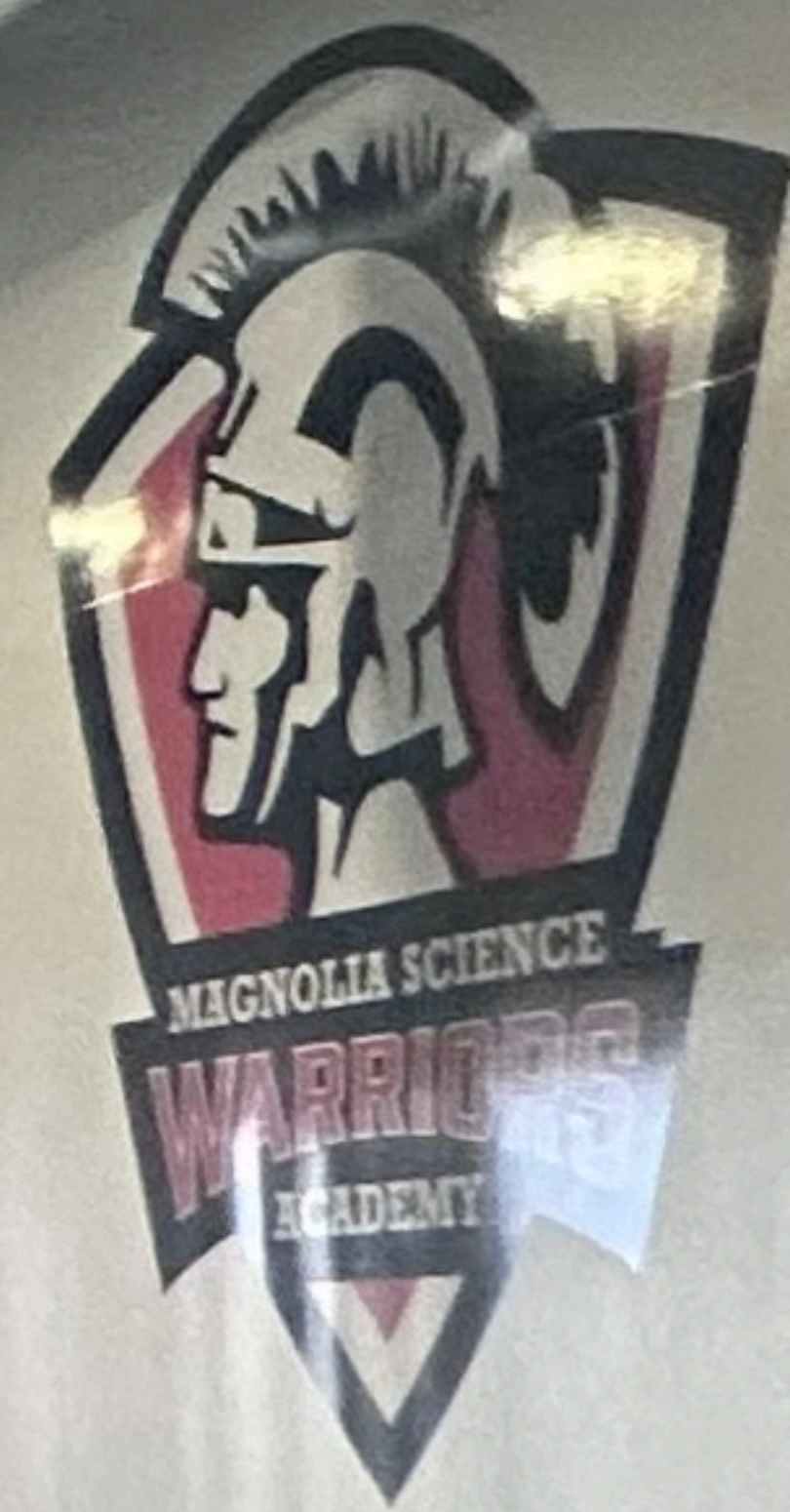
Exhibit

MSA1 Gym Progress Photos



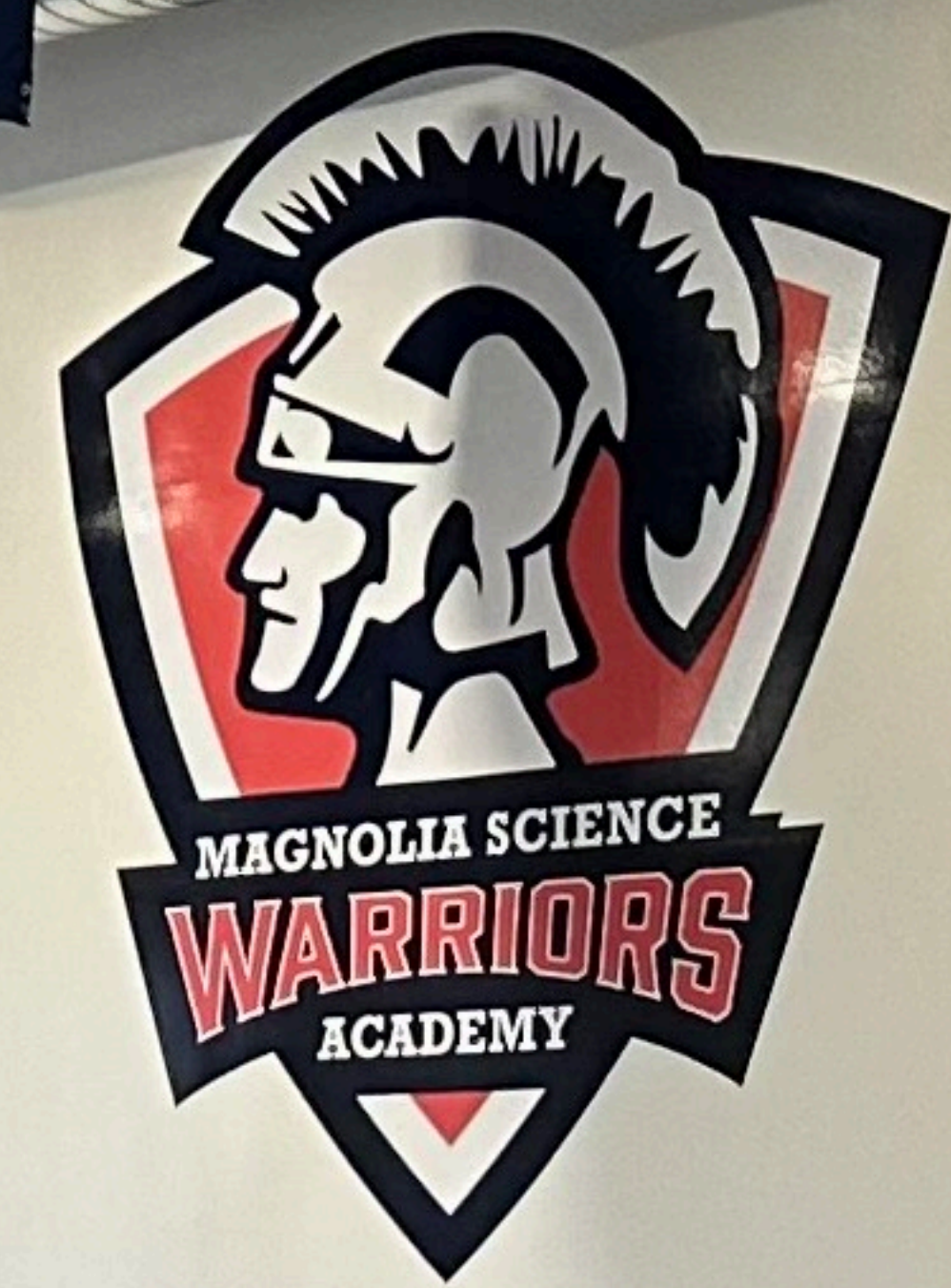


MAGNOLIA
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WARRIORS
WAR NEVER
CHANGES

GET YOUR
RING

CONGRATULATE
CTF
WARRIORS
TALK TO THE
HANDS





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CONGRATS
CIF
CHAMPIONS

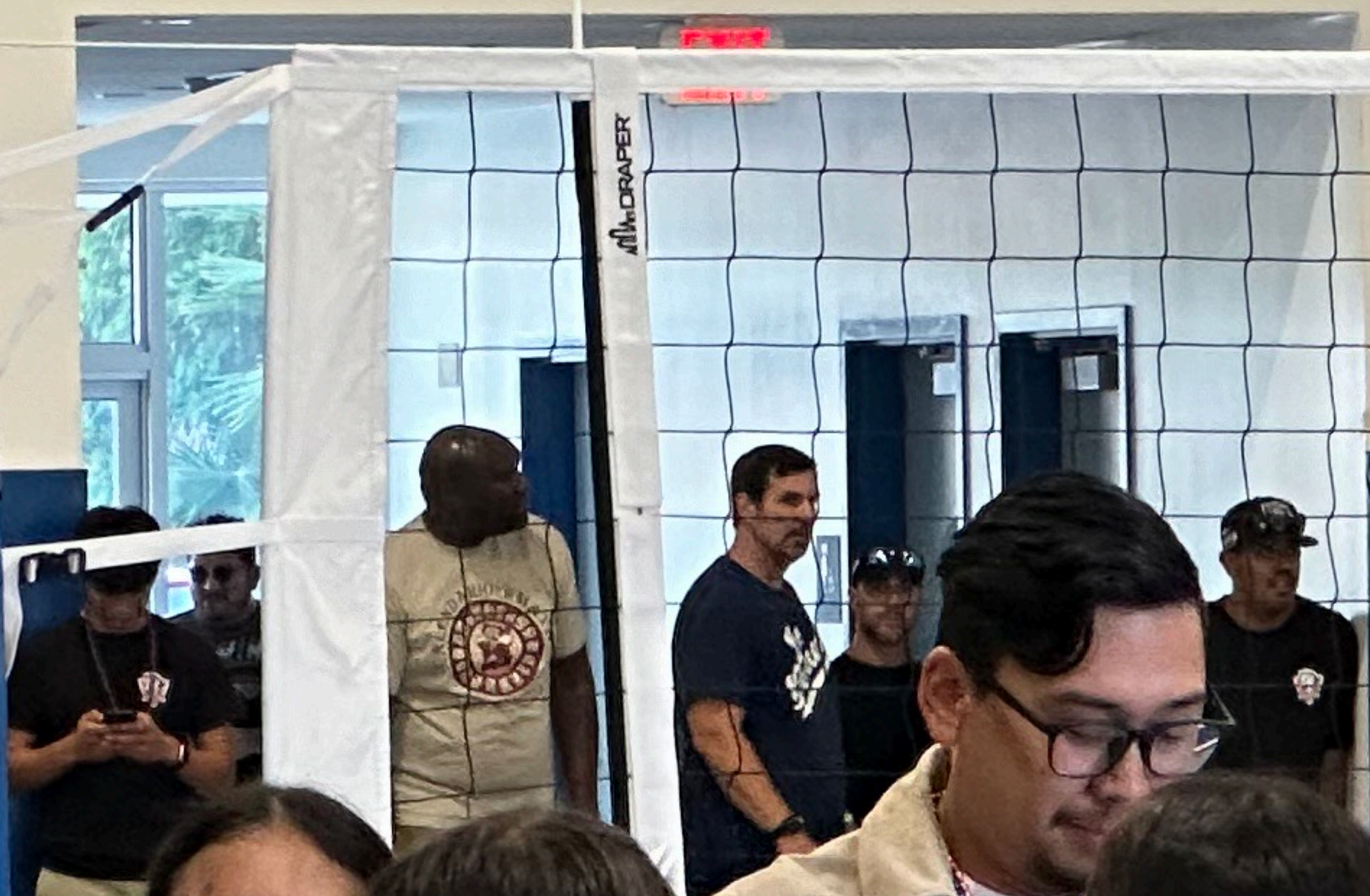
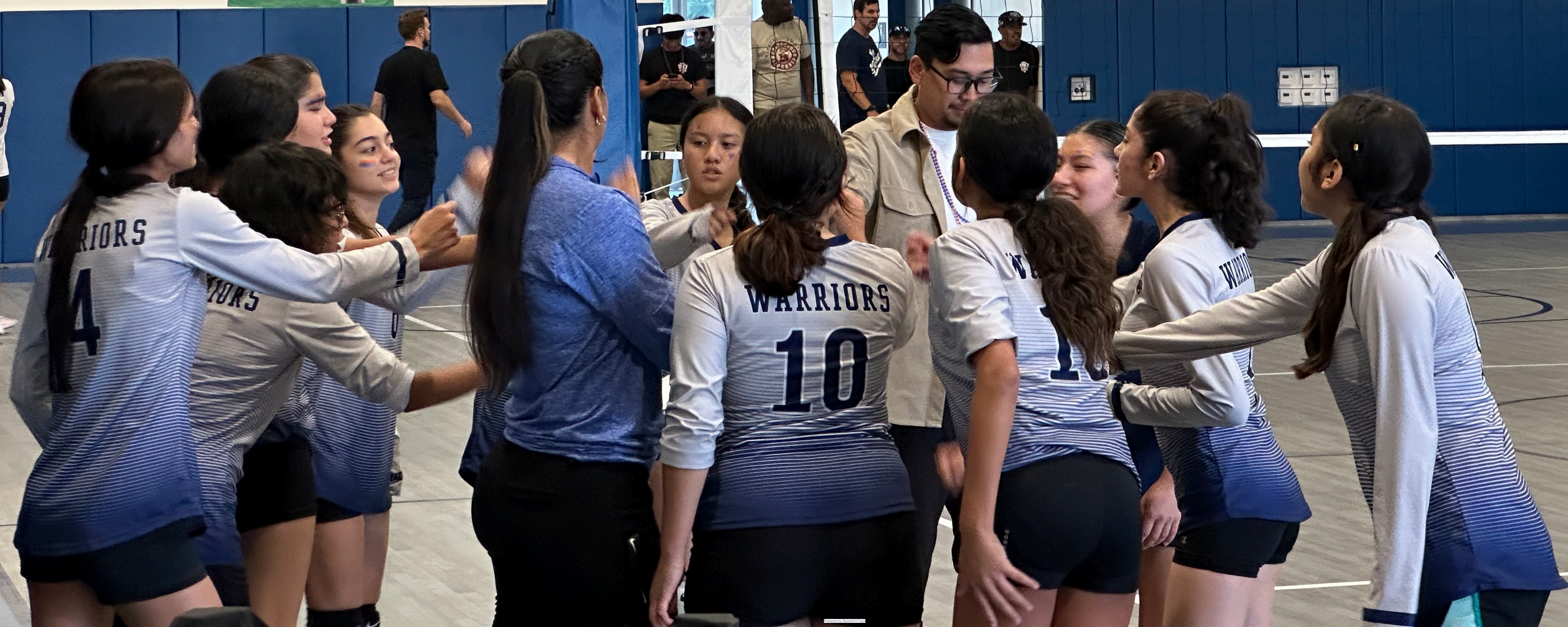
TALK TO THE
HANDS

ARELLANO
31



Magnolia 14
6.9
Discoveries 12
period 1

LET'S GO SENIORS



19

WARRIORS

4

WARRIORS

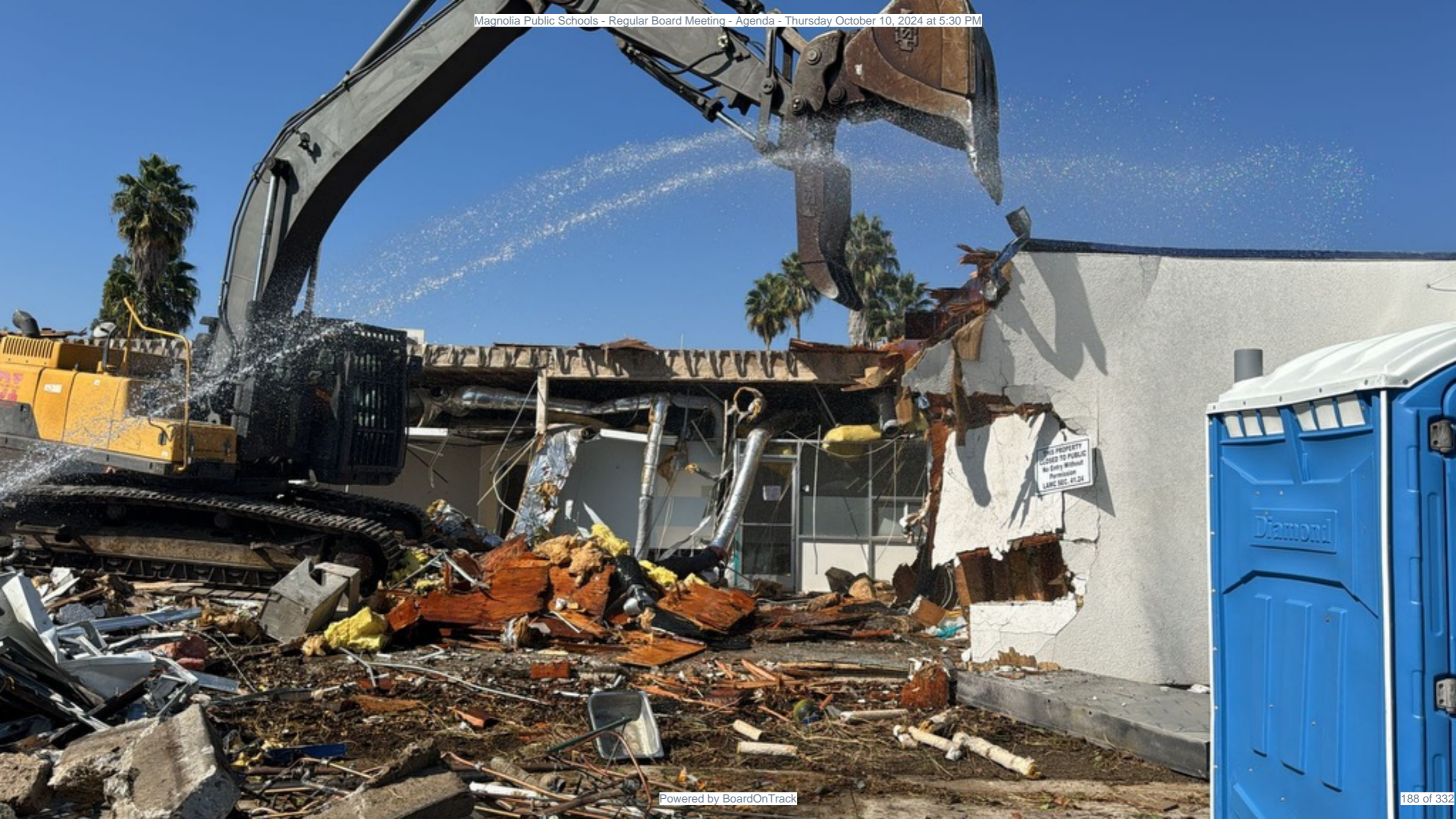
WARRIORS

10

WARRIORS

WARRIORS

WARRIORS







Coversheet

Census Enrollment 2024-25 Outcomes & Update

Section: IV. Information/Discussion Items
Item: C. Census Enrollment 2024-25 Outcomes & Update
Purpose: Discuss
Submitted by:
Related Material: IV_C_Census Enrollment 2024-25 Outcomes & Update.pdf



Agenda Item:	IV C: Information/ Discussion Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fatima Cristerna Adame, Senior Project Director of Growth and Expansion
RE:	Census Enrollment 2024-25 Outcomes & 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 Census Day (first Wednesday of October) enrollment count.

Background:


Enrollment efforts for new students and retention of current students require collaborative teamwork and the work behind the outcomes of this year's Census Day results are an indication of the committed response at the school sites.

Analysis:

The impact of improved systems for enrollment is evident in the increase in student enrollment from the previous school year’s Census Day count, The uncertified count for this school year is 3,795 only 45 students shy of the 3,840 projected enrollment numbers approved last school year for this current school year (24-25).



Census Day Enrollments



Uncertified Enrollments

Wednesday, October 2, 2024

MPS	ENROLLMENTS
MSA-1	<u>746</u>
MSA-2	<u>513</u>
MSA-3	<u>411</u>
MSA-4	<u>132</u>
MSA-5	<u>219</u>
MSA-6	<u>128</u>
MSA-7	<u>272</u>
MSA-8	<u>385</u>
MSA-SD	<u>464</u>
MSA-SA	<u>525</u>
<u>TOTALS</u>	<u>3,795</u>

MAGNOLIA PUBLIC SCHOOLS
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School Site	2024-25 Projected Enrollment Board Adopted	Census Enrollment October 06, 2023	Infinite Campus Enrollment September 5, 2024	Census Enrollment October 2, 2024
MSA 1	715	714	740	746
MSA 2	564	532	513	513
MSA 3	405	389	404	411
MSA 4	144	124	134	132
MSA 5	239	218	221	219
MSA 6	121	111	126	128
MSA 7	287	280	269	272
MSA Bell	405	404	381	385



MSA SA	520	504	535	525
MSA SD	440	439	465	464
Total	3,840	3,715	3,788	3,795

Impact:

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

Budget Implications: Pending analysis with new numbers

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. The budget to actuals will be a follow-up item in a future meeting once the Census Day counts are certified.

School Site	2024-25 Projected Enrollment Board Adopted	Census Enrollment October 2, 2024	Distance from Target	Approx. Fiscal Impact (+/-) Projected Goal
MSA 1	715	746	31	\$667,058.00
MSA 2	564	513	-51	-\$978,945.00
MSA 3	405	411	6	\$110,274.00
MSA 4	144	132	-12	-\$268,440.00
MSA 5	239	219	-20	-\$410,400.00
MSA 6	121	128	7	\$141,155.00
MSA 7	287	272	-15	-\$323,310.00
MSA Bell	405	385	-20	-\$381,300.00
MSA SA	520	525	5	\$101,965.00



MSA SD	440	464	24	\$371,160.00
Totals	3,840	3,795	-45	-\$970,783.00

Exhibits:

- MPS Census Day Enrollments PowerPoint

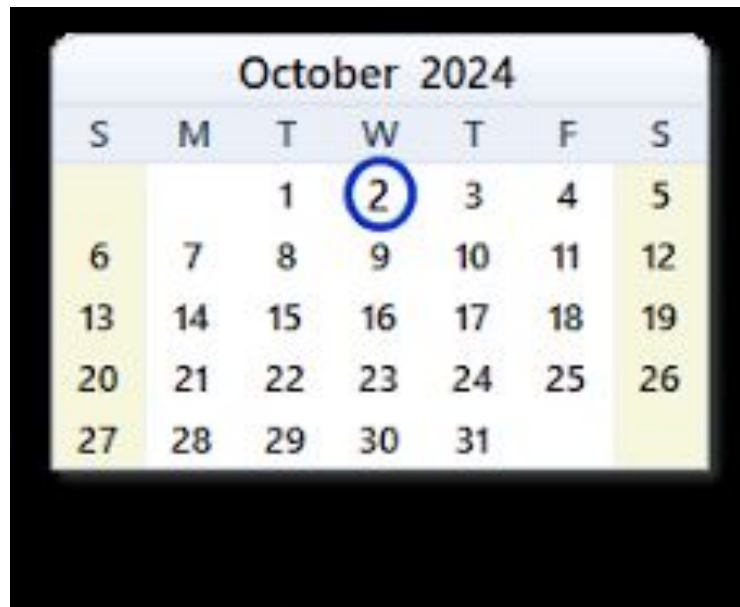
Magnolia Public Schools Census Day Enrollments 2024-2025

Wednesday, October 2, 2024

Lydiett Woods, Director of School Office Data & Accountability

2024-2025

**Census day is the first
Wednesday in October.**



October 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

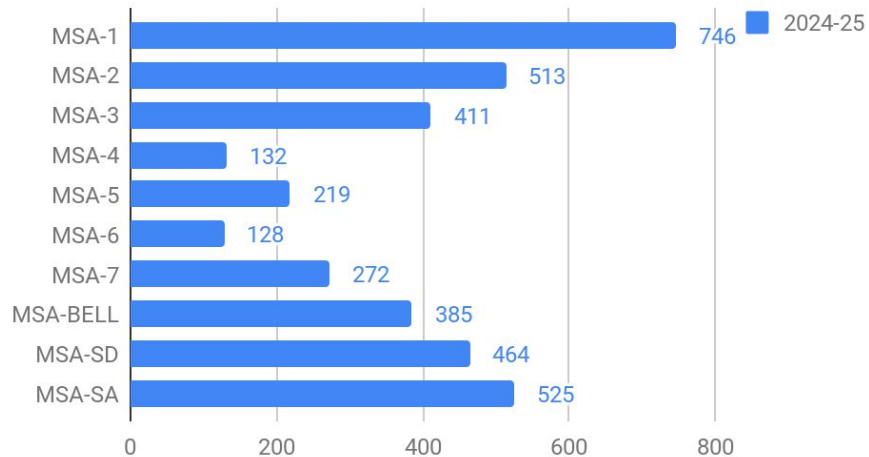
Wednesday, Oct 2nd 2024

Census Day Enrollments:

10/2/2024

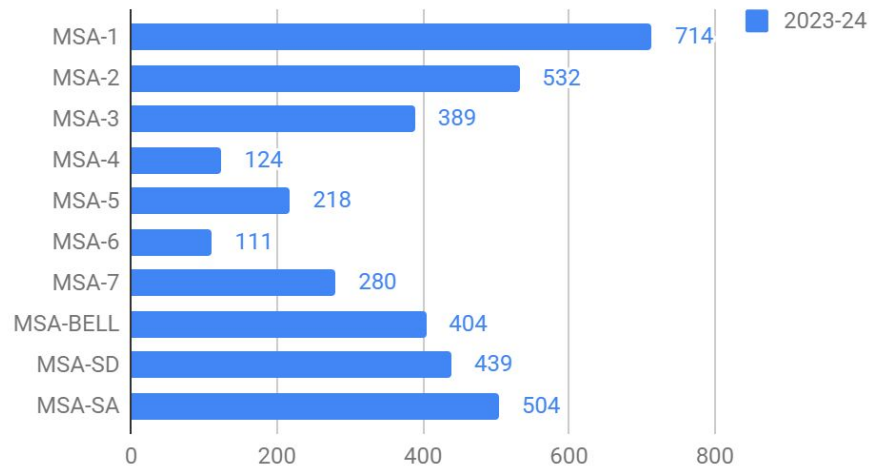


2024-25 MPS Enrollment by School



Last census day

2023-24 MPS Enrollment by School

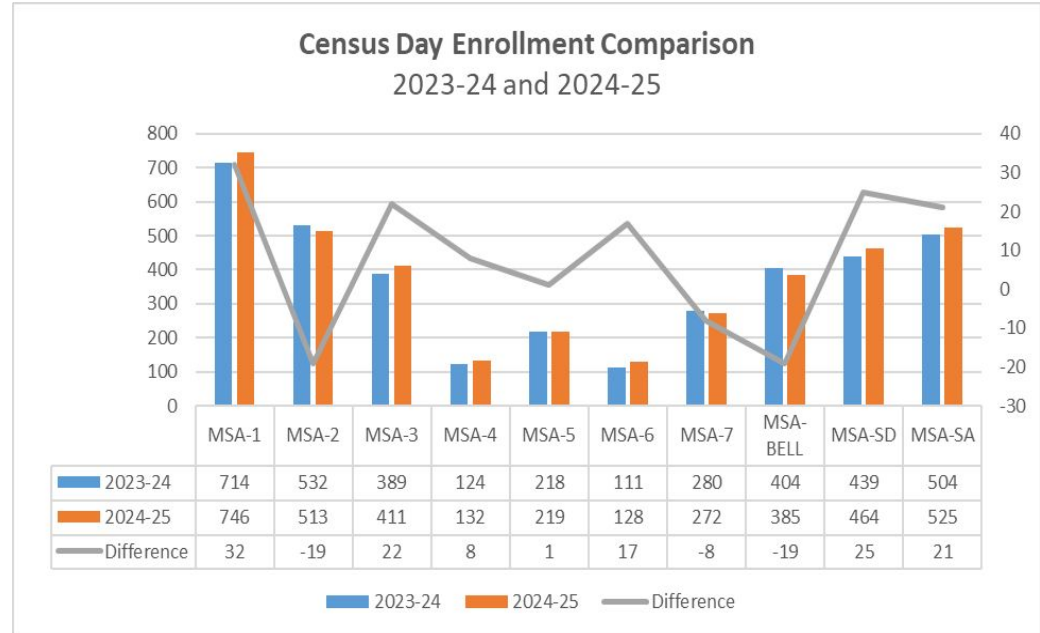


Comparison Analysis: Enrollment Differences

This analysis compares the enrollment changes from the academic year 2023-24 to 2024-25 across the various schools.

The table highlights schools with growth or decline in enrollment and identifies key trends for each site.

These schools, particularly **MSA-1**, **MSA-3**, **MSA-SD**, and **MSA-SA**, are showing consistent growth, with **MSA-1** leading in terms of absolute increase (+32).



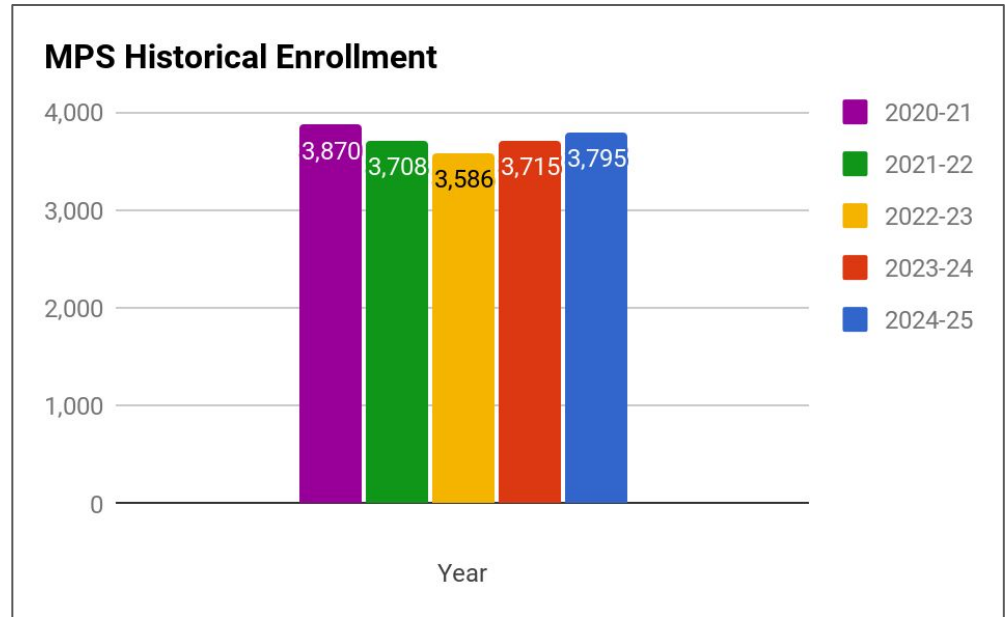
Historical Enrollments

The total enrollment saw a noticeable decline between 2020-21 and 2022-23, followed by a recovery in 2023-24 and continued growth into 2024-25.

Overall Network Trend: Positive (+2.15%)

The total enrollment for the network increased by 80 students, indicating overall growth.

While some schools experienced declines, the majority of the network shows positive enrollment trends, contributing to the overall upward movement.



Individual Enrollment Trends

MSA-1

2023-24: 714

2024-25: 746

Change: +32 students

Trend: Positive

MSA-1 shows steady growth, increasing enrollment by 4.5% over the previous year.

MSA-2

2023-24: 532

2024-25: 513

Change: -19 students

Trend: Negative

MSA-2 experienced a 3.6% decrease in enrollment.

MSA-3

2023-24: 389

2024-25: 411

Change: +22 students

Trend: Positive

MSA-3 grew by 5.7%, showing a strong recovery from previous years.

MSA-4

2023-24: 124

2024-25: 132

Change: +8 students

Trend: Positive

MSA-4 shows a 6.5% increase in enrollment. Although the raw numbers are small, this growth trend is consistent with prior upward trends, indicating continuous improvement.

MSA-5

2023-24: 218

2024-25: 219

Change: +1 student

Trend: Stable

MSA-5 saw a marginal increase of just 1 student. Enrollment remains relatively stable, but there is no significant growth.

MSA-6

2023-24: 111

2024-25: 128

Change: +17 students

Trend: Positive

Individual Enrollment Trends

MSA-7

2023-24: 280

2024-25: 272

Change: -8 students

Trend: Negative

MSA-7 saw a 2.9% decline in enrollment.

MSA-SD

2023-24: 439

2024-25: 464

Change: +25 students

Trend: Positive

MSA-SD showed a 5.7% growth in enrollment. The steady increase demonstrates successful recruitment and retention strategies and a positive trend overall.

MSA-BELL

2023-24: 404

2024-25: 385

Change: -19 students

Trend: Negative

MSA-BELL experienced a 4.7% decline in enrollment.

MSA-SA

2023-24: 504

2024-25: 525

Change: +21 students

Trend: Positive

MSA-SA experienced a 4.2% increase in enrollment. The growth highlights the school's ability to attract new students while maintaining retention.

Total Enrollment Change

2023-24: 3,715

2024-25: 3,795

Change: +80 students

Census Day - Uncertified Data



Uncertified

Below are **very** preliminary student demographics and program eligibility data elements. None of the data will be certified until November when I certify CALPADS Fall 1 reports.

- [Historical Enrollment](#)
- [Enrollment by Special Grps](#)
- [Enrollment by Grade](#)
- [Enrollment by Gender](#)
- [Enrollment by Ethnicity](#)

UNOFFICIAL DATA

CENSUS DAY: Wednesday, October 2, 2024

Unduplicated Pupil Counts

UPP is based on the census day enrollment. A student who enrolls after the census day will not contribute to the UPP counts.

Census day is the 1st Wednesday in October.

CALPADS Unduplicated Pupil Count (UPC) of students who are eligible for free or reduced-price meal (FRPM), are English learners (EL), and/or who are foster youth which is used in the Local Control Funding Formula (LCFF).

Unduplicated Pupil Percentage (UPP) used in the Local Control Funding Formula (LCFF) supplemental and concentration grant calculations.

Thank you

If you have any questions contact:

Lydiett Woods,
*Director of School Office Data and
Accountability*

Magnolia Public Schools Census Day Enrollments 2024-2025

Wednesday, October 2, 2024

CENSUS DAY OFFICIAL COUNTS

**Census day is the first
Wednesday in October.**

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Wednesday, Oct 2nd 2024



UNTIL CENSUS DAY!

SchoolMint Applications

September 24, 2024

LCFF and UPP counts only include students enrolled on census day, **October 2, 2024**

Prioritize finalizing pending applications.

School Name	MSA Bell	MSA San Diego	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6
6th	<u>1</u>	0	<u>1</u>	<u>6</u>	<u>3</u>	<u>5</u>	0	<u>13</u>
7th	<u>2</u>	0	0	<u>1</u>	<u>1</u>	<u>2</u>	0	<u>2</u>
8th	<u>4</u>	<u>2</u>	<u>6</u>	0	0	<u>3</u>	0	<u>1</u>
9th	0	0	<u>3</u>	<u>1</u>	0	<u>10</u>	<u>1</u>	0
10th	0	0	<u>1</u>	0	0	0	0	0
11th	0	0	0	0	0	<u>1</u>	0	0
12th	0	0	0	0	<u>5</u>	<u>1</u>	0	0
Total	<u>7</u>	<u>2</u>	<u>11</u>	<u>8</u>	<u>9</u>	<u>22</u>	<u>1</u>	<u>16</u>

School Name	MSA Santa Ana	MSA 7
TK	<u>1</u>	0
K	0	0
1st	<u>1</u>	0
2nd	0	<u>1</u>
3rd	<u>1</u>	<u>14</u>
4th	<u>7</u>	<u>1</u>
5th	0	<u>1</u>
6th	<u>6</u>	0
7th	0	0
8th	<u>1</u>	0
9th	<u>1</u>	0
10th	<u>1</u>	0
11th	<u>3</u>	0
12th	<u>4</u>	0
Total	<u>26</u>	<u>17</u>

Magnolia Public Schools Census Day Enrollments 2023-2024

Wednesday, October 4, 2023

Census Day Enrollments



Uncertified Enrollments

Wednesday, October 4, 2023

SITE	Census Day Enrollments
MSA-1	713
MSA-2	532
MSA-3	389
MSA-4	124
MSA-5	218
MSA-6	111
MSA-7	280
MSA-BELL	404
MSA-SD	439
MSA-SA	504
TOTAL	3,714

REVISED
12/4/2023

Census Day Enrollments



Uncertified

Below are **very** preliminary student demographics and program eligibility data elements. None of the data will be certified until November when I certify CALPADS Fall 1 reports.

[Historical Enrollment](#)



Revised

[Enrollment by Special Grps](#)

[Enrollment by Grade](#)

[Enrollment by Gender](#)

[Enrollment by Ethnicity](#)

CENSUS DAY: Wednesday, October 4, 2023

Census Day Enrollments



Uncertified Enrollments

Wednesday, October 4, 2023

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

Census Day Enrollments



Uncertified

Below are **very** preliminary student demographics and program eligibility data elements. None of the data will be certified until November when I certify CALPADS Fall 1 reports.

[Historical Enrollment](#)

[Enrollment by Special Grps](#)

[Enrollment by Grade](#)

[Enrollment by Gender](#)

[Enrollment by Ethnicity](#)

CENSUS DAY: Wednesday, October 4, 2023

Next Steps - Follow up before certifications

Considerations

Notes for 10/4/2023

L. Woods will export an [IC Enrollment Summary report](#) at noon. Office managers will review for accuracy.

L. Woods will export the [IC enrollment summary report](#) and update the [2023-2024 ITR/Application tracker](#) to capture census day counts.

Before certifications

MSA-3: Resolve the 9th grad transfer who may be exited after census day.

MSA-4: Resolve the new 8th grader who may need to be claimed on census day pending CCE review.

MSA-SD: Confirm the 6th grader was exited with homeschool code in CALPADS on 10/2/23.

1

MSA-2-3-4-Bell & MSA-SD

Expect new students 10/4.
Require attendance follow up in IC.
Confirm the student is marked present.
Request new SSID if needed.

2

MSA-1

Enrolling one new student on 10/4.
Student will need an SSID and TBD record sent to CALPADS. - L. Woods will make the updates.

3

Pending updates from: MSA-SD-6-7-Bell
RE - Census day enrollments / exits up to date

Census Day Enrollments



New students who became enrolled on census day

Wednesday, October 4, 2023

School	Last Name	StartDate	Grade
23-24 MSA Bell	Girtman	10/4/2023	07
23-24 MSA1	Quispe Huamani	10/4/2023	10
23-24 MSA3	Valles	10/4/2023	07
23-24 MSA4	Flores Cortes	10/4/2023	06
	Winfree	10/4/2023	06
23-24 MSASD	Villegas	10/4/2023	07
	Cook	10/4/2023	07

Coversheet

Comprehensive Diversity and Demographic Analysis: Organizational Workforce and Turnover Insights

Section: IV. Information/Discussion Items
Item: D. Comprehensive Diversity and Demographic Analysis: Organizational Workforce and Turnover Insights
Purpose: Discuss
Submitted by:
Related Material: IV_D_Comprehensive Diversity and Demographic Analysis Organizational Workforce and Turnover .pdf



Agenda Item:	IV D: Information/Discussion Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	Comprehensive Diversity and Demographic Analysis: Organizational Workforce and Turnover Insights

Action Proposed:

No action is required.

Purpose:

This year marks the first time we are introducing detailed demographic and staffing data to the Magnolia Public Schools board in addition to our previously annual reported data. This new data will serve as a foundational benchmark for analyzing trends in diversity, equity, and inclusion (DEI) over time. Our goal is to use this information to track progress year over year, allowing us to assess the effectiveness of our recruitment and retention efforts. By understanding where we align and where we can improve, we aim to foster a more inclusive environment for both staff and students.

Key Demographic Insights:

1. **Ethnic Breakdown:** While Magnolia Public Schools demonstrates a strong commitment to diversity, with a workforce that reflects the broad ethnic makeup of our student population, there is still room for growth. Currently, the three largest student bodies are represented by 76% Hispanic/Latino, 9.7% White and 6.6% African American, but there are slight gaps in teacher and staff representation. We have an opportunity to further focus recruitment efforts on educators of color, particularly African American and Asian candidates, to better mirror the diversity of our students and deepen our commitment to equity.
2. **Gender Representation:** Gender diversity within the staff, particularly among teachers and classified staff, reflects the gender demographics of the student body, promoting relatable role models for students.
3. **Age Distribution:** Magnolia Public Schools' age demographics present a balanced mix of experienced educators nearing retirement and newer staff, many of whom may be in their first roles in education. This presents an opportunity to foster a deliberate transfer of knowledge between seasoned professionals and newer educators. To support this, we can focus on



developing leadership pipelines and mentorship programs, enabling experienced staff to train the next generation of leaders. Additionally, providing structured professional development from internal leadership will ensure continuity and sustained organizational success as we prepare for future retirements.

4. **Retention Trends:** Staff retention rates remain stable, bolstered by our ongoing efforts to position Magnolia Public Schools as an employer of choice. Our recent partnership with the Charter School Growth Fund (CSGF) is equipping us with tools, resources, and insights to enhance retention and organizational effectiveness. Initiatives such as the newly approved 403 (b) plan and our collaboration with a compensation consultant, focusing first on instructional staff, are already contributing to stronger retention data. These efforts reflect our commitment to retaining quality staff and improving overall workforce satisfaction.

Conclusion:

Magnolia Public Schools is setting a strong foundation for aligning staff diversity with student demographics, enhancing cultural relevance and promoting equity in education. This year's data provides a critical benchmark for measuring progress in our diversity, equity, and inclusion (DEI) efforts. By tracking trends and implementing initiatives such as targeted recruitment of educators of color and staff retention strategies, we are positioning MPS as a leader in fostering an inclusive environment. These efforts, supported by our 403 (b) plan and compensation review, demonstrate our commitment to long-term organizational growth and student success.



Historical Data and Workforce Metrics Report for MPS Board Review:

The following historical HR data is being presented to the Magnolia Public Schools (MPS) Board of Directors to provide a comprehensive view of our workforce trends and metrics. This includes key insights on headcounts, introduction of new Performance Key Indicator (KPI) Time to Fill, and mandatory training completion. By sharing this data, we aim to assess the progress made over the past year and establish a foundation for continuous improvement in our staffing, retention efforts, and overall organizational health.

ITEM	INFORMATION
2022-23 HEADCOUNT	The number of all MPS employees as of 10/07/2024 is 462. Since July 1, 2024, the new hire employee number is 80. MPS currently has 213 teachers.
RETENTION RATES	Overall MPS 2023-24 retention rate is: 81.34%. ** Overall 2023-24 teacher retention rate is: 77.51%. <i>**This rate is calculated based on the dates from October 3, 2023 to October 2, 2024.</i>
TURNOVER RATES	Overall MPS 2023-24 MPS turnover rate is: 18.66%. ** Overall 2023-24 teacher turnover rate is: 22.49%. <i>**This rate is calculated based on the dates from October 3, 2023 to October 2, 2024.</i>



<p>MANDATORY TRAININGS</p>	<p>The mandatory training for all MPS employees has been integrated into their Paycom accounts, the school’s HRIS system. This implementation streamlines the process, making it more convenient for employees to complete required courses and enabling supervisors to efficiently monitor completion and generate necessary reports. This approach ensures both accountability and ease of access, enhancing the overall effectiveness of our compliance and professional development initiatives.</p> <ul style="list-style-type: none"> As of 08/31/2024, 100% of all MPS employees required to complete their mandatory training have successfully done so. This demonstrates our commitment to full compliance and professional development across the organization.
<p>KPI: Time to Fill Vacancies</p>	<p>To measure the efficiency of our recruitment process by tracking the number of days it takes to fill an open position, from the moment the job requisition is posted to the time a candidate accepts the offer. This metric helps evaluate the effectiveness of our hiring strategy, identify bottlenecks, and improve staffing planning and personnel budgeting. By reducing Time to Fill, we can minimize disruptions, enhance productivity, and secure top talent more quickly.</p>

Budget Implications: N/A

Exhibits:

- 2024-25 Comprehensive Diversity and Demographic Analysis: Organizational Workforce and Turnover Insights



COMPREHENSIVE DIVERSITY AND DEMOGRAPHIC ANALYSIS: ORGANIZATIONAL WORKFORCE AND TURNOVER INSIGHTS

2024-25

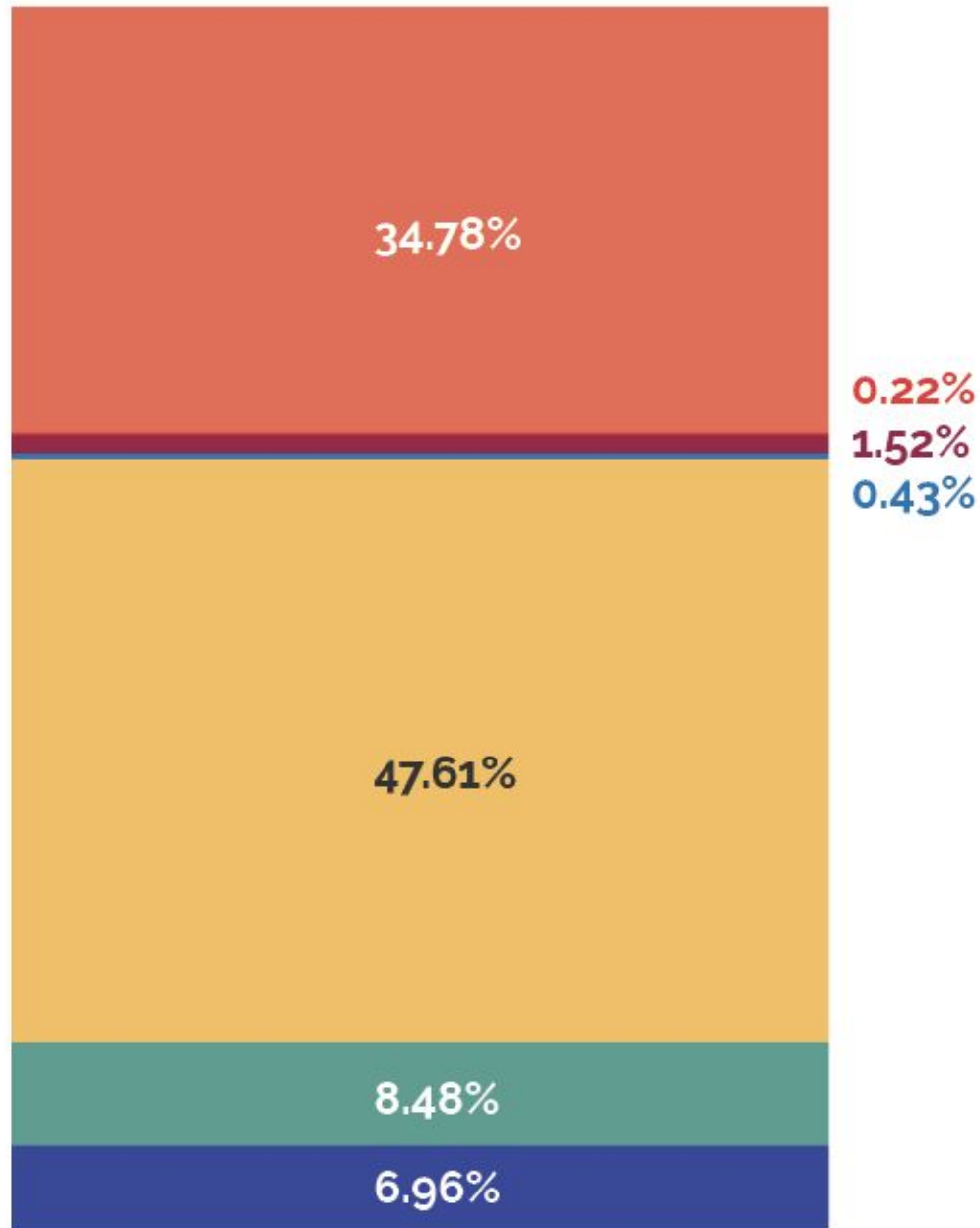
ETHNICITY

Breakdown

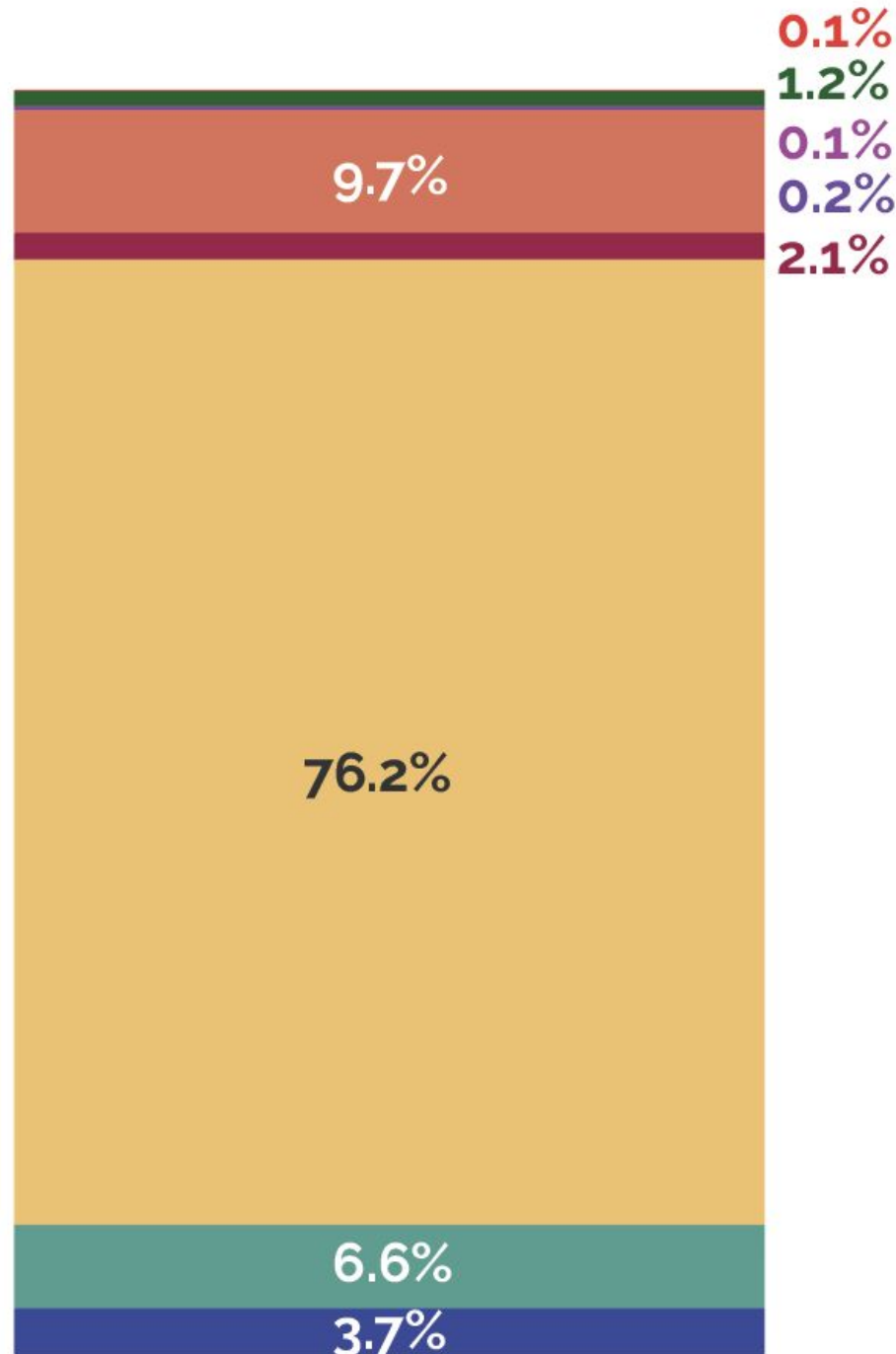
ETHNICITY

- White
- Hispanic or Latino
- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- American Indian
- Pacific Islander
- Filipino
- Not Reported

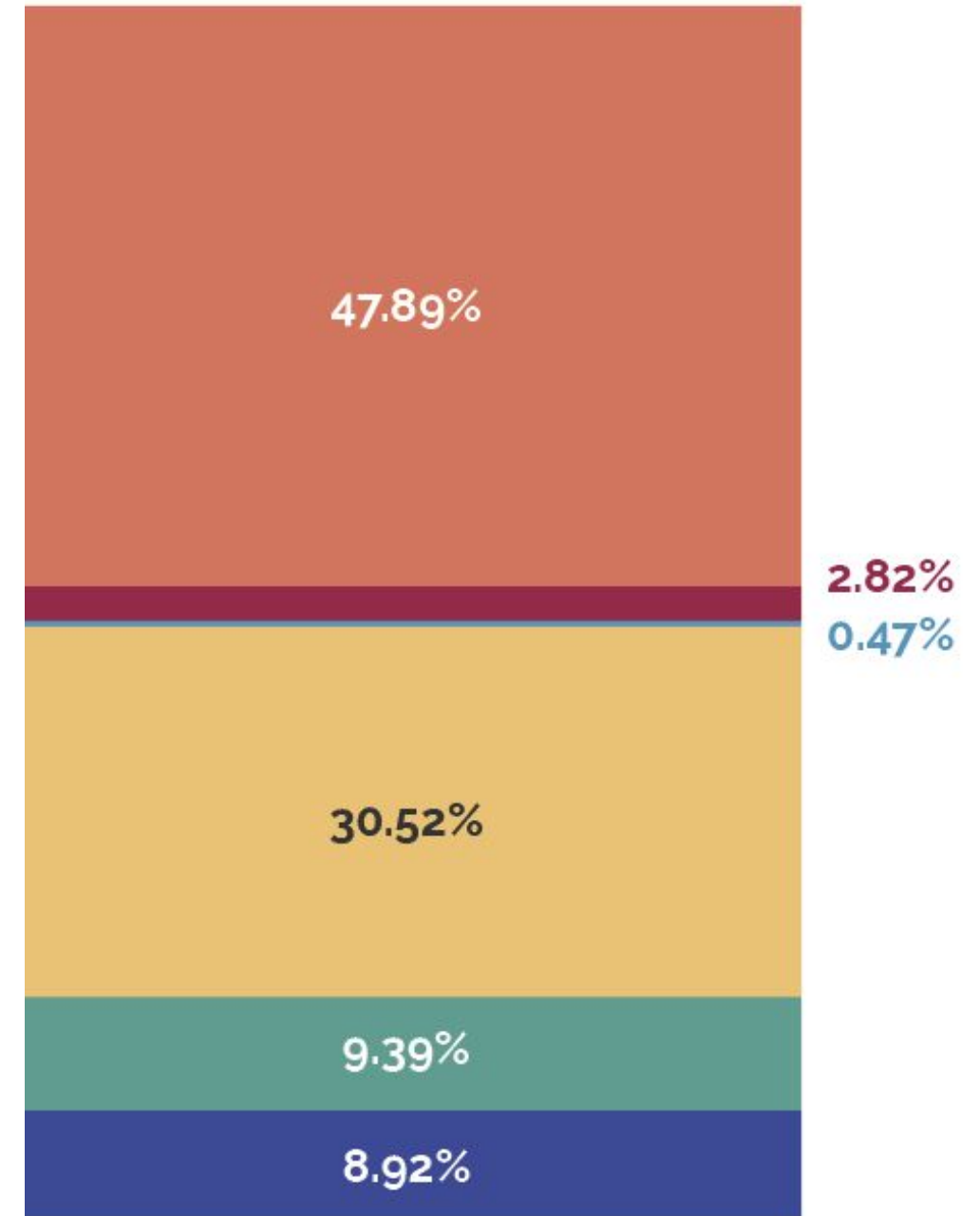
Org-wide



Students



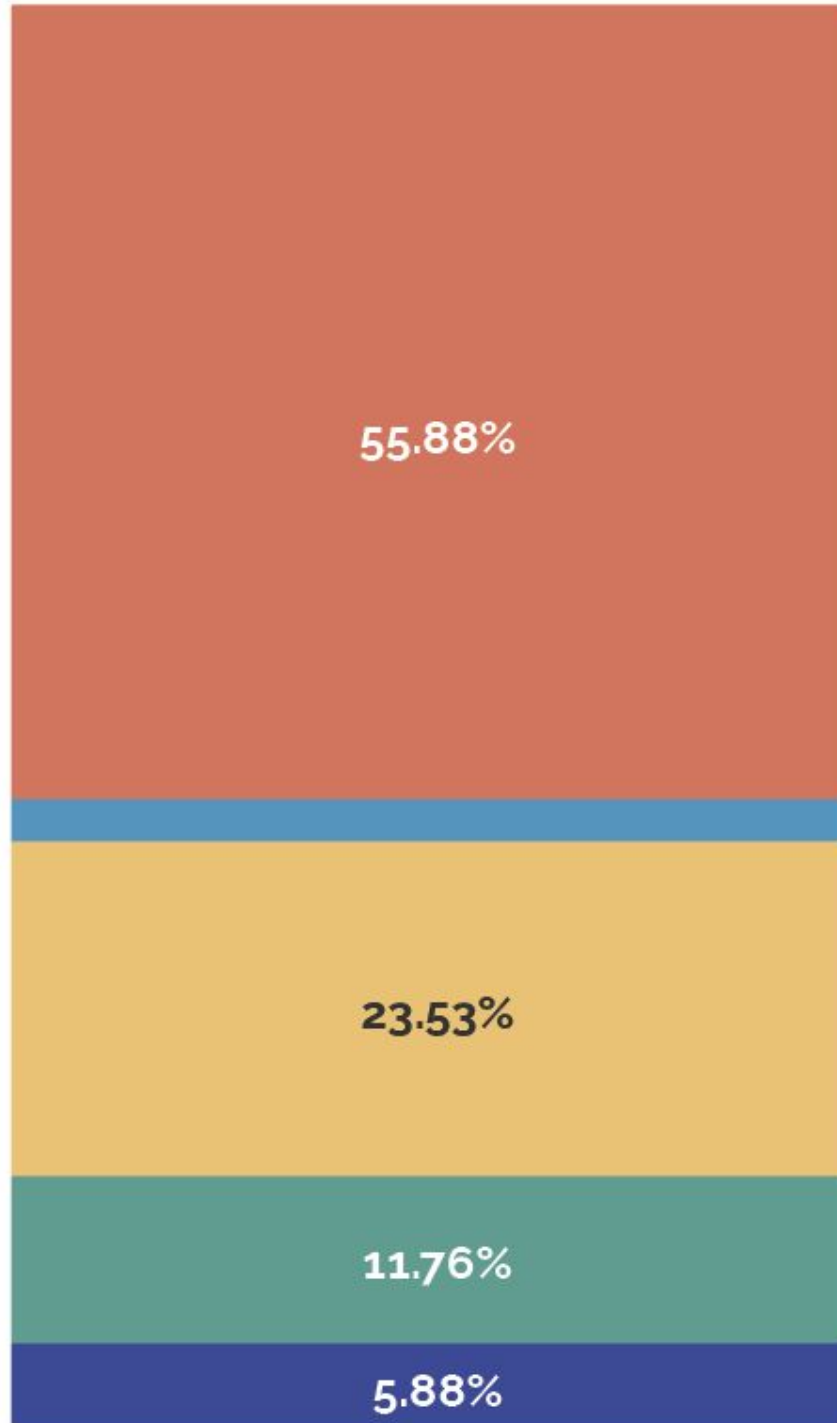
Teachers



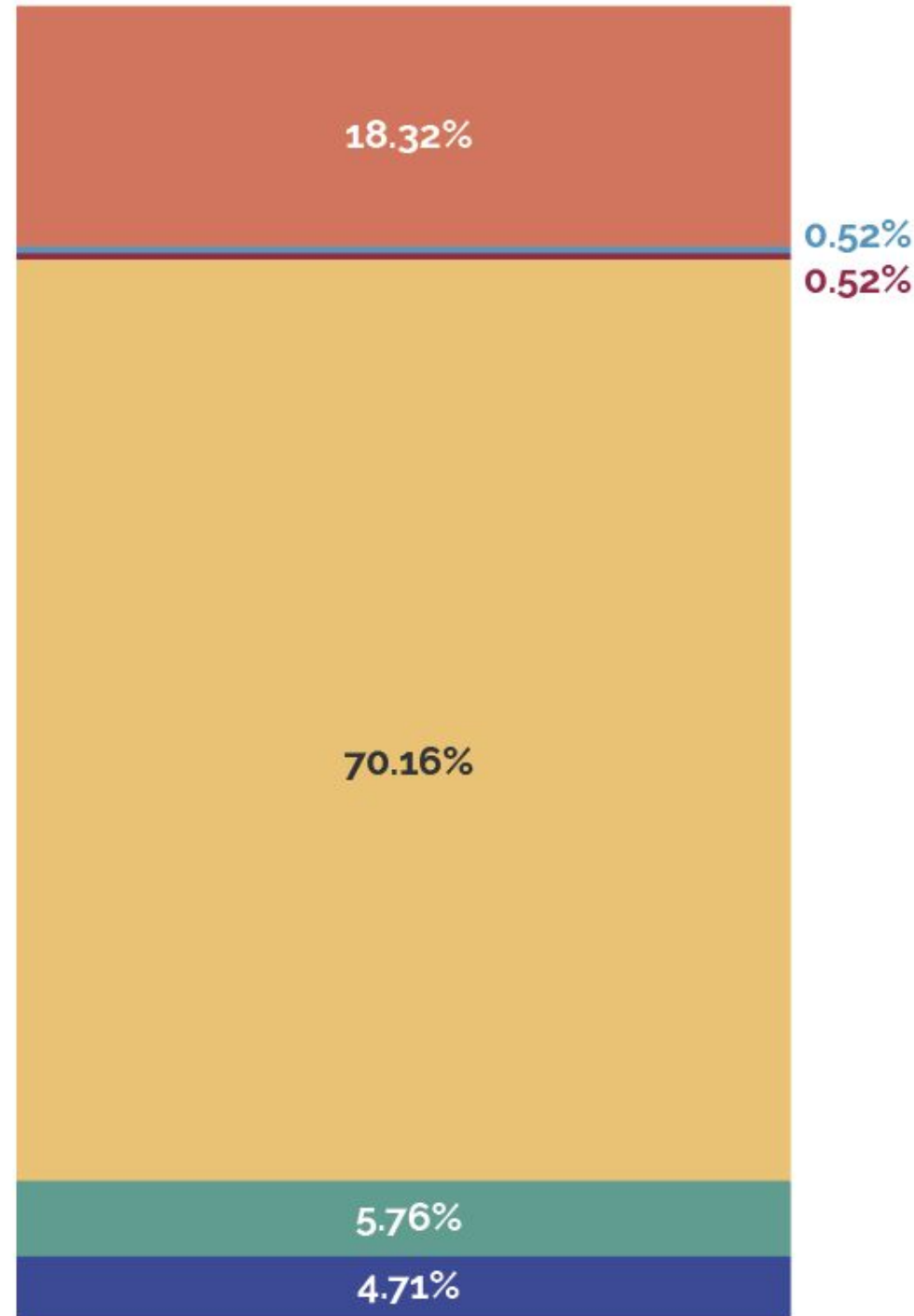
ETHNICITY

- White
- Hispanic or Latino
- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- American Indian
- Pacific Islander
- Filipino
- Not Reported

Admin



Classified Staff



Non-Classroom

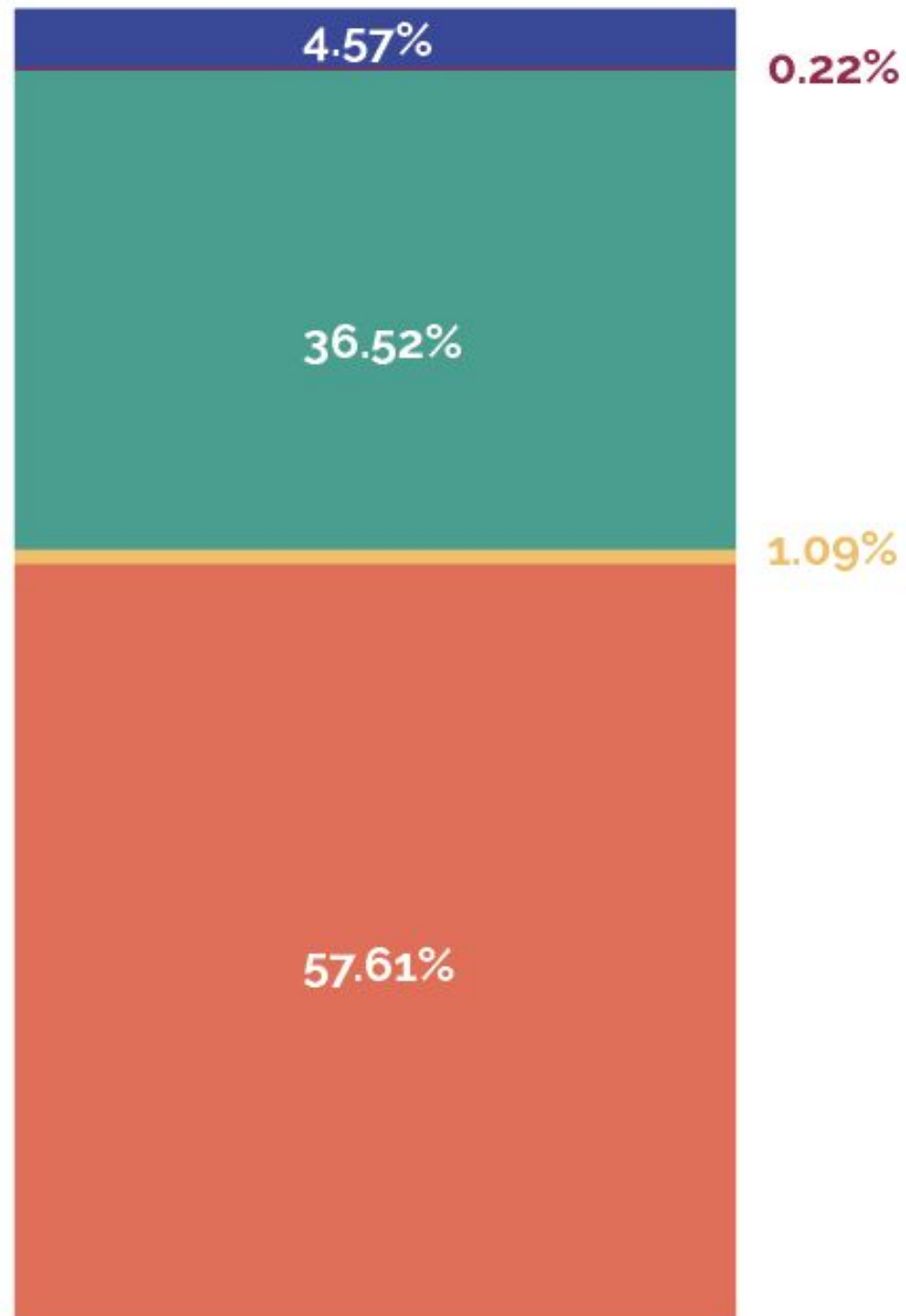


GENDER *Breakdown*

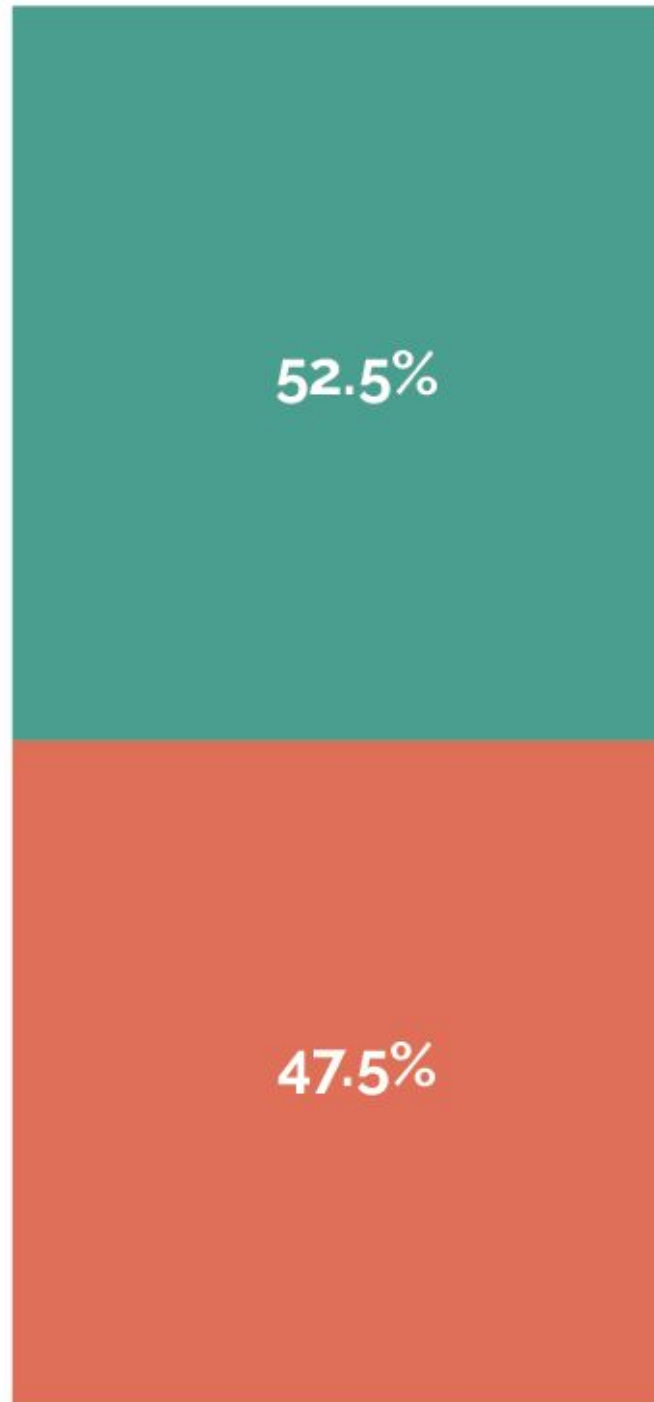
GENDER

- Female
- Male
- Non-Binary
- Unspecified
- I do not wish to self identify

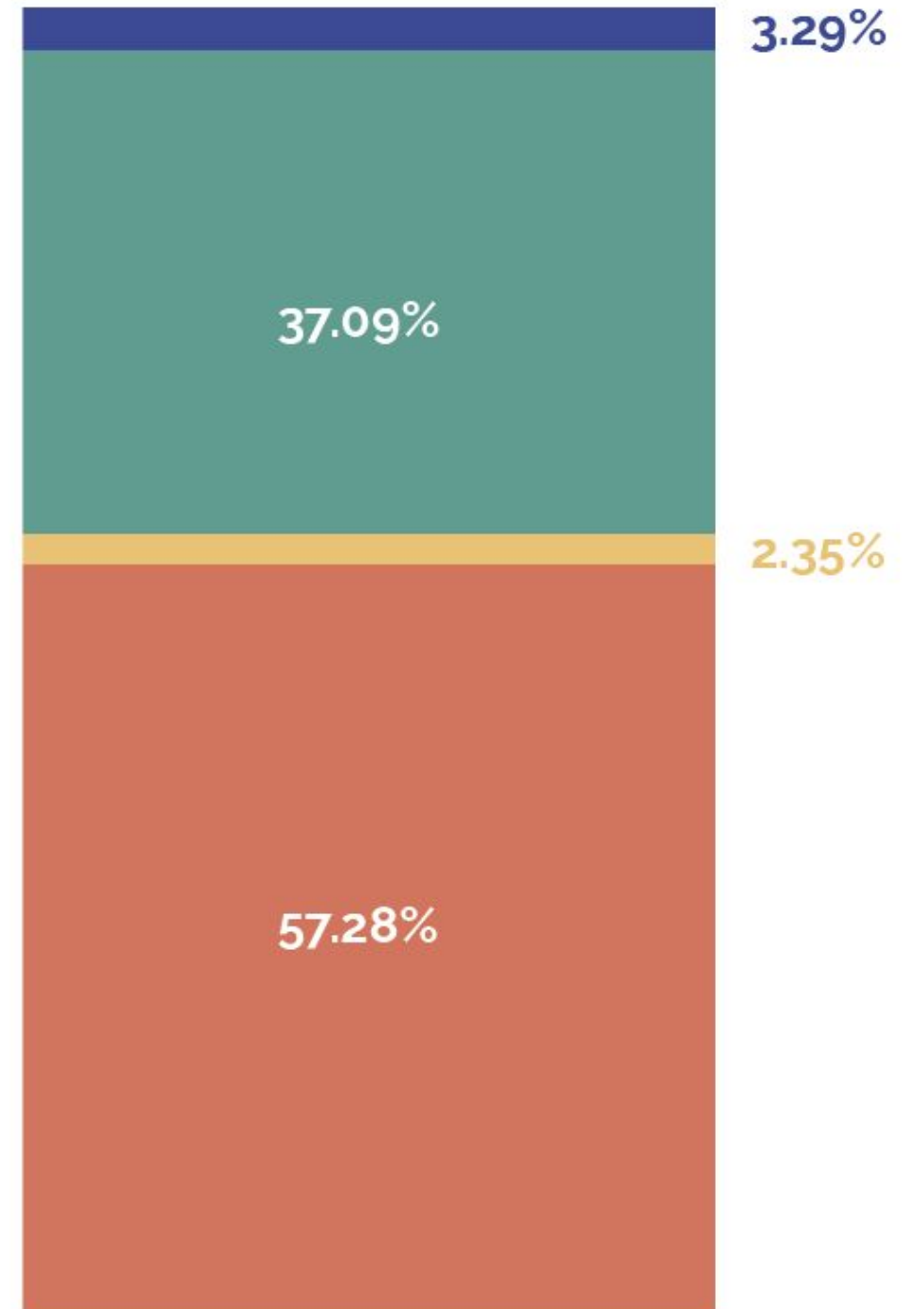
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Students



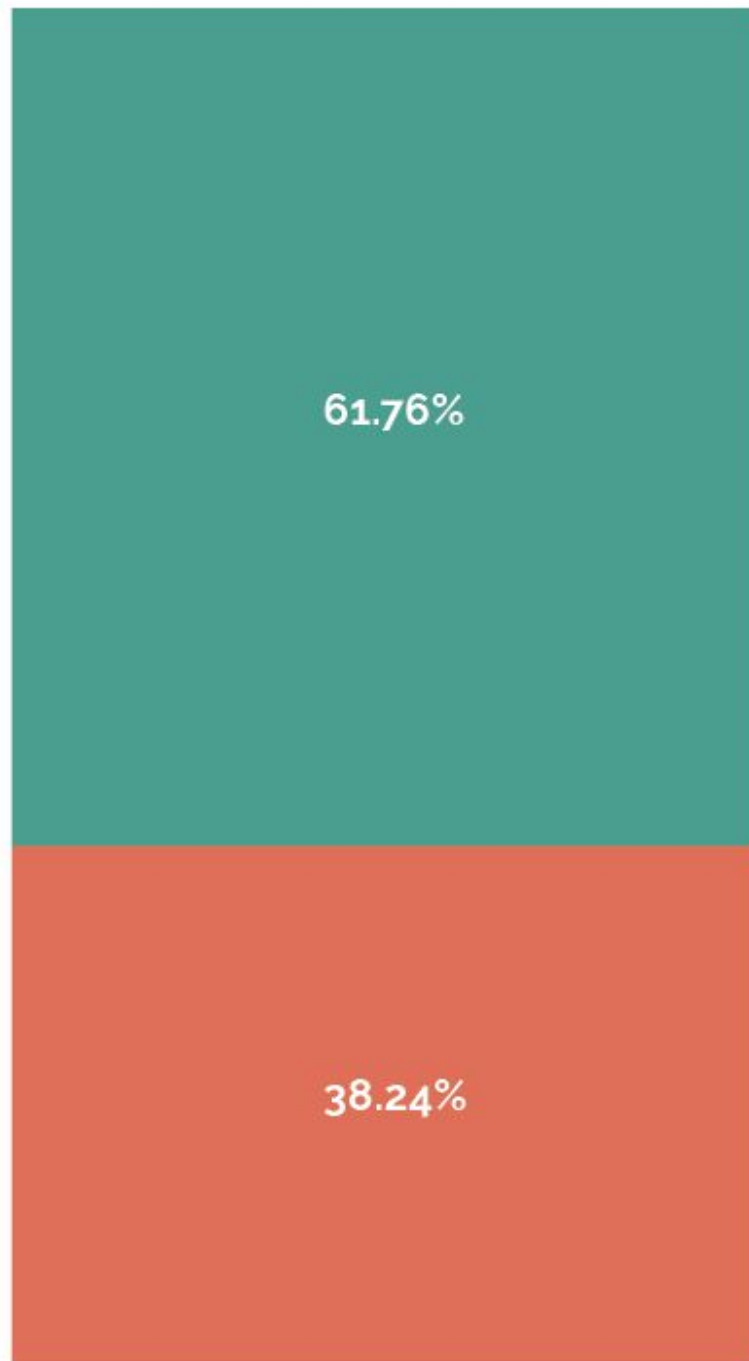
Teachers



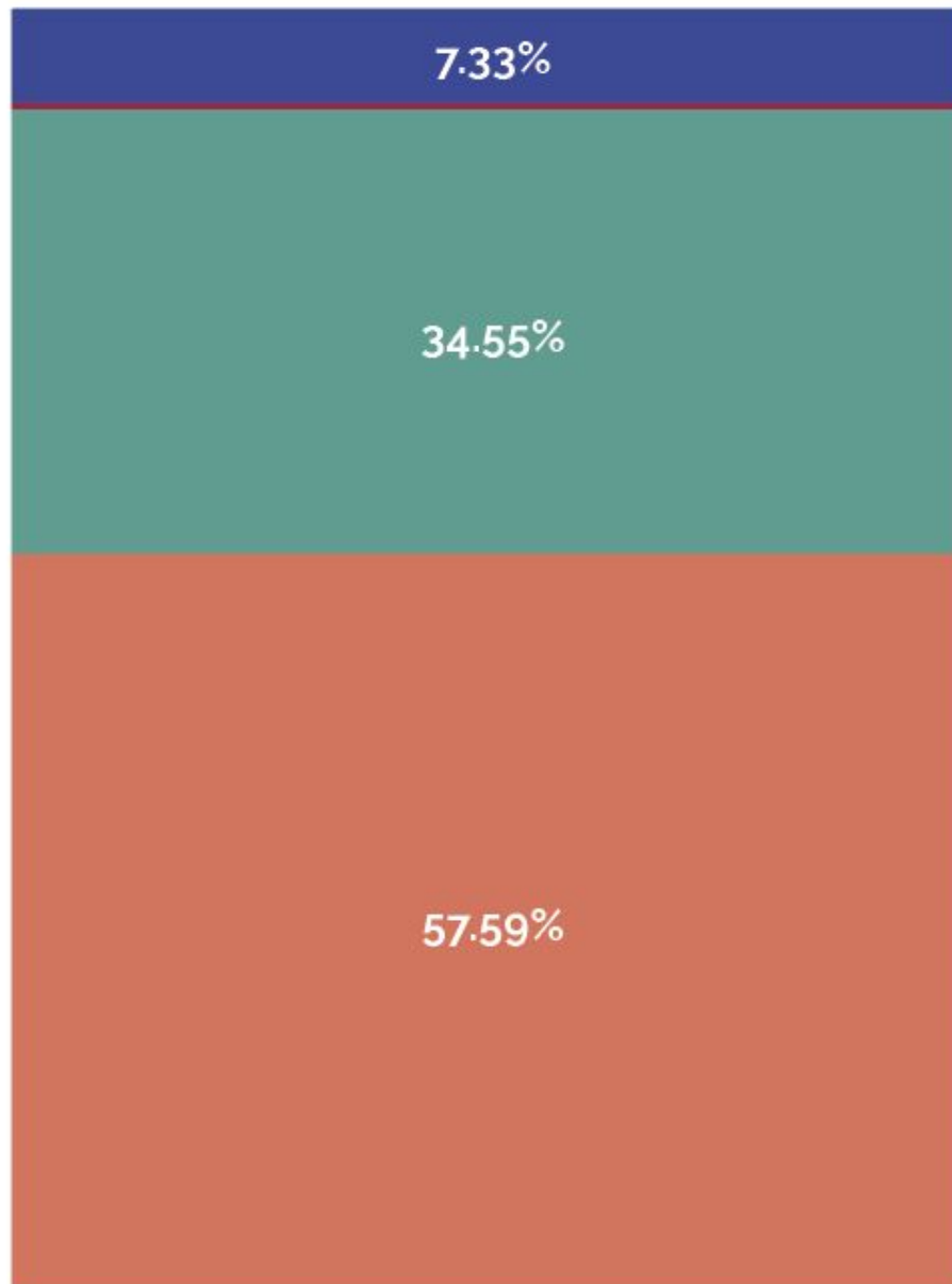
GENDER

- Female
- Male
- Non-Binary
- Unspecified
- I do not wish to self identify

Admin

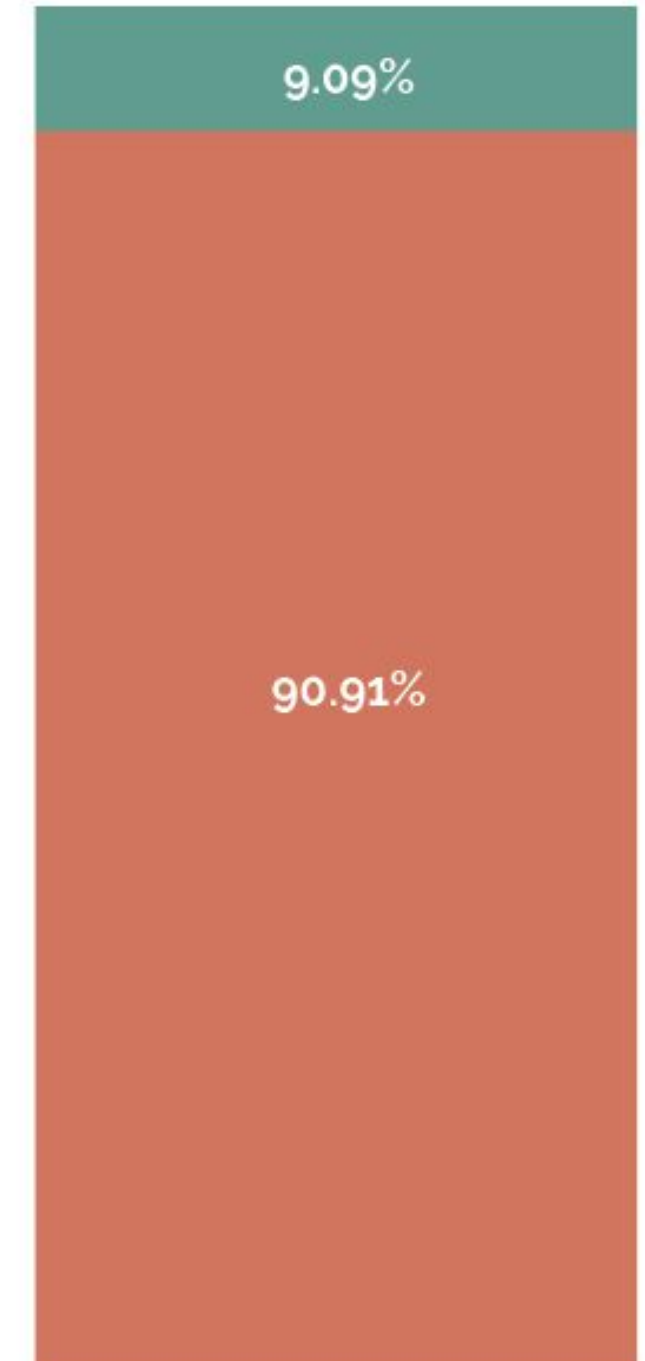


Classified Staff



0.52%

Non-Classroom



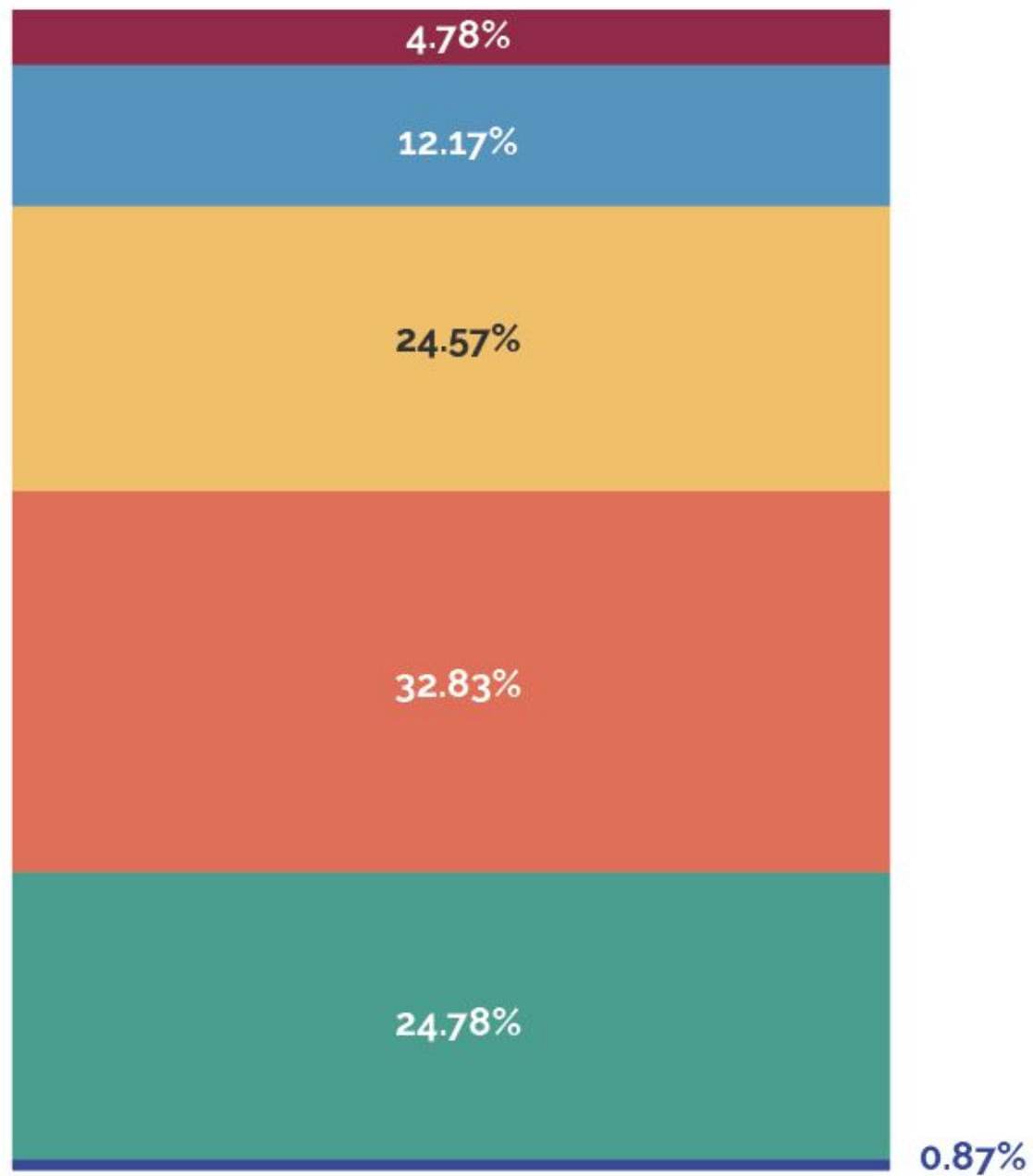
AGE

Breakdown

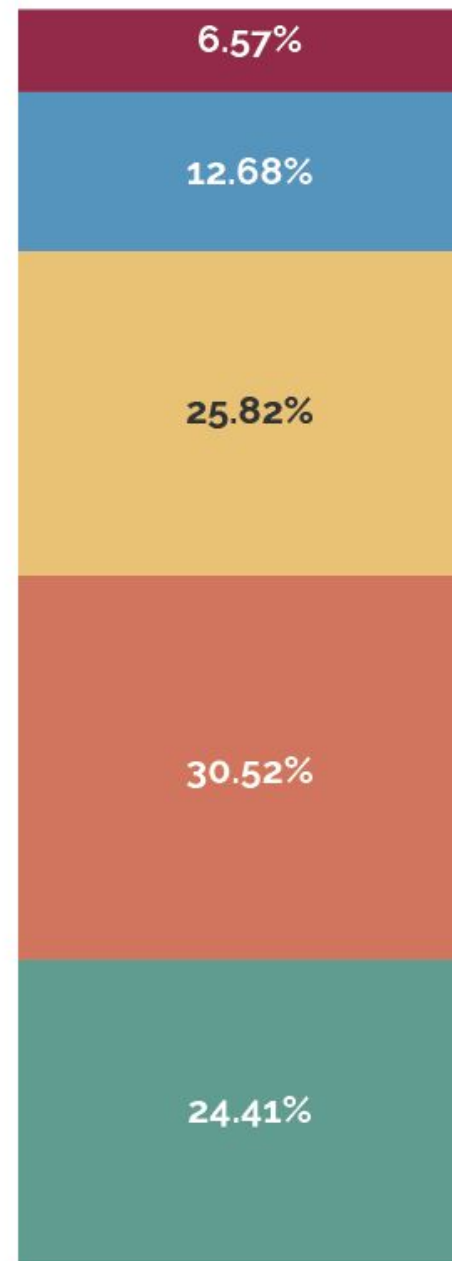
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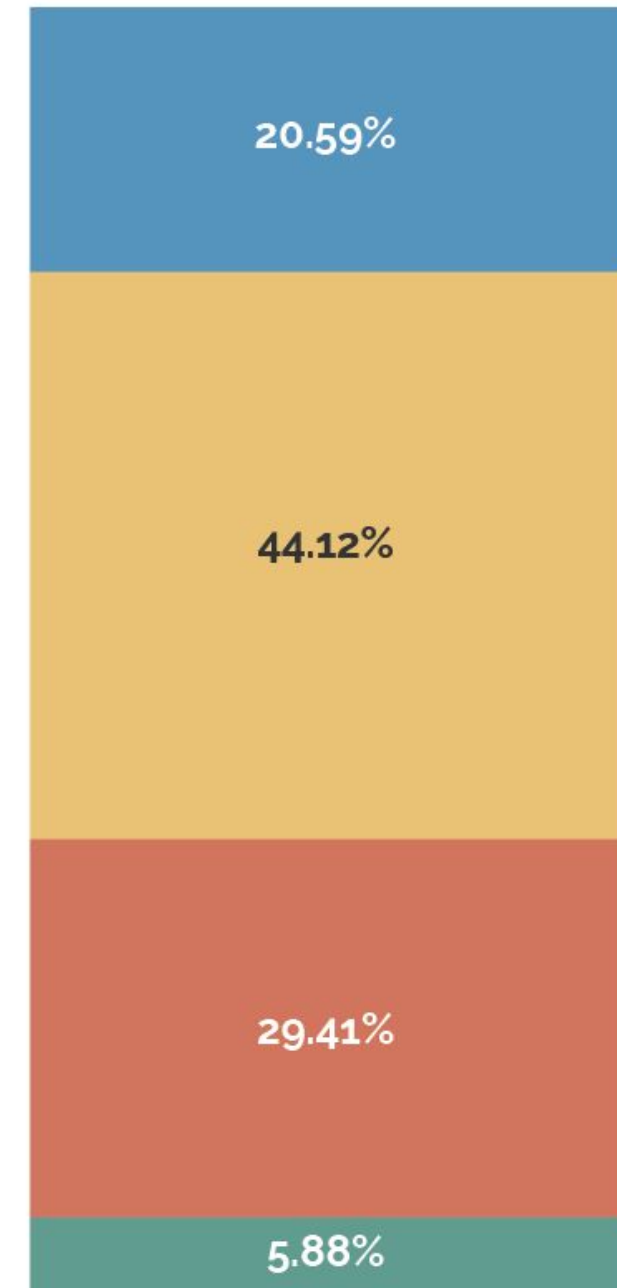
Org-wide



Teachers



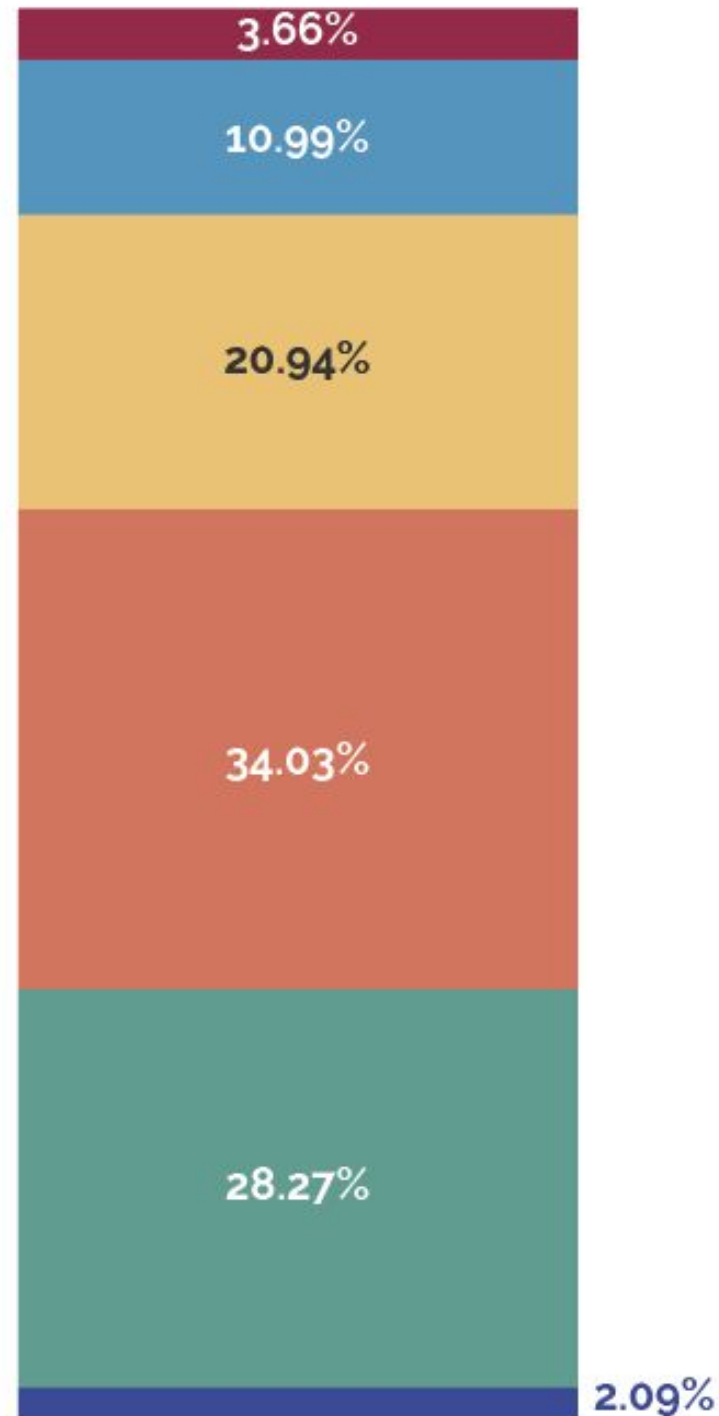
Admin



AGE



Classified Staff



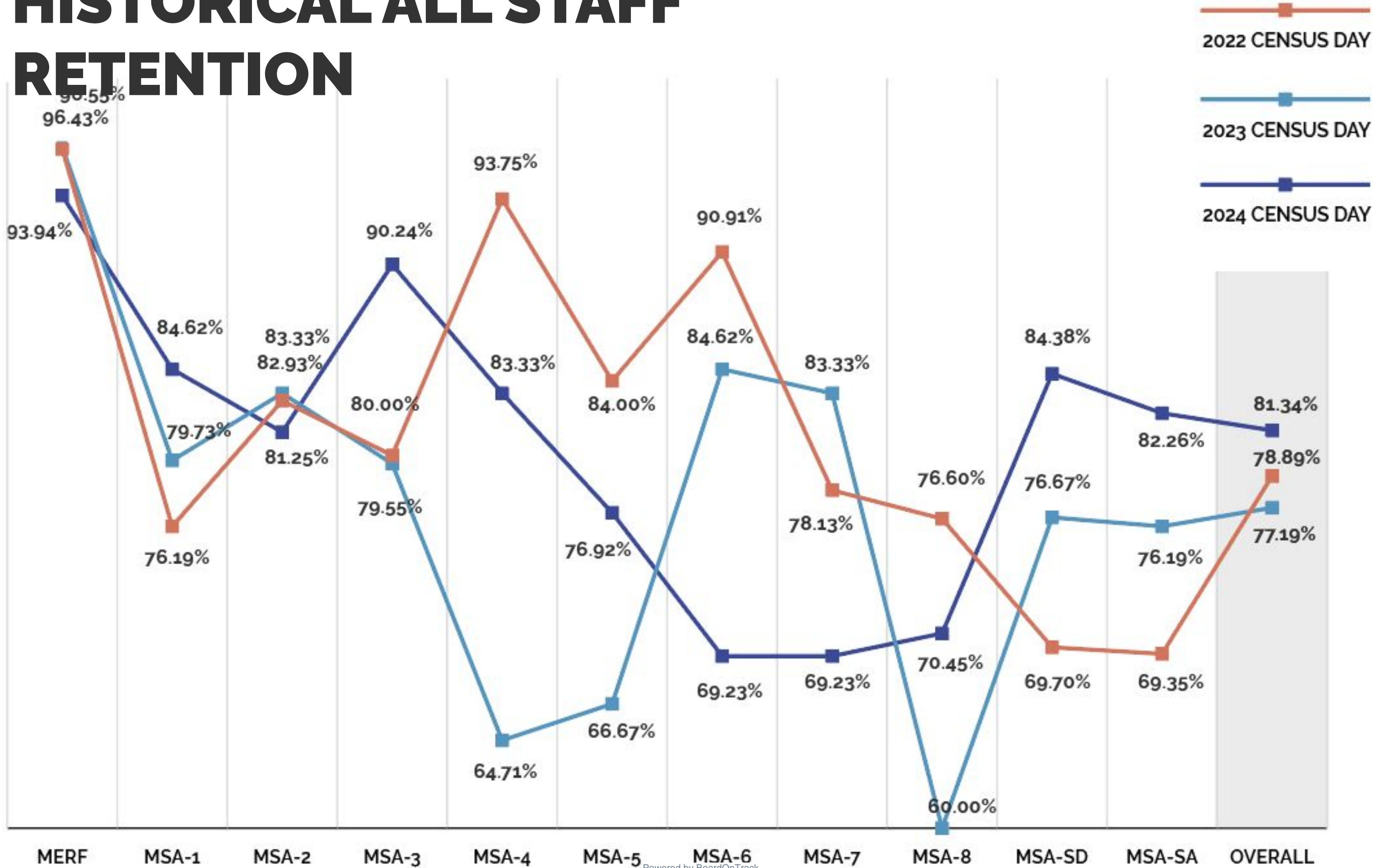
Non-Classroom



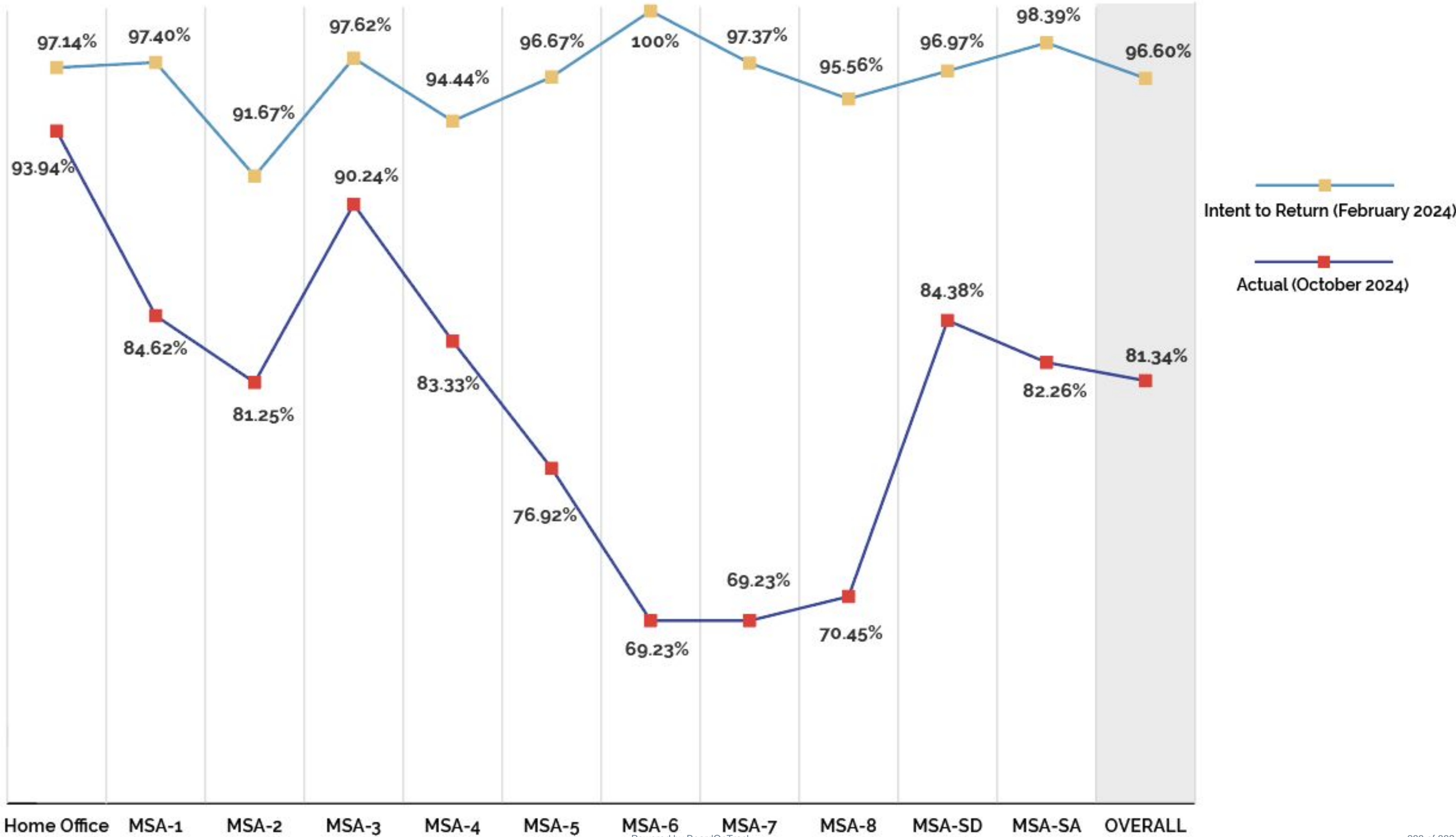
RETENTION

Staff

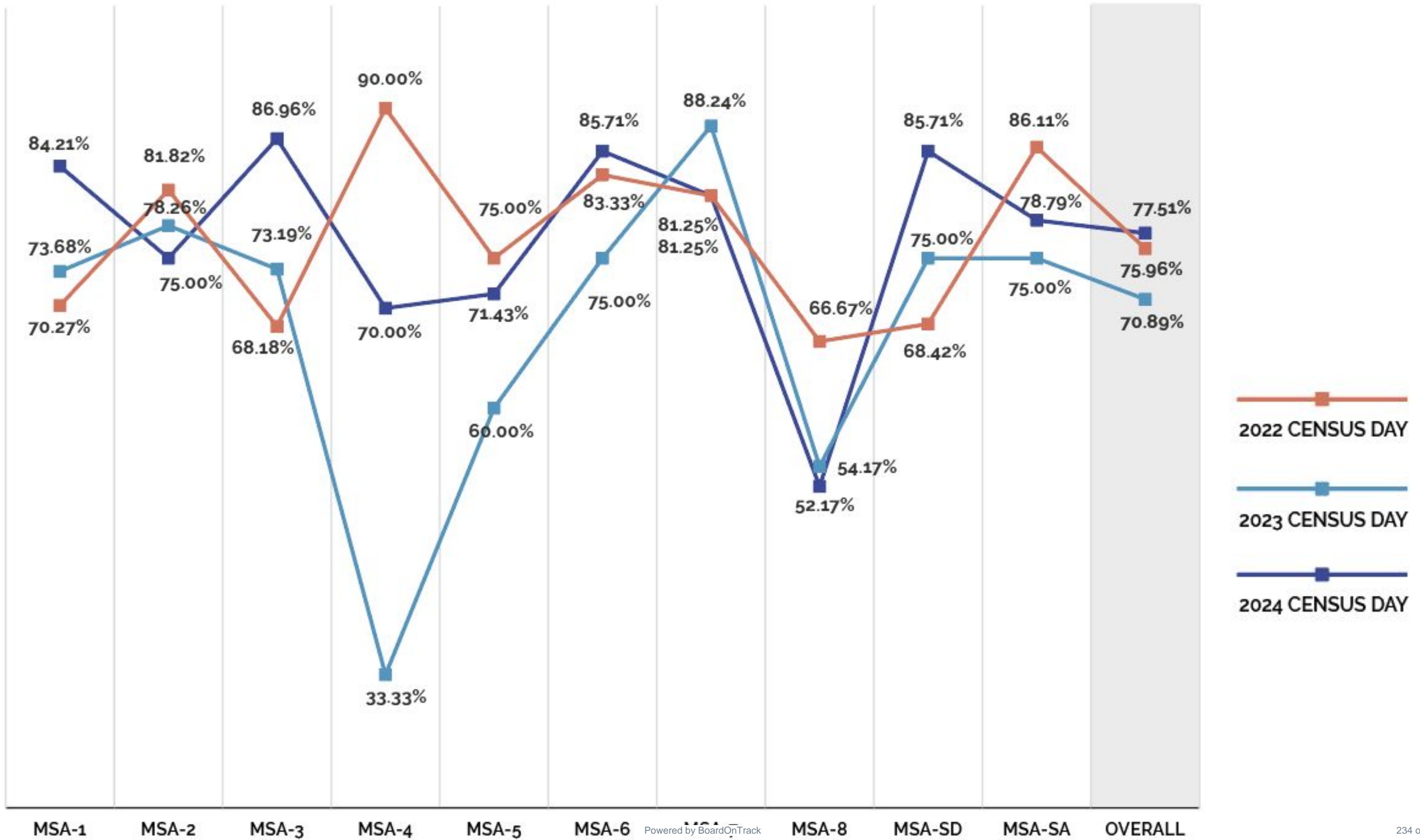
HISTORICAL ALL STAFF RETENTION



ALL STAFF RETENTION



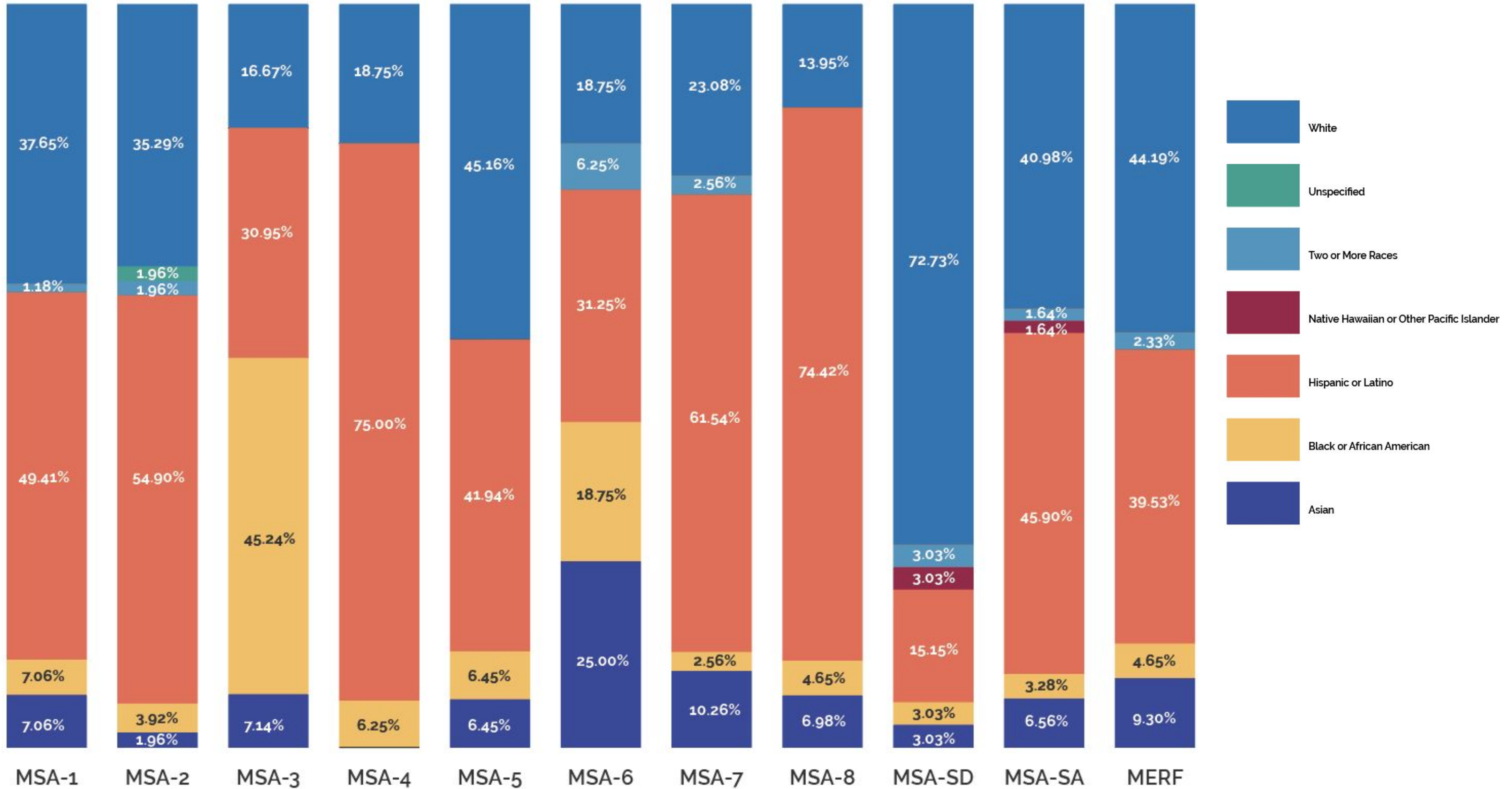
HISTORICAL TEACHER RETENTION



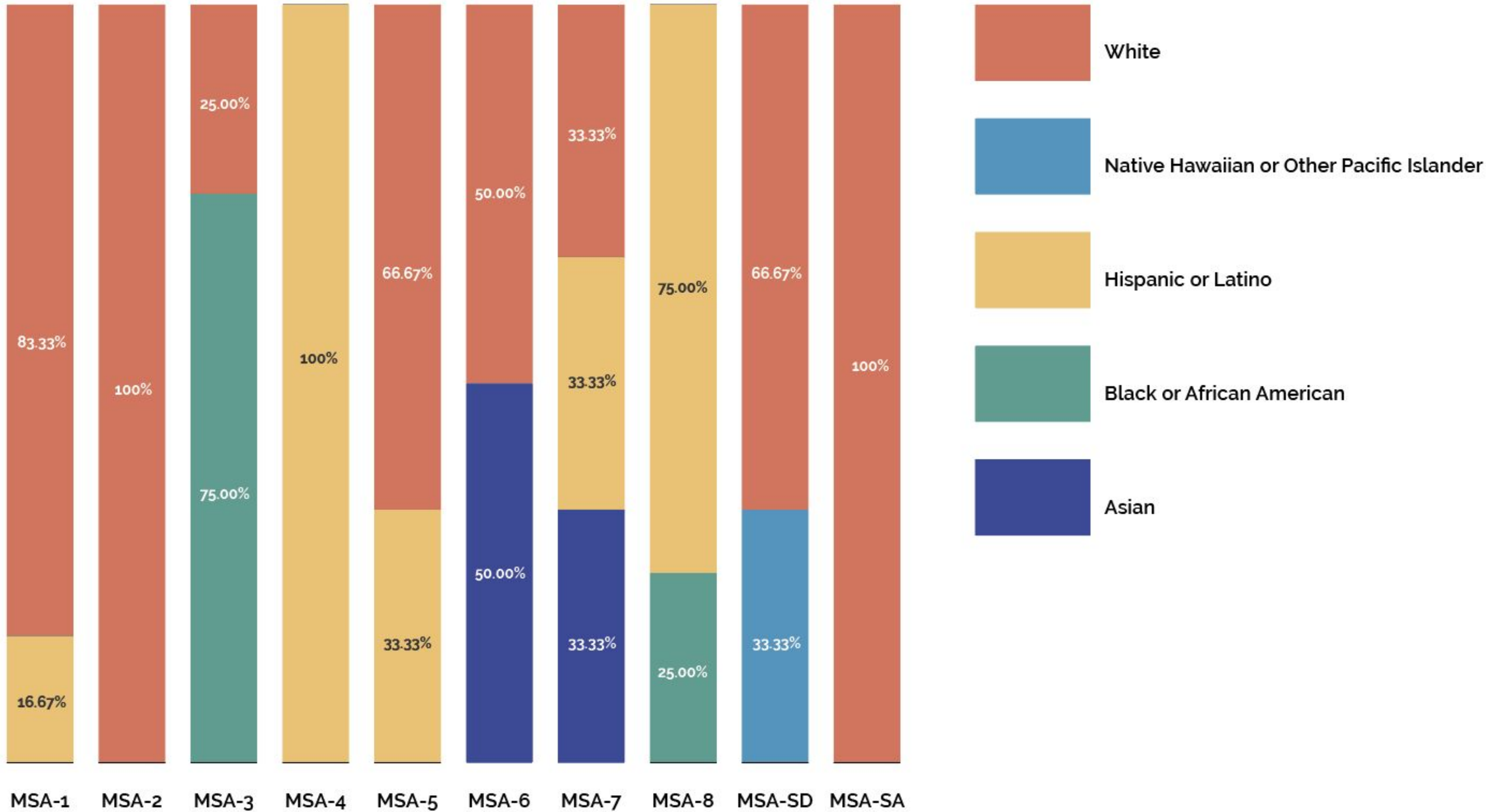
Appendix

School Deep Dive

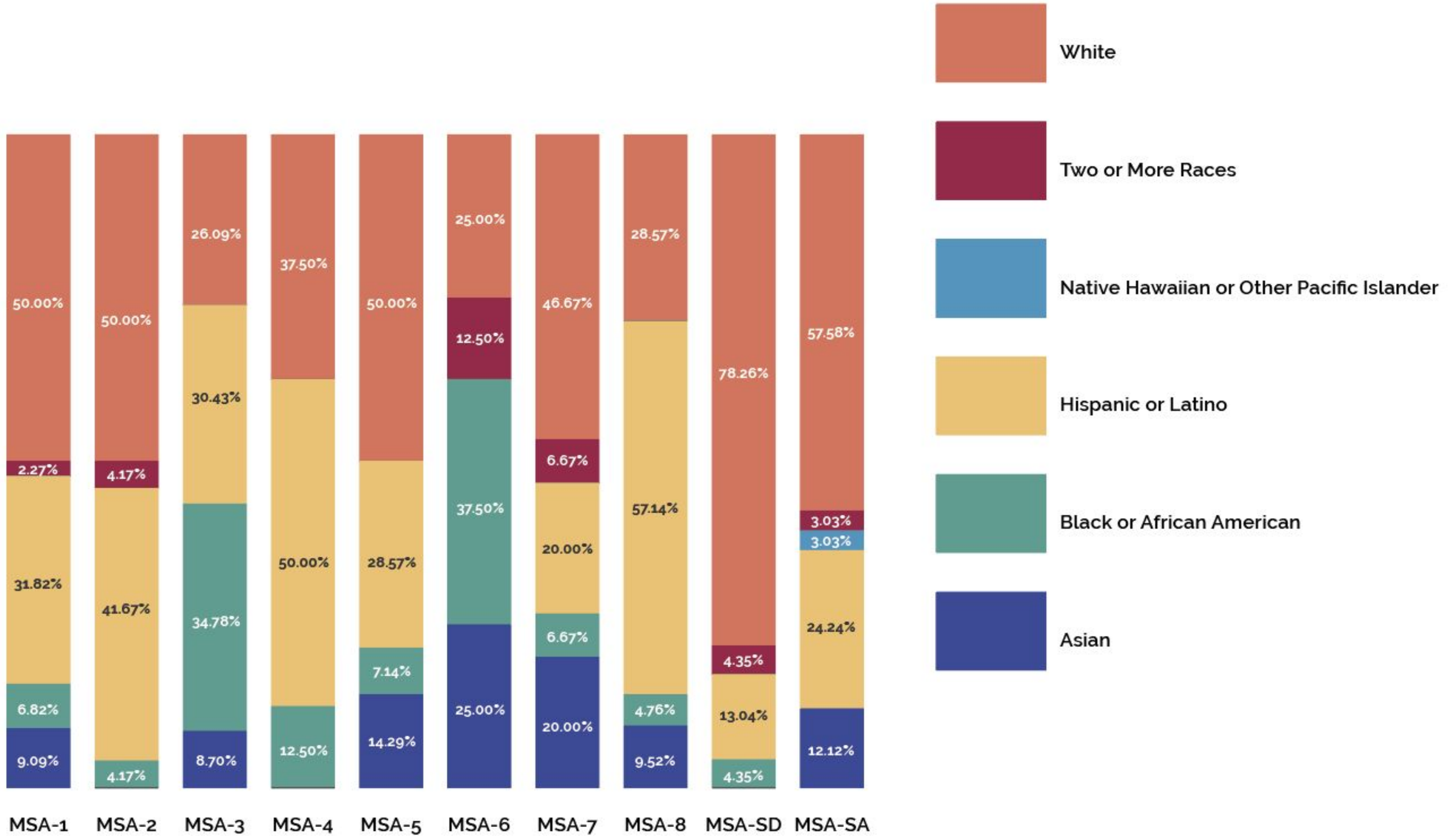
ETHNICITY • Staff



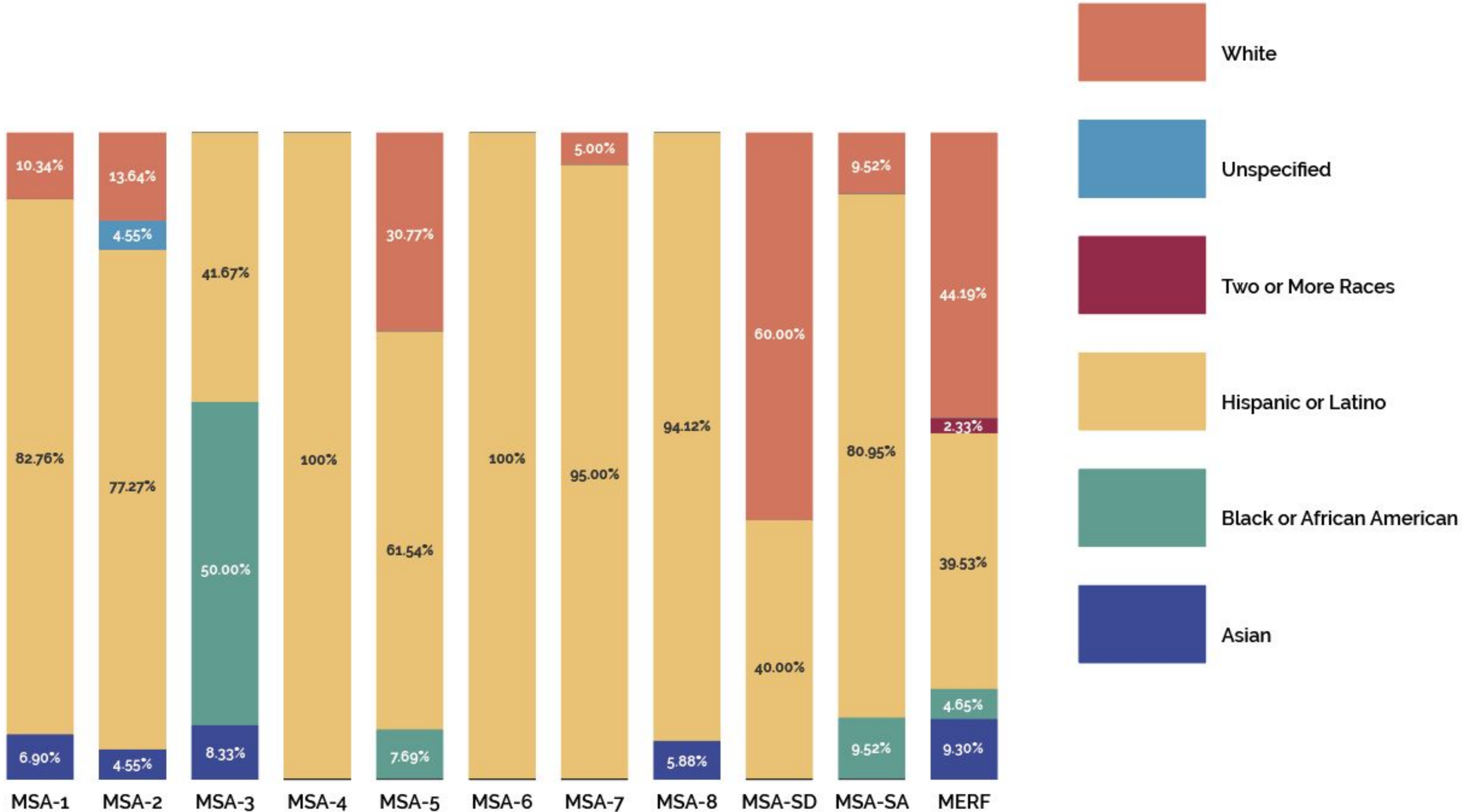
ETHNICITY • Admin Site Breakdown



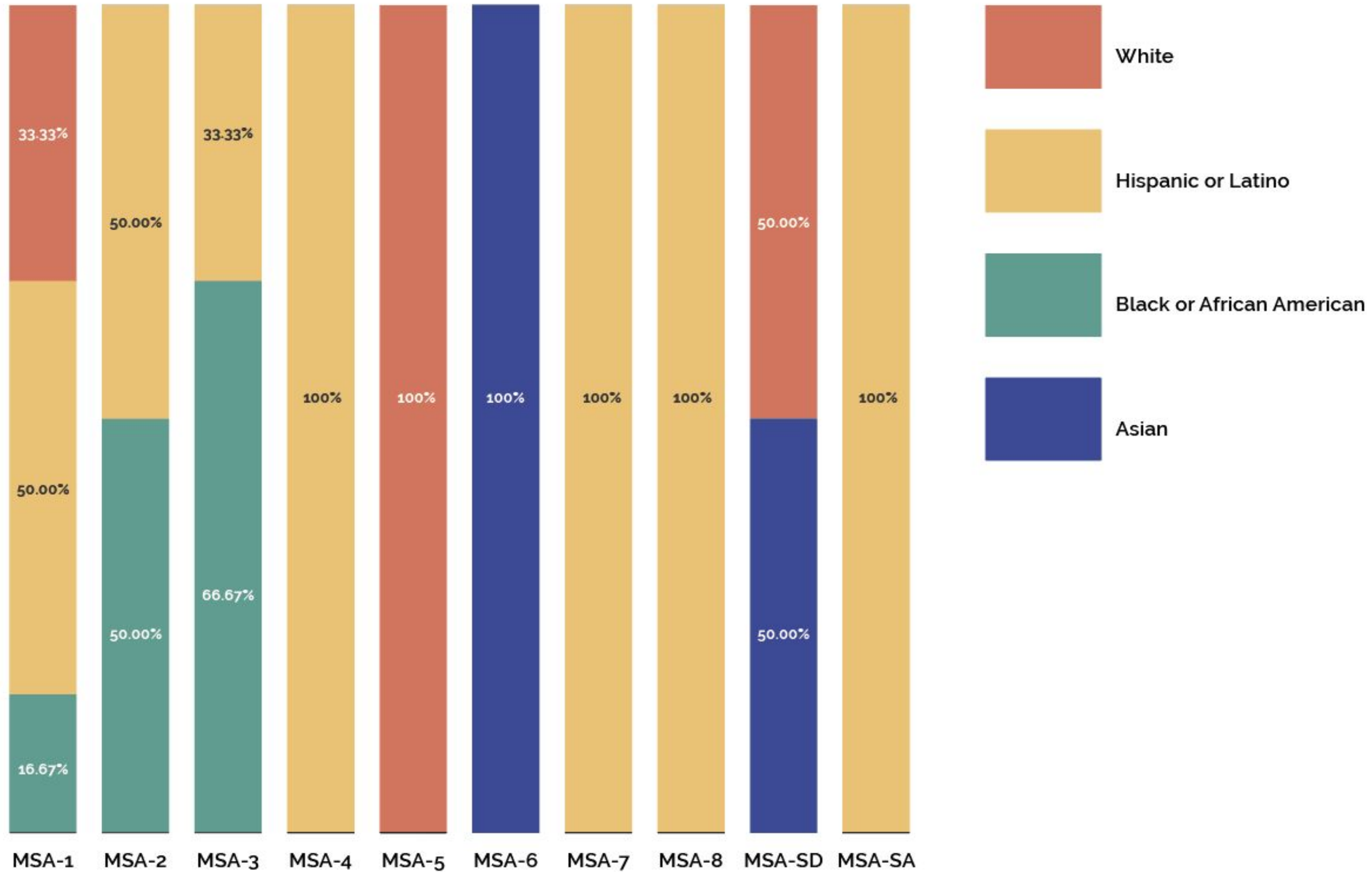
ETHNICITY • *Teachers Site Breakdown*



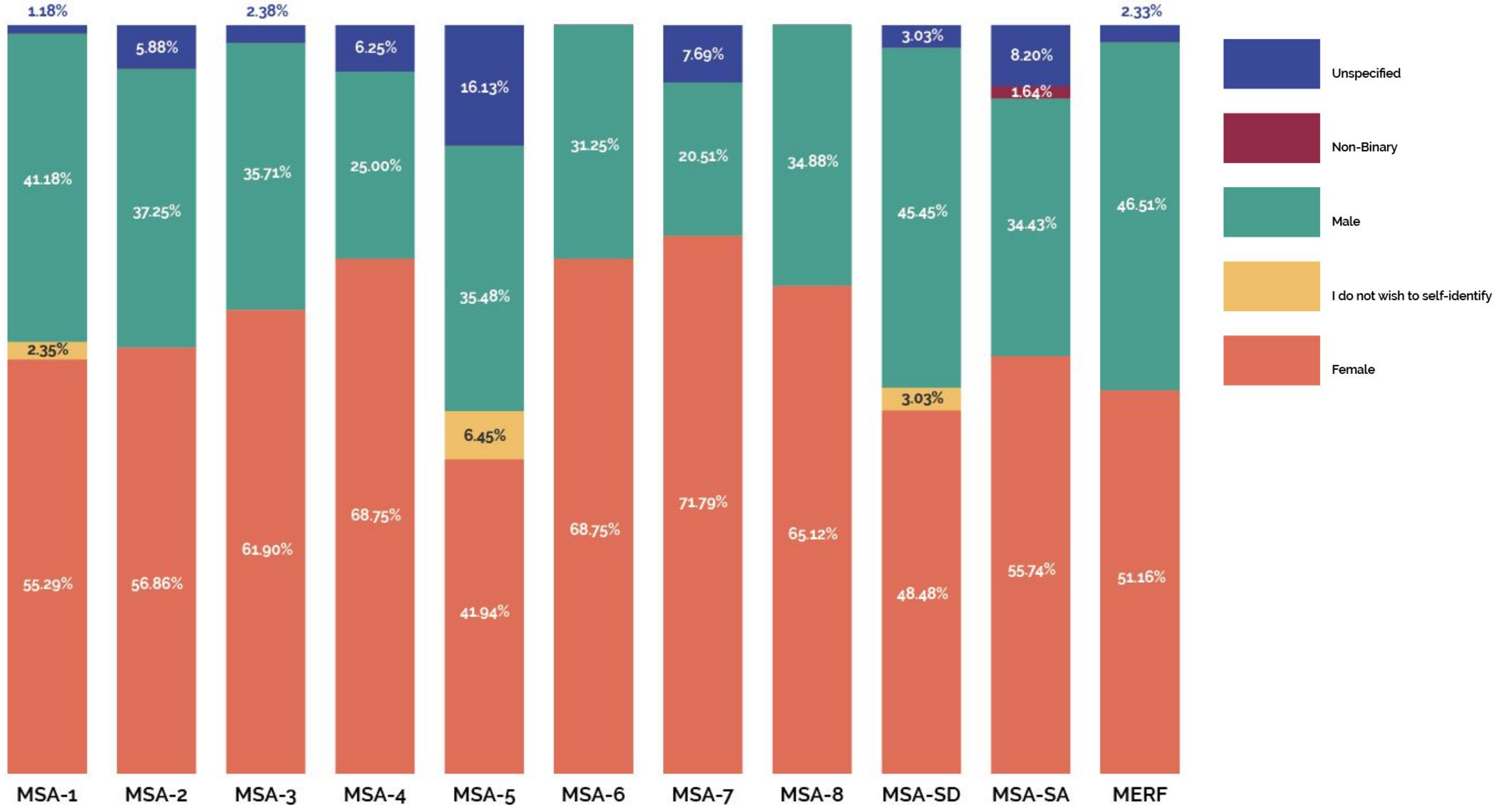
ETHNICITY • *Classified Staff Site Breakdown*



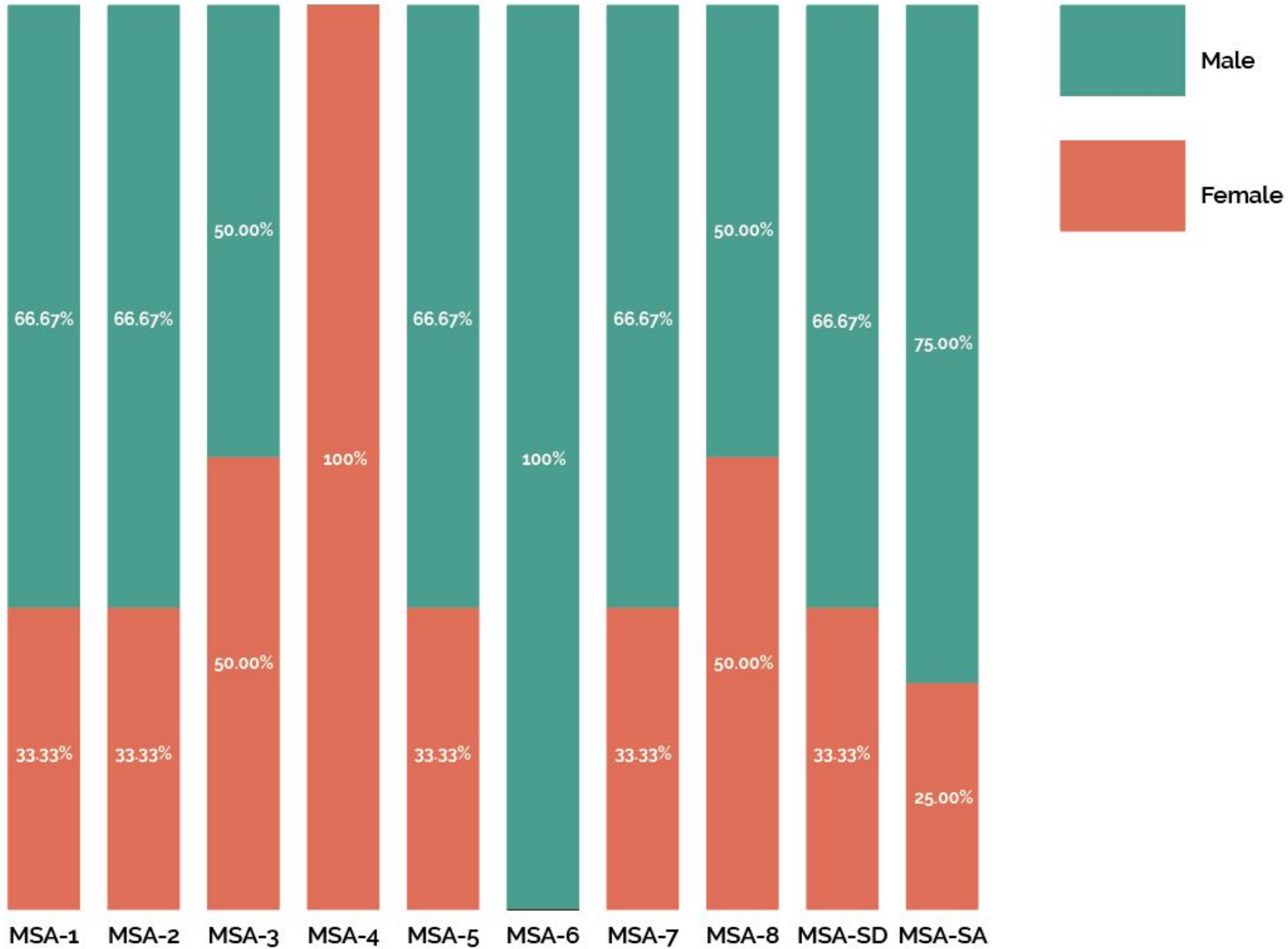
ETHNICITY • *Non-Classroom Based Staff Site Breakdown*



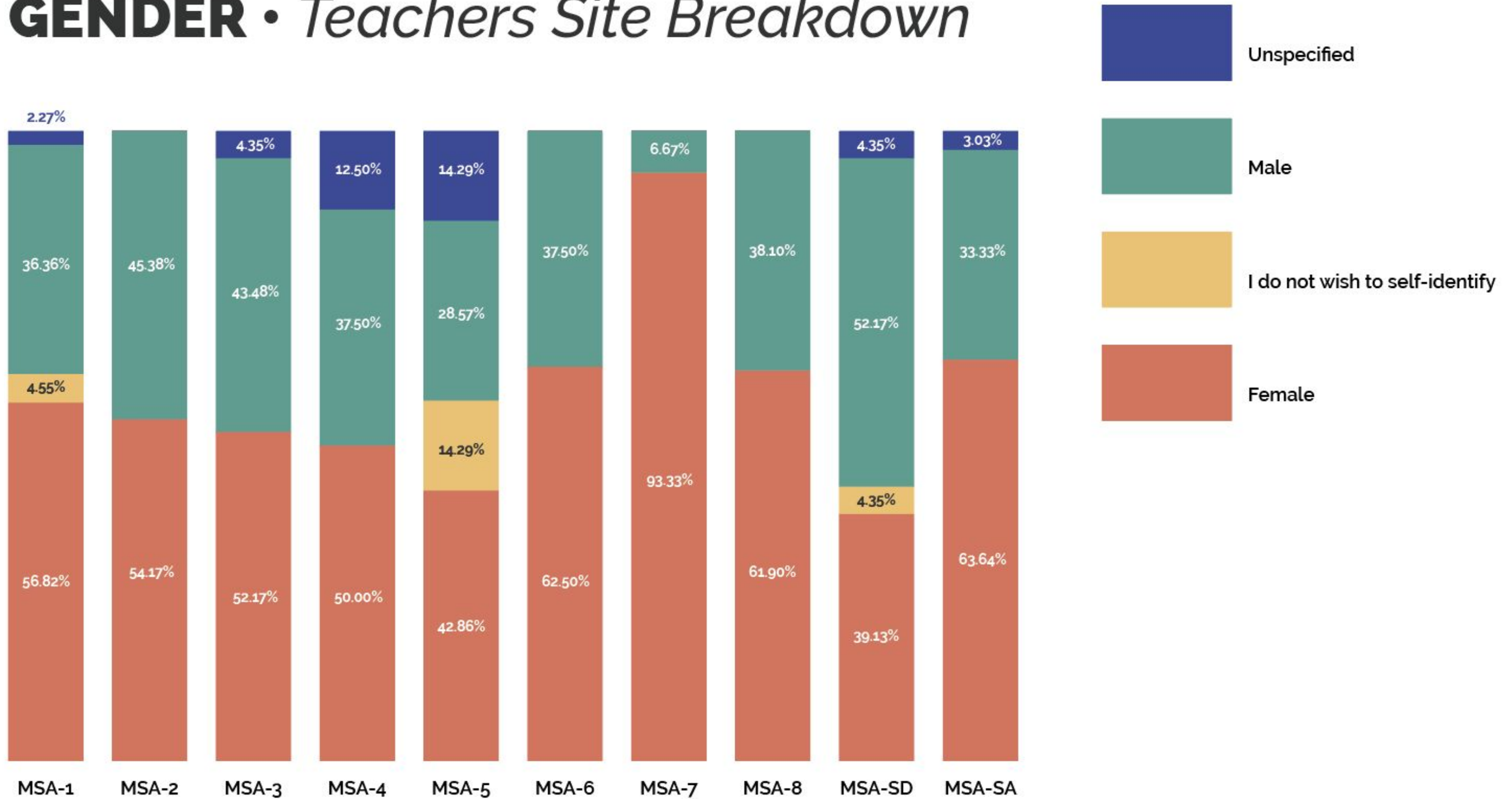
GENDER • Staff



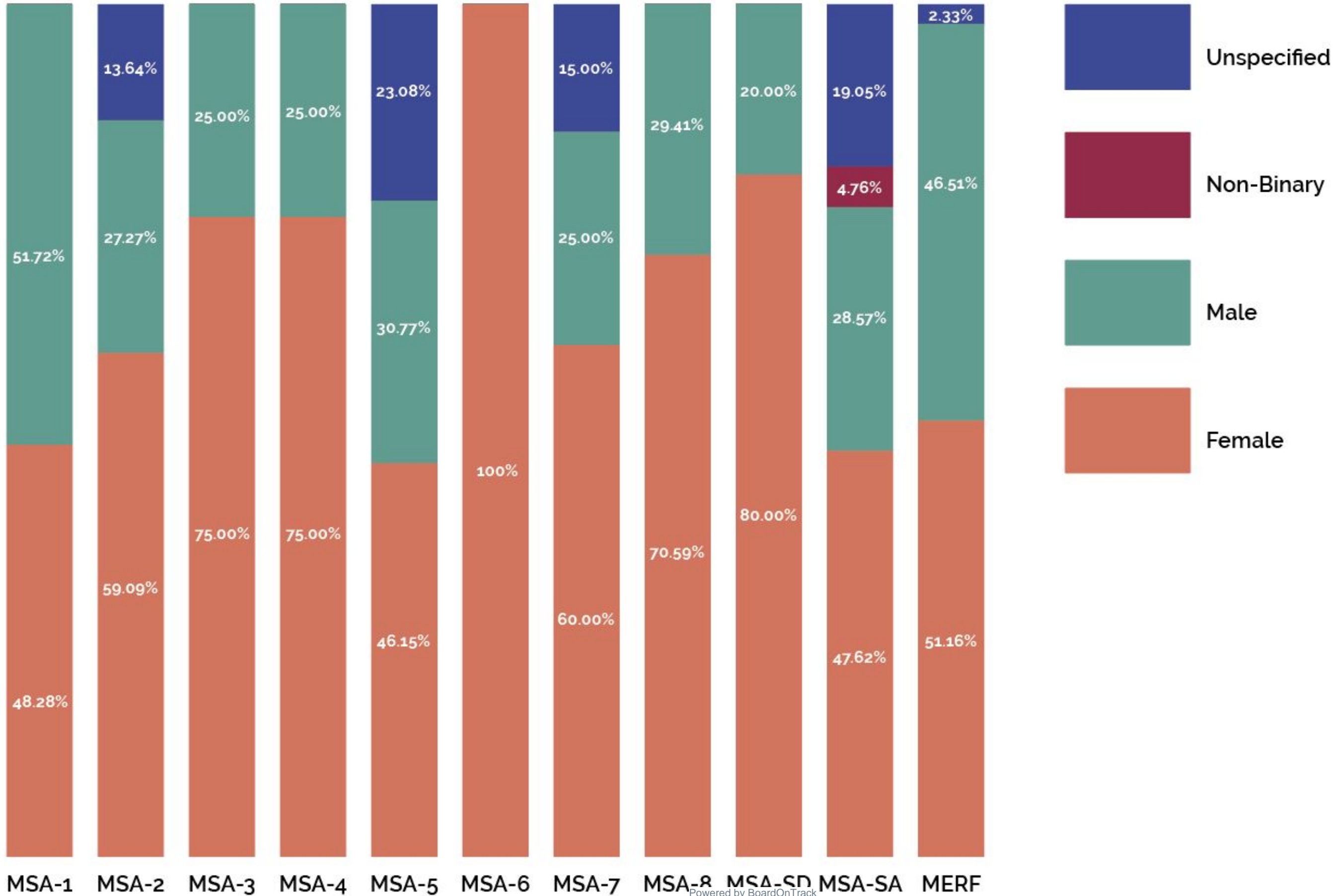
GENDER • *Admin Site Breakdown*



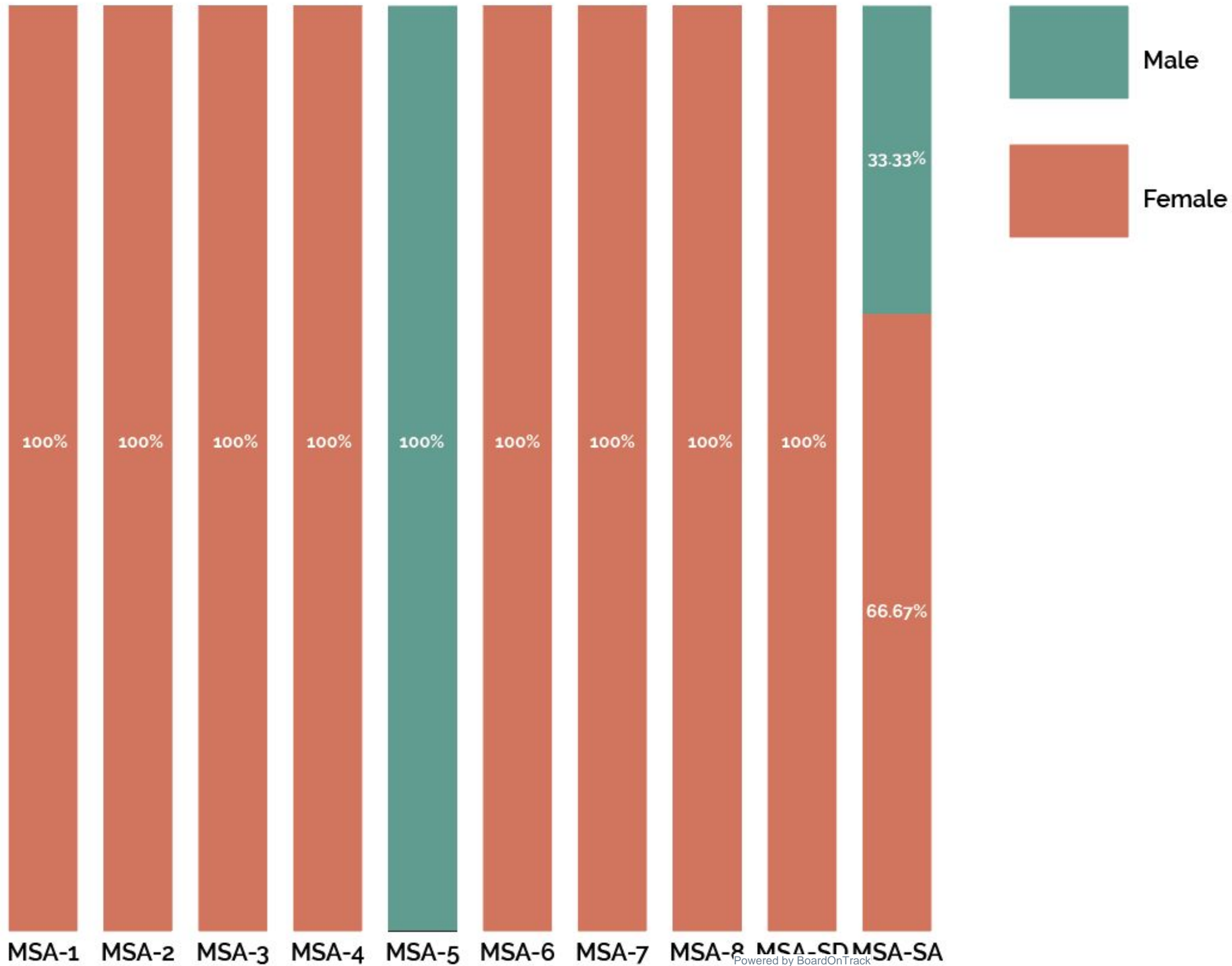
GENDER • *Teachers Site Breakdown*



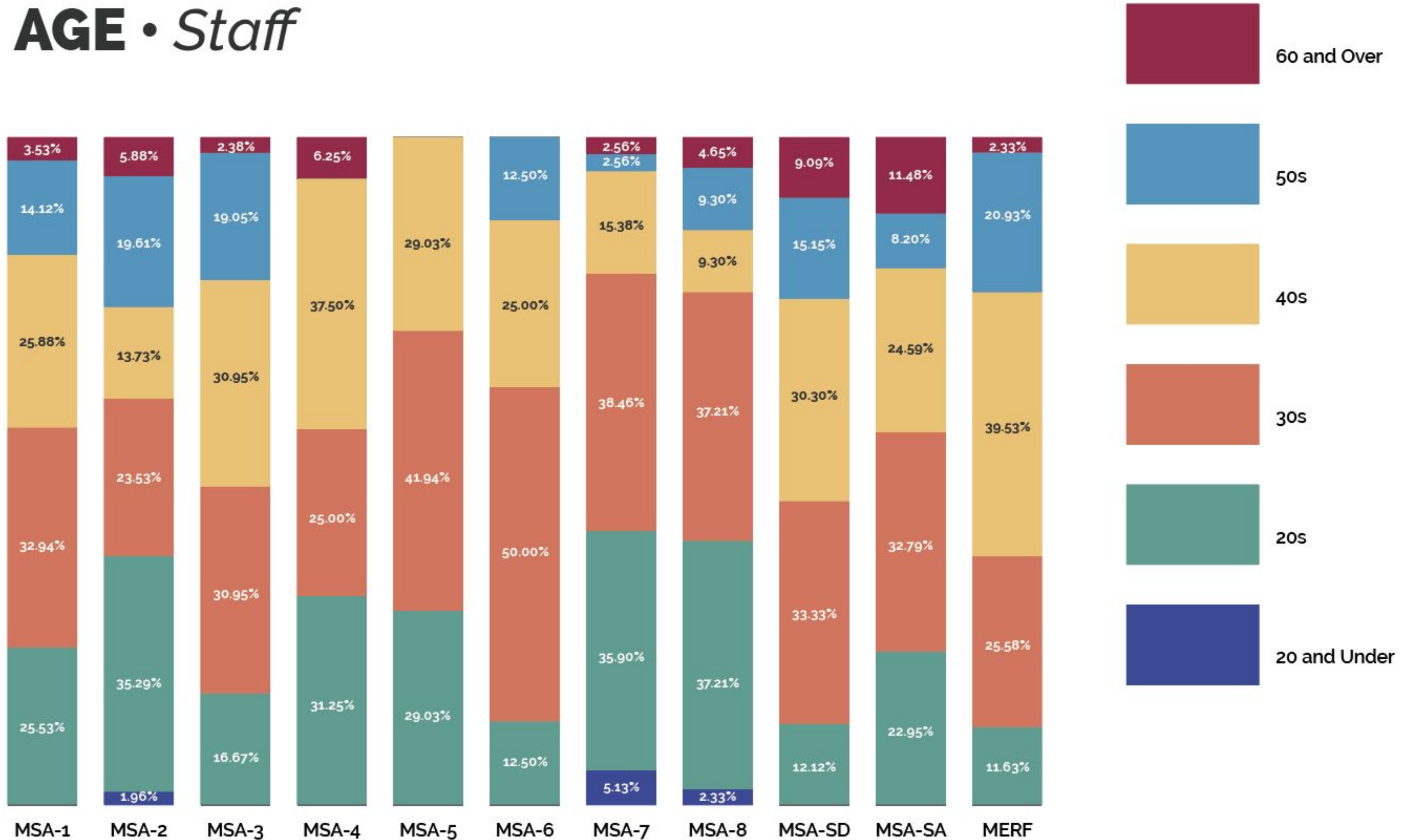
GENDER • *Classified*



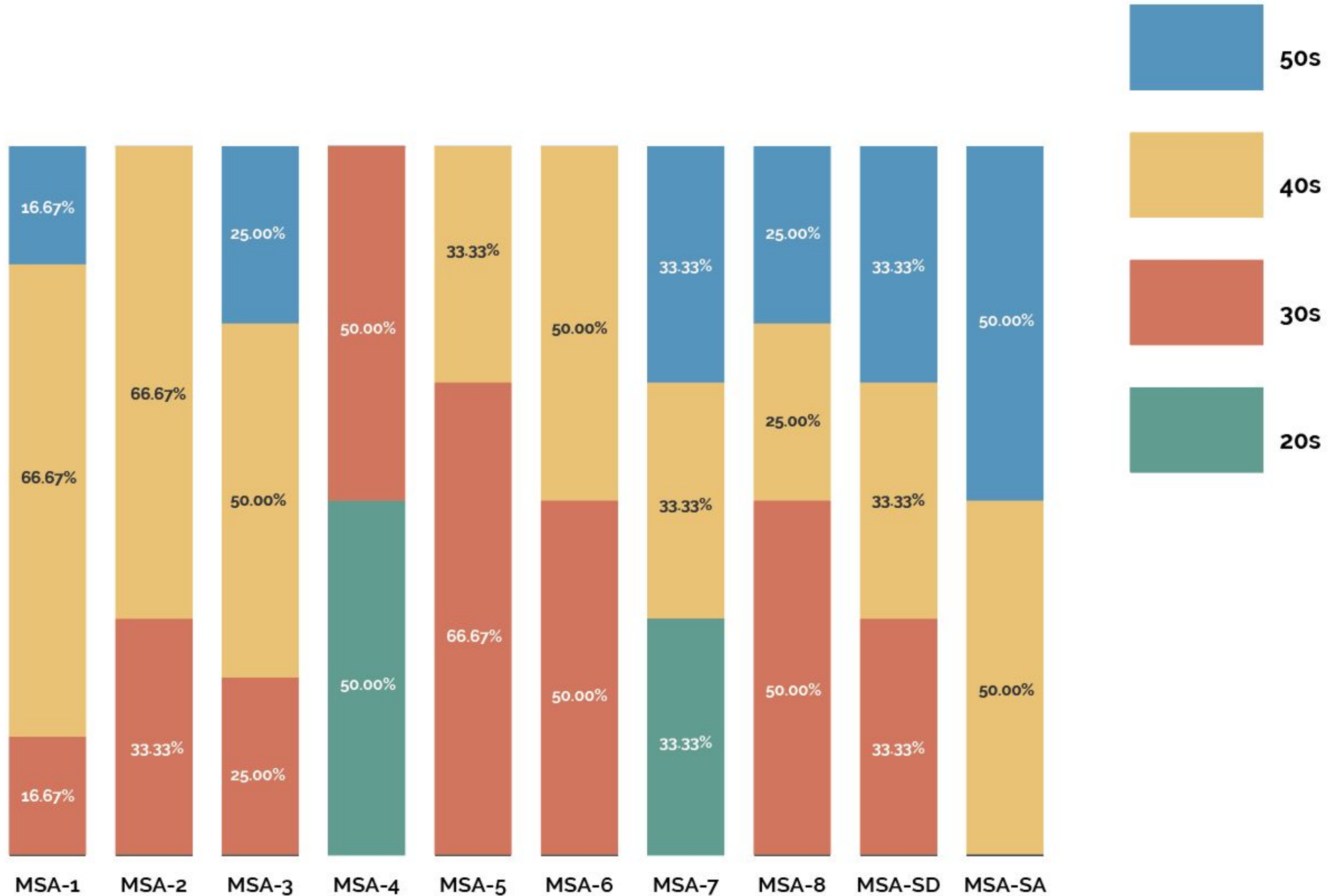
GENDER • *Non-Classroom Staff Site Breakdown*



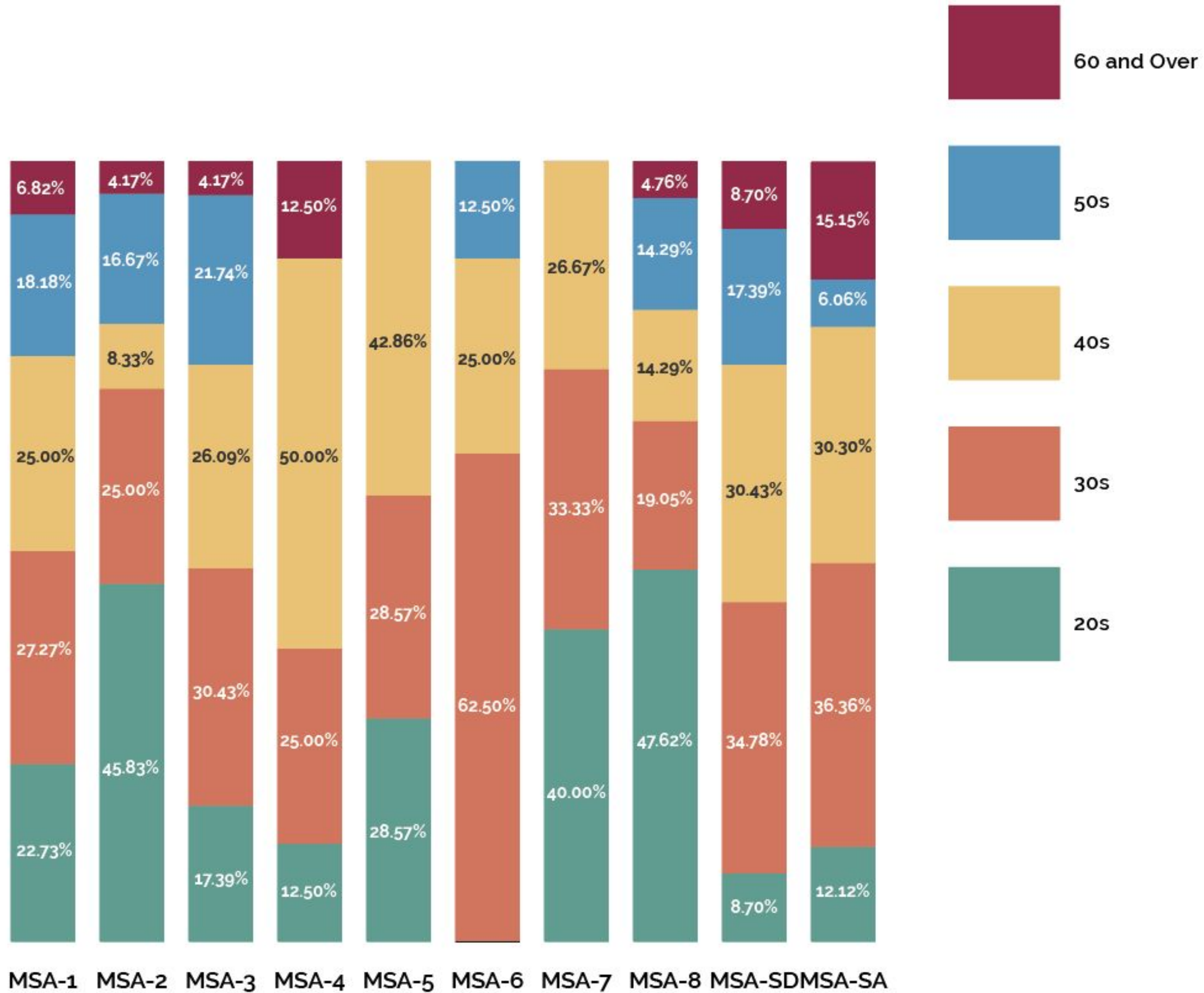
AGE • Staff



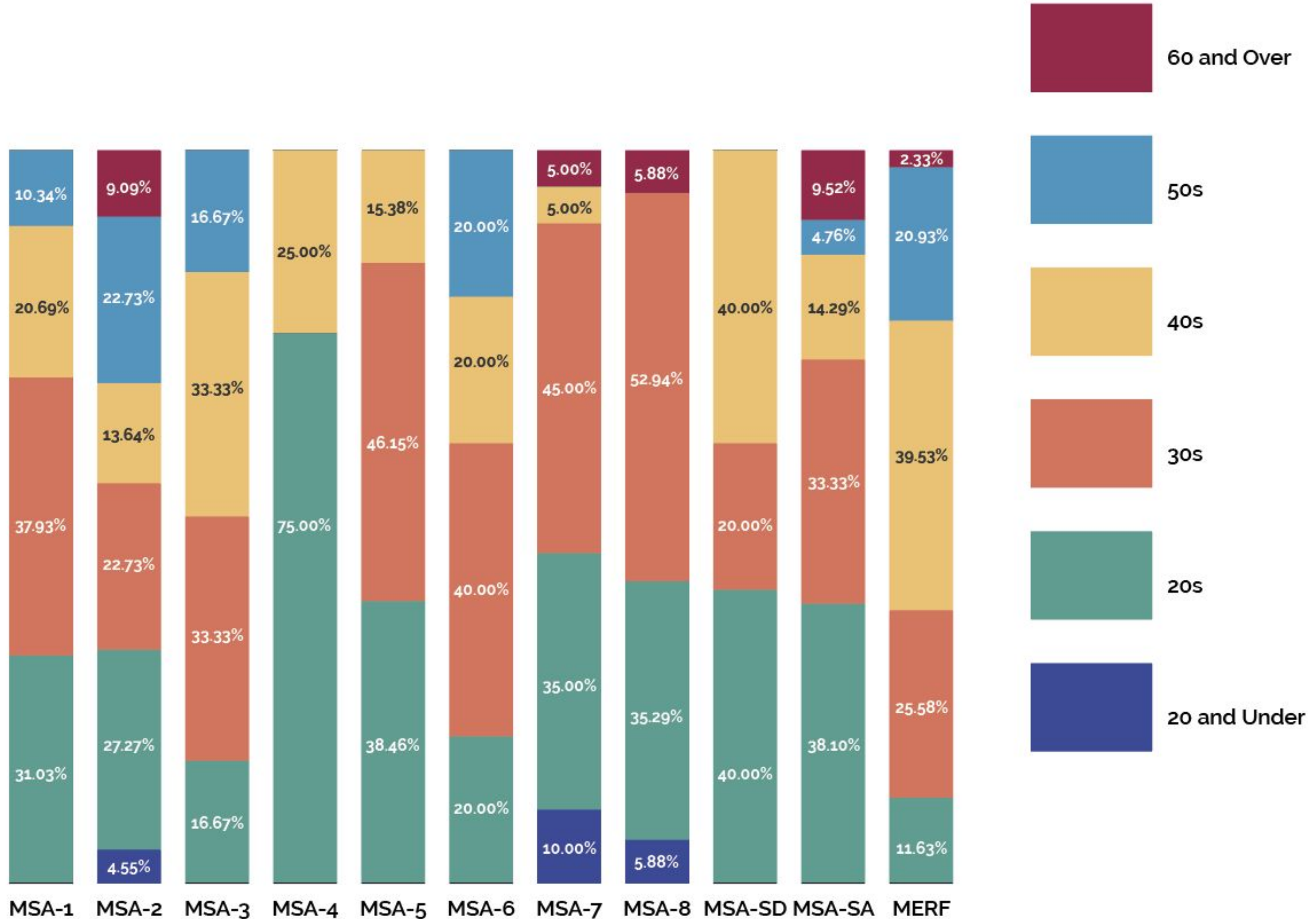
AGE • Admin Site Breakdown



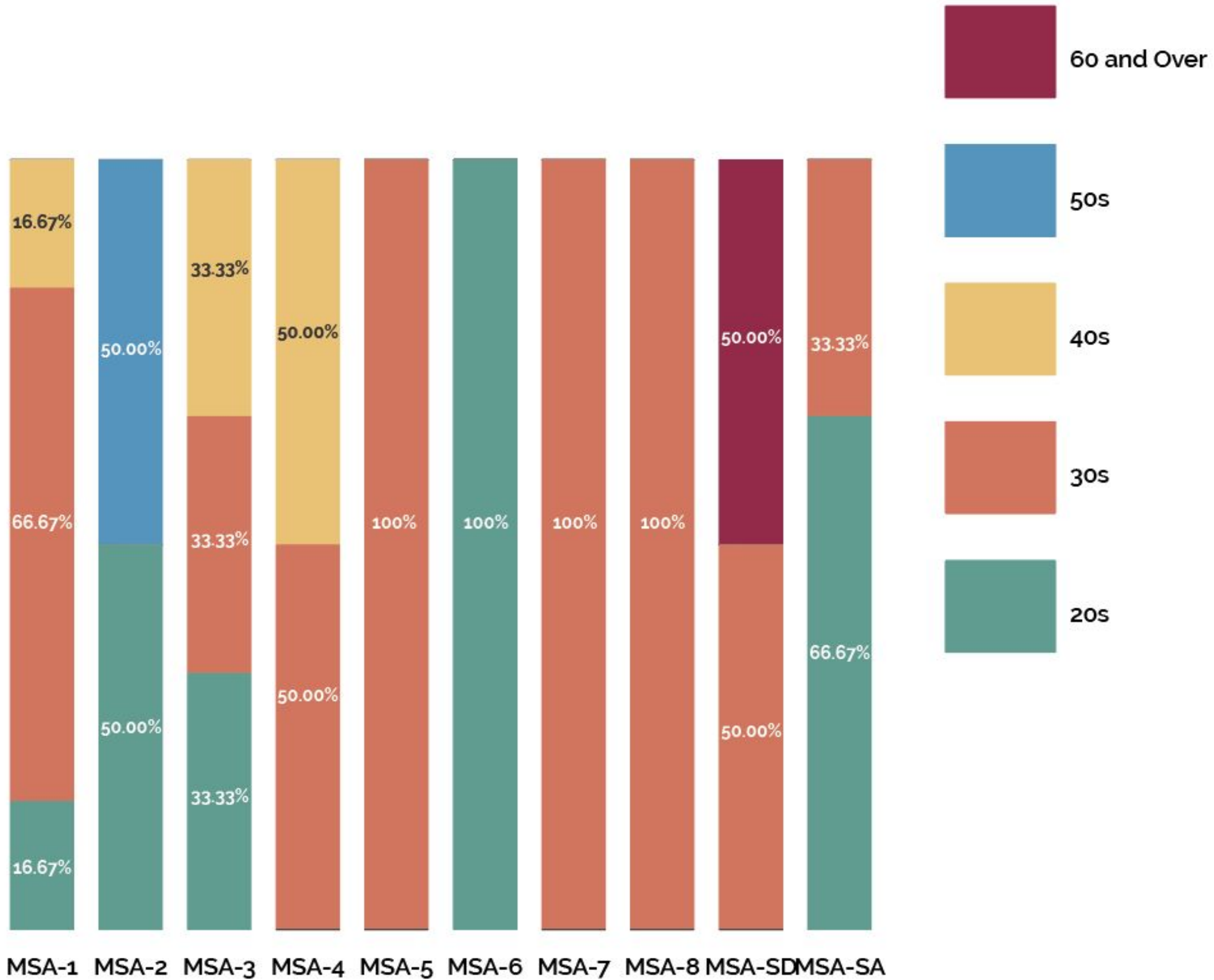
AGE • Teachers Site Breakdown



AGE • Classified Site Breakdown



AGE • Non-Classroom Based Site Breakdown



Coversheet

Approval of Clarification to the 2024-25 MPS Board Officers

Section: V. Action Items
Item: A. Approval of Clarification to the 2024-25 MPS Board Officers
Purpose: Vote
Submitted by:
Related Material: V_A_Updated 2024-25 MPS Board Officers.pdf



Agenda Item:	V A: Action Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Alfredo Rubalcava, CEO & Superintendent Jennifer Lara, Board Secretary
RE:	Clarification of the 2024-25 MPS Board Officers Appointment

Action Proposed:

I move that the Board approve the appointment of Dr. Steve Budhreja to serve as the MPS Board Treasurer effective immediately. In addition to keeping the other appointments the same with Mr. Mekan Muhammedov as MPS Board Chair, Ms. Sandra Covarrubias as MPS Board Vice-Chair, and Ms. Jennifer Lara as MPS Board Secretary.

Purpose:

Magnolia Public Schools Board of Directors will officially and by name appoint Dr. Steve Budhreja as the MPS Board Treasurer. He is currently serving as the Chief Financial Officer for Magnolia Public Schools and will continue with that role.

The Board of Directors adopted the 2024-25 MPS Board Officers on June 17, 2024. This approval is to include Treasurer as it was not previously added.

Background:

Per MPS Bylaws, under Article X Section 1 the Chief Financial Officer shall be known as the Treasurer. Though it is stated on the Bylaws, authorizers requested to have the appointment of Treasurer reflected. The Secretary & Treasurer though are officers are not members of the Board of Directors. Legal counsel and staff reviewed the MPS Bylaws accordingly to ensure compliance and accordingly under the law.

Coversheet

Approval of Preferred Vendor Contracts for the Expansion & Replication of Magnolia Public Schools

Section: V. Action Items
Item: B. Approval of Preferred Vendor Contracts for the Expansion & Replication of Magnolia Public Schools
Purpose: Vote
Submitted by:
Related Material:
V_B_Prefered Vendor Contracts for the Expansion and Replication of MPS.pdf



Agenda Item:	V B: Action Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer Bryant Olandes, Director of Advancement
RE:	Approval of Preferred Vendor Contracts for the Expansion & Replication of Magnolia Public Schools

Action Proposed:

I move that the Board approve the authorization of Magnolia Public Schools’ partnership with EdFuel.

Purpose:

Magnolia Public Schools has partnered with Charter School Growth Fund to enhance our educational framework through strategic capacity building. This collaboration focuses on improving MPS’ academic and instructional systems, refining recruitment and enrollment processes, and strengthening human capital support.

Background:

At the July 2024 Board of Directors meeting, the Board approved MPS’ collaboration with various partners, including Afton Partners, Attuned Education Partners, (in)field Leadership, Kitamba, and Mariposa Consulting Group. This work was to identify best practices for HR and talent, academic model codification, advocacy, enrollment and new market entry, financial controls, and strategic support and project management.

Magnolia Public Schools has entered into an exciting partnership with EdFuel, a consulting firm specializing in equity-centered talent practices, to support the creation of a more competitive and equitable compensation system. This partnership is designed to enhance Magnolia’s ability to attract and retain high-quality, diverse staff through a compensation structure that aligns with the organization’s commitment to equity and inclusion. As Magnolia works to improve its internal talent management, EdFuel will provide critical expertise in co-designing a compensation system that is fair, transparent, and aligned with market standards.



Analysis:

Project Scope & Support:

The consultancy will focus on revising Magnolia's compensation practices to ensure they are competitive, equitable, and supportive of staff retention. EdFuel will provide extensive support through a phased approach, which includes:

- Engaging staff at all levels to gain insights into compensation perceptions.
- Defining a compensation philosophy in alignment with Magnolia's holistic employee value proposition.
- Conducting market benchmarking and an equity audit of current compensation practices.
- Developing a standardized stipend policy and a robust change management plan for the new system's implementation.

Phases & Timeline:

- Phase 1: Project kick-off and planning (~1 week)
- Phase 2: Current state analysis (~2 weeks)
- Phase 3: Stakeholder engagement and feedback (~8 weeks)
- Phase 4: Compensation benchmarking and equity audit (~3 weeks)
- Phase 5: Compensation system design and financial modeling (~10 weeks)
- Phase 6: Policy articulation and process development (~4 weeks)
- Phase 7: Implementation coaching and change management (~4 weeks)

The expected timeline for the completion of the compensation system design is from **October 2024, to May 2025,**

Impact:

Magnolia will benefit from an updated, equitable compensation system that promotes transparency, fairness, and competitiveness. The partnership will also ensure internal capacity-building for long-term administration and sustainability of talent management practices.

This collaboration with EdFuel represents a key step in Magnolia Public Schools' efforts to ensure that its compensation system supports the recruitment and retention of top talent while upholding its values of equity and inclusion.

Budget Implications:

The projected additional cost of \$83,000 was not included in the MERF 2024-25 Adopted Budget. However, we expect to pay for these services using proceeds from the CSGF; all costs will be included along with the 2024-25 First Interim Report to be presented to the board on December 12, 2024.



Exhibits:

- Sole Provider Letter for EdFuel



To whom it may concern,

This letter is to inform you of the decision to move forward with contracting EdFuel as a consultant to support Magnolia Public Schools (MPS). EdFuel is a preferred vendor of the Charter School Growth Fund (CSGF), and as part of CSGF's investment in MPS, they will provide support in equity-centered talent practices, to support the creation of a more competitive and equitable compensation system.

EdFuel will focus on revising MPS's compensation practices to ensure they are competitive, equitable, and supportive of staff retention. EdFuel will provide extensive support through a phased approach, which includes:

- Engaging staff at all levels to gain insights into compensation perceptions.
- Defining a compensation philosophy in alignment with Magnolia's holistic employee value proposition.
- Conducting market benchmarking and an equity audit of current compensation practices.
- Developing a standardized stipend policy and a robust change management plan for the new system's implementation.

MPS will benefit from an updated, equitable compensation system that promotes transparency, fairness, and competitiveness. The partnership will also ensure internal capacity-building for long-term administration and sustainability of talent management practices.

We eagerly anticipate the opportunity to collaborate with EdFuel.

Regards,

Alfredo Rubalcava
CEO&Superintendent
Magnolia Public Schools

Coversheet

Approval of the Revised MPS School Site Classified Employees' Pay Raise Schedule For 2024-25 School Year

Section: V. Action Items
Item: C. Approval of the Revised MPS School Site Classified Employees' Pay Raise Schedule For 2024-25 School Year
Purpose: Vote
Submitted by:
Related Material:
V_C_Revised MPS School Site Classified Employees' Pay Raise Schedule for 2024-25 School Year.pdf



Agenda Item:	V C: Action Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	Approval of the Revised MPS School Site Classified Employees’ Pay Raise Schedule for 2024-25 School Year

Action Proposed:

I move that the Board approves the revised MPS school site classified employee’s pay raise schedule for the 2024-25 school year.

Background:

The MPS Board Directors approved the MPS school site classified employees’ pay raise schedule during the June 2024 board meeting. We are bringing back this item to add the following classified school site position:

- Restorative Justice Coordinator

**Analysis:****Chart 1: 2024-25 FY Classified Titles and average rates**

Position	Count of Position	Average of Hourly Rate (\$)
Administrative Assistant	4	27.74
After School Coach & Instructor	3	29.60
After School Coordinator	2	24.95
Ases Frontline Staff Member	2	17.74
Athletic Director	1	43.87
Behavior Implementation Intervn & Coach	1	25.00
Campus Aide	6	21.79
Campus Supervisor	2	22.96
Community Schools Coordinator	10	37.21
Community Schools Liaison	3	27.54
Custodian	14	20.51
Discipline Coordinator	5	34.17
ELOP After School Coach	2	20.50
ELOP Site Manager	2	37.64
ELOP Site Coordinator	1	43.27
Facility Manager	1	33.77
IT Manager	6	44.06
IT Technician and Campus Aide	1	30.00



Library Clerk	1	28.84
Meal Server	2	17.50
Music Instructor	1	35.00
Office Administrator	3	24.58
Office Clerk	10	22.83
Office Manager	11	35.22
PACE Coordinator	7	28.60
Paraprofessional	10	22.33
Restorative Justice Coordinator	1	35.14
Social Worker	1	37.81
SPED Aide	21	23.56
Teacher Aide	14	20.82

Budget Implications:

- The fiscal impact of the above noted changes to the Classified Pay Schedule will be incorporated into the MPS 2024-25 First Interim Report that will be presented to the Governing Board on December 12, 2024.

Exhibits:

- One-time assignment list



MPS Board Approved Additional Duties-One Time Assignment for the 2024-25 School Year

Additional Duties – One-Time Assignment				
	COMPONENT NAME	DOLLAR AMOUNT	PER	DESCRIPTION
* Hourly staff will not be paid according to the below rates but will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.				
1	Home Visit Program	\$50	VISIT	Refer to Home Visit Policy
2	Virtual Home Visit	\$25	VISIT	Refer to Home Visit Policy
3	Saturday School	\$70	HOUR	Refer to School Admin
4	Parent Academy Coordinator	\$70	HOUR	Refer to School Admin
5	Parent Academy Teacher	\$70	HOUR	Refer to School Admin
6	After School Coordinator	\$30	HOUR	Refer to School Admin
7	After School Support	\$30	HOUR	Refer to School Admin
8	Zero Period Assistance	\$30	HOUR	Refer to School Admin
9	Substituting for another teacher	\$50	PERIOD	Refer to School Admin
10	Edge Coaching-Mentoring	\$35	HOUR	Refer to School Admin
11	Providing PD/Workshop	\$50	HOUR	Refer to School Admin
12	School Camp-Trip-Only for Overnight Trips	\$200	DAY	Refer to School Admin
13	SAT/ACT or College Prep Boot Camp	\$30	HOUR	Refer to School Admin
14	Assisting enrollment recruitment event, orientation meeting, open houses	\$50	HOUR	Refer to School Admin
15	Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)	\$150	EVENT	Refer to School Admin
16	Assisting Saturday or Summer New student Testing Proctor	\$35	HOUR	Refer to School Admin
17	Extra Tutoring Sessions	\$30	HOUR	Refer to School Admin



18	Attending PDs stipend (weekends, holidays, and summer; outside of work days)-Max 4 Days	\$150	DAY	Refer to School Admin
19	Attending Trainings Outside Class Hours (such as Infinite Campus)	\$30	HOUR	Refer to School Admin
20	Sustained Silent Reading (SSR) Period & Advisory Period Coverage	\$35	PERIOD	Refer to School Admin
21	High School Seasonal Sports Coach (per sport)	\$2,500	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sports assigned. Contribute to the education program as a whole and to the growth of students involved in athletics. Duties will include: knowledge of CIF rules and protocols, manage and supervise athletic activities and contests, monitor and enforce student eligibility criteria, collaboration with administration and athletic director to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
22	Middle School or Elementary School Seasonal Sports Coach (per sport)	\$2,000	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sports assigned. Contribute to the education program as a whole and to the growth of students involved in athletics. Duties will include: knowledge of league rules and protocols, manage and supervise athletic activities and contests, monitor and enforce student eligibility criteria, collaboration with administration to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
23	Assistant coach HS (per sport)	\$1,500	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and managing other aspects related to the assigned sport.
24	Assistant coach MS/ES (per sport)	\$1,000	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and managing other aspects related to the assigned sport.
25	Referee assignment	\$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game



26	Dual enrollment college co-teacher after hours	\$1,500	Course	The co-teacher will work with students who are enrolled in college courses outside of the regular school day to follow up on student attendance, work submission, logistical support for students and will serve as the liaison between the professor and the students. The co-teacher will also attend all synchronous course sessions taught by college professors as well as provide at least 1 additional hour of support per week to students outside of the professor's synchronous sessions to support students. Further, the co-teacher will follow up with the professor, students, parents and school administration to provide targeted interventions to support students who are struggling with academics and attendance matters. This stipend is paid for each 1 college course of support.
27	Targeted Intervention	\$50.00	Hourly	After reviewing data (NWEA, SBAC etc) a certificated teacher will host a small group (no more than 10 students) of intervention outside of the classroom time. Pre and Post data will be required to measure specific student growth during the intervention. The teacher will be required to send parents notification letters to invite them to the intervention groups for at least 6 weeks. The intervention must occur at least 2-3 times per week and for increments of 4-8 weeks in length.
28	Parent meeting outside home	\$50	Visit	As an ever evolving community school connection with families, we will allow educators to coordinate Magnolia Family visits at a community based location open to the public as an opportunity to connect families with community resources. This will be an extension of a project focused on community reflective tours.
29	Administrative Hearing Committee	\$70	HOUR	The Administrative Hearing Panel is a specialized committee composed of certificated teachers and administrators with experience in education law and student discipline, designed to hear cases on behalf of the governing board. The panel is to be impartial and "on call" to hear cases related to expulsions, involuntary removal, records review, etc. Meetings will be held in person or via Zoom, depending on the case, with a maximum of 2 hours of service.



				<p>Appointments to the Panel will be approved by the site principal and Director of Student Services. Max 2 hours. Mileage reimbursement available for in person attendance to hearings.</p>
30	<p>Intersession Instruction (Winter, Spring, etc.)</p>	\$70	HOUR	<p>Teach enrichment, intervention and remediation courses and programs. Supervise students and manage related operations.</p>

Coversheet

Approval of Board Resolution for Magnolia Science Academy- 3 for Creation and Elimination of Positions for the Improvement of Educational Programs for Students

Section: V. Action Items
Item: D. Approval of Board Resolution for Magnolia Science Academy- 3 for
Creation and Elimination of Positions for the Improvement of Educational Programs for Students
Purpose: Vote
Submitted by:
Related Material:
V_D_Board Resolution for Creation and Elimination of Positions for MSA-3.pdf



Agenda Item:	V D: Action Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer Zekeriya Ocel, Principal
RE:	Approval of Board Resolution for Magnolia Science Academy- 3 (MSA-3) for Creation and Elimination of Positions for the Improvement of Educational Programs for Students

Action Proposed:

I move that the Board approve Board Resolution #20241010-01 for creating a Restorative Justice Coordinator and Family Success Coordinator, while eliminating the CSL (Community School Liaison) position(s) for Magnolia Science Academy-3 to improve the school educational programs for students effective immediately.

Purpose:

Due to the evolving needs of MSA-3, we will discontinue the Community School Liaison (CSL) position, as the workload on campus can be effectively managed by the current Community School Coordinator (CSC). However, MSA-3 requires a Restorative Justice Coordinator to better address increasing campus discipline issues. The rise in unwanted behavior is partly due to increased enrollment, with new students experiencing some difficulty adjusting to the school’s culture. The Restorative Justice Coordinator will play a crucial role in addressing these challenges and supporting a positive campus environment.

Additionally, a Family Success Coordinator is needed to boost enrollment, which currently stands at 409. Significant efforts must be made to increase enrollment, and the Family Success Coordinator will play a crucial role in attracting more students to help sustain our Average Daily Attendance (ADA).



Budget Implications:

The CSL position will be replaced with Restorative Justice Coordinator, with no budget impact for this transition. However, the addition of a Family Success Coordinator will result in an increase of approximately \$98,000 will be incorporated into the MSA 3 First Interim Report that will be presented to the board on December 12, 2024. We expect the school to be able to meet its financial obligations for the 2024-25 year.

Exhibits:

- Board Resolution #20241010-01
- Restorative Practices Coordinator Job Description
- Family Success Coordinator (“FSC”) Job Description
- MSA-3 Organizational Chart

Resolution #20241010-01

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTION

**CREATION AND ELIMINATION OF POSITIONS
FOR MAGNOLIA SCIENCE ACADEMY- 3 (“MSA-3”) 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-3 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. Community Schools Liaison (“CSL”) position will be eliminated.
2. One (1) Full-Time Restorative Practices Coordinator position will be added.
3. One (1) Full-Time Family Success Coordinator (“FSC”) position will be added.
4. These changes will become effective immediately. The CEO is hereby directed by the Board to take all actions necessary to effectuate this Resolution.
5. 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.
6. 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 10 day of October, 2024, by the following vote:

Resolution #20241010-01

Creation and Elimination of Positions for MSA-3 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.

Board Chair



Position: Restorative Justice Coordinator (Non-Classroom-based)

Evaluated by: Principal and/or Assistant Principal (Student Services)

Job Summary

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 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.

Minimum Requirements:(recommended, but not required)

- Five (5) years of successful full-time public school certificated service as a teacher
- A valid California teaching credential authorizing K-12 service
- English Learner Authorization

Primary Duties/Responsibilities:

- Provides support to teachers in implementing School Wide Positive Behavior Intervention and Support (PBIS) in their classrooms, in collaboration with school administration.
- Actively monitors student behavior on campus, applying restorative justice practices.
- Regularly assesses where problem behavior occurs and implements proactive strategies to minimize unwanted behavior.
- Conducts community building circles with teachers/admin/discipline coordinator in developing Restorative Justice practices.
- Supports school staff in creating protocols to develop shared school values that proactively address student issues, infractions and concerns.
- Supports school administrators and other key staff in developing the infrastructure needed to provide Tier 2 and Tier 3 interventions and support.
- Reviews and shares school discipline data and reports to provide support and to monitor implementation progress and effectiveness of the MPS Discipline Policy.
- Work with school teams to triage student needs, collaborate and strengthen current practices.
- Managing highly sensitive and confidential information in compliance with FERPA guidelines.
- Assisting with major school events, attending all staff meetings and retreats as needed, and serving on various school committees.
- Develop monthly themes that promote PBIS.
- Other duties as assigned.

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.

Job Title: Family Success Coordinator

Job Type: 12-month, Full-time, Salary, Classified, Exempt

Summary:

Magnolia Public Schools (MPS) is seeking a dedicated and passionate Family Success Coordinator (FSC) to join our team. This role will focus on supporting the success of students as part of the family unit joining the Magnolia community. The Family Success Coordinator will play a crucial role in ensuring the successful integration of families into our school community and facilitating ongoing communication between staff and families as partners in the success of the child. They will oversee various aspects of the enrollment process, organize events grounded in the outcome of increasing family/ student satisfaction and sense of belonging to increase retention and impact recruitment, and provide support to ensure a positive experience for families throughout the school year. This role will report directly to the school site Principal.

Responsibilities:

1. Foster Positive Relationships:
 - Build and maintain positive relationships with prospective and enrolled families, serving as a trusted resource and advocate for their needs and concerns.
 - Collaborate with school administrators, faculty, and staff to provide a welcoming and supportive environment for students and families throughout the enrollment process and beyond.
 - Conduct follow-up communications with enrolled families to assess school experience satisfaction, address concerns, and gather feedback for continuous improvement.
 - Provide ongoing support and resources for enrolled families to address academic, social, or emotional needs and ensure a positive school experience for students and their families.
2. Orientation Structure:
 - Organize guided school tours for prospective families.
 - Coordinate street team efforts to promote the school and engage with the community.
 - Work with the leadership team to develop strategic enrollment plans based on current trends and projections, to be reviewed quarterly.
 - Conduct orientations at the beginning of the school year and as needed to introduce and reinforce high-impact levers of school culture.
3. Recruitment & Retention Planning:
 - Understand enrollment targets and predictions, adjusting plans accordingly.
 - Create and implement grade level and total enrollment plans.
 - Anticipate shifting enrollment priorities and plan accordingly.
 - Implement retention strategies to enhance student engagement, involvement, and satisfaction with the school experience.

- Organize and facilitate home visits/meetings with families potentially not returning for the next academic year.
4. Transition Support:
 - Facilitate the transition of families throughout the school year.
 - Update entry and exit data, and conduct entry and exit interviews for new families.
 - Serve as a point of contact for families' needs and concerns.
 5. Communication Facilitation:
 - Hold workshops to demonstrate effective two-way communication between families and staff.
 - Actively seek opportunities to enhance communication between staff and families.
 6. Enrollment Events and Activities:
 - Organize and attend two monthly enrollment events, one on campus and one off campus.
 - Streamline the enrollment process to make it efficient and user-friendly for all applicants, leverage current programs i.e. Schoolmint
 7. Engage with Community Partners:
 - Collaborate with local school districts, educational agencies, and homeschool networks to raise awareness of the school's offerings and attract new students from diverse backgrounds at all available grade levels offered at site.

Key Deliverables:

- Enrollment Targets Met: Ensure that enrollment targets are met by effectively recruiting and retaining students.
- Family Satisfaction Survey Increase: Implement strategies to improve family satisfaction, increasing satisfaction survey scores.
- Increase Retention Rates for Highest Need: Develop programs and initiatives to increase retention rates, especially for families with high needs.
- Summer Melt Prevention: Implement measures to prevent "summer melt" by maintaining communication with families over the summer break.

Qualifications:

- Bachelor's degree in Education, Communication, Social Work, or related field (preferred).
- Experience in education, family support services, or community outreach.
- Strong organizational and planning skills.
- Excellent communication and interpersonal skills.
- Ability to work collaboratively with diverse educational partners.
- Familiarity with survey administration and data management.
- Willingness to work flexible hours, including evenings and weekends when necessary.

Benefits:

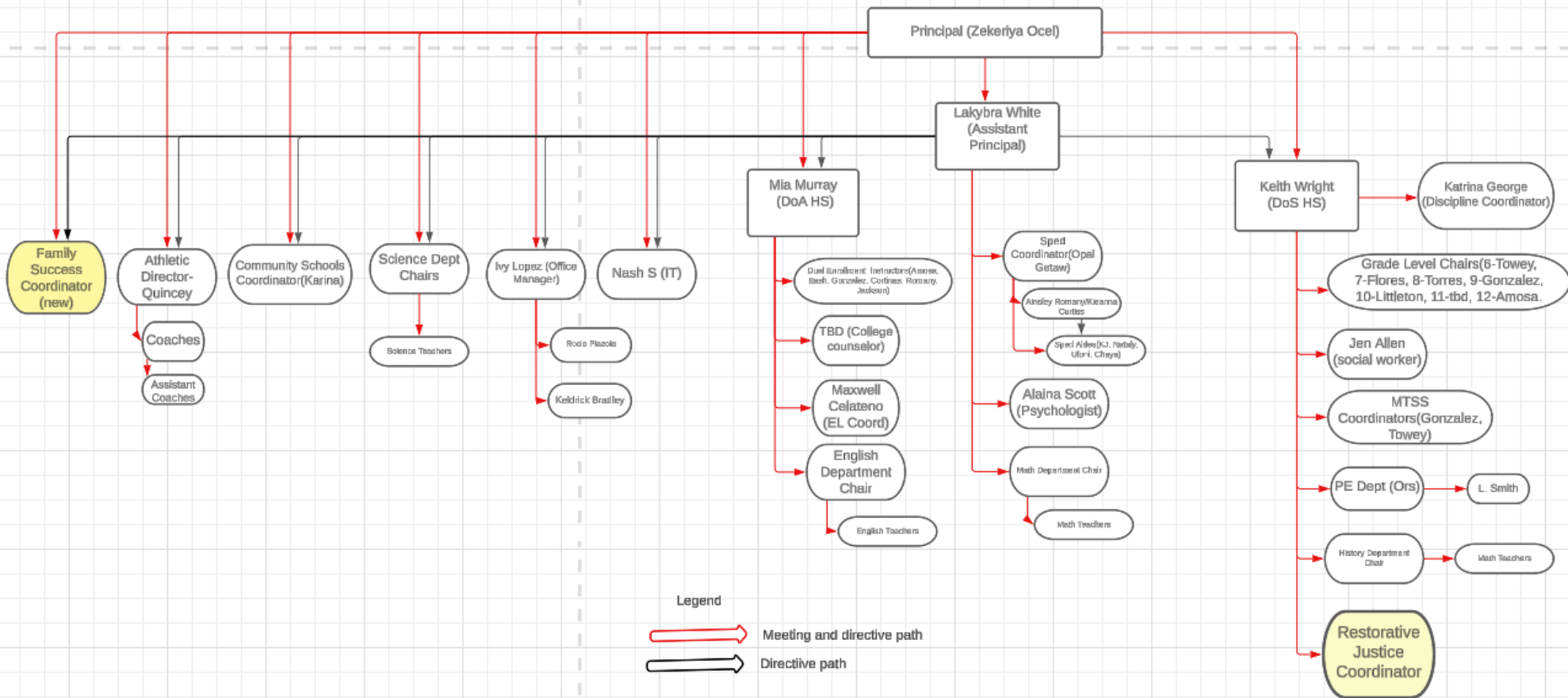
- Competitive salary commensurate with experience.
- Health insurance coverage.
- Professional development opportunities.
- Paid time off and holidays.

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. The employee must also be able to listen and hear students, lift and 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 qualifications 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 essential functions.

Application Process:

- To apply, please submit your resume and cover letter detailing your relevant experience and why you're a good fit for this role.
- Deadline for applications: [TBD]

MAGNOLIA SCIENCE ACADEMY-3 Org CHART



Coversheet

Approval of Board Resolution for Creation and Elimination of Positions for Magnolia Science Academy (MSA)-5 and MSA-7 and for the Improvement of Educational Programs for Students

Section: V. Action Items

Item: E. Approval of Board Resolution for Creation and Elimination of Positions for Magnolia Science Academy (MSA)-5 and MSA-7 and for the Improvement of Educational Programs for Students

Purpose:

Submitted by:

Related Material:

V_E_Board Resolution for Creation and Elimination of Positions for MSA5 and MSA7.pdf



Agenda Item:	V E: Action Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer Ali Kaplan, Principal Musa Avsar, Principal
RE:	Approval of Board Resolution for Creation and Elimination of Positions for Magnolia Science Academy (MSA) 5 and MSA-7 and for the Improvement of Educational Programs for Students

Action Proposed:

I move that the Board approves the Board Resolution #20241010-02 for creation and elimination of positions for Magnolia Science Academy (MSA)-5, and MSA-7 to improve the school educational programs for students.

Purpose:

MSA-5 and MSA-7 are proposing the creation of a shared School Social Worker position to address the growing need for comprehensive student support services. This position will be crucial in conducting assessments to identify students' unique needs, developing individualized intervention plans, and providing counseling and guidance for students facing academic, social, or emotional challenges. Notably, this role will focus on supporting students who may not have an Individualized Education Program (IEP) but are still at risk due to social, behavioral, or emotional difficulties.

The School Social Worker will offer individual, group, and family therapy targeting students at risk, using evidence-based and evidence-informed practices. These interventions will equip students with essential coping skills and strategies to navigate their challenges successfully. By working directly with students, families, and school staff, the social worker will serve as a vital link between school, home, and community, fostering a holistic support system that promotes student success.



In addition to mental health support, the School Social Worker will collaborate closely with teachers and school staff to provide mental health consultation, help develop classroom management strategies, and design and monitor behavior contracts. This includes creating and implementing positive behavior support plans aimed at improving student outcomes.

The social worker will also play a key role in crisis management and mental health interventions, offering leadership in forming school discipline policies and providing essential services to students in need. Moreover, this position will serve as a homeless/foster youth liaison, ensuring that some of the most vulnerable students receive the support and resources they need.

By facilitating community involvement and advocating for student success, the School Social Worker will become a pivotal part of the interdisciplinary team at both MSA-5 and MSA-7, driving positive outcomes for students and families. Given the increasing need for mental health and social-emotional support across our student populations, we believe this position will significantly enhance the academic and personal well-being of our students.

Sharing this position between MSA-5 and MSA-7 will allow both campuses to benefit from the expertise and support of a qualified social worker while maximizing the efficiency of resources. This role will provide an essential layer of support to help our students thrive academically, emotionally, and socially.

Secondly, MSA-5 would like to eliminate the vacant Math Teacher position and add a teacher aide position which focuses on primarily math that is essential to providing targeted support and integrated student support addressing students' academic needs for students who are struggling with math. This role would focus on identifying students' specific needs through assessments and data analysis and developing individualized intervention plans to address these gaps. The teacher aide would support the teacher with instruction in small groups or one-on-one settings, using research-based strategies to reinforce foundational skills and help students catch up with grade-level expectations. By working closely with classroom teachers, the aide would ensure that interventions are aligned with the regular curriculum, creating a cohesive learning experience. Additionally, this position would play a crucial role in building student confidence in math, while regularly communicating with parents and staff to update them on student progress. Approval of this role would be a key step in providing necessary support for students to succeed academically.



We strongly encourage the school board to approve the creation of these positions, as it aligns with our mission to provide holistic integrated academic and mental support to all students and to foster an environment where they can succeed both inside and outside the classroom.

Budget Implications:

- The projected costs for the Social Worker position is approximately \$98,000 including benefits and the costs would be split among the two schools equally (MSA 5 & MSA 7). Since, the Teacher Aide position will be replacing an existing position at MSA 5, there will be no budgetary impact. The total costs for these changes will be incorporated into the MSA 5 & MSA 7 First Interim Reports that will be presented to the board in December 2024.

Exhibits:

- Board Resolution #20241010-02
- Social Worker Job Description
- Teacher Aide Job Description
- MSA-5 Organizational Chart
- MSA-7 Organizational Chart

Resolution #20241010-02

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTION

**CREATION AND ELIMINATION OF POSITIONS FOR
FOR MAGNOLIA SCIENCE ACADEMY-5 (“MSA-5”) AND MAGNOLIA SCIENCE
ACADEMY-7 (“MSA-7”) 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-5, and MSA-7 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 Social Worker 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-5 and MSA-7 will be sharing one (1) full time Social Worker.
2. MSA-5 will have 0.5 FTE of services
3. MSA-7 will have 0.5 FTE of services
4. MSA-5 will hire one (1) full time Teacher Aide
5. MSA-5 will eliminate one (1) full time Math Teacher position
6. 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 10th day of October, 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 #20241010-02

Creation and Elimination of Positions for MSA-5 and MSA-7 for the Improvement of Educational Services for Students

Page 2 of 2

Board Chair

2024-25 Social Worker (Elementary & Middle/High Charter School- Split Schools)

Job Description

The principal tasks of the School Social Worker are to help students and families make the best use of available opportunities and resources and to fully develop each student's individual potential. The School Social Worker brings to the educational process an understanding of the psychosocial development of children and the influences of family, community, and cultural differences as they interact with the educational process. Further, the School Social Worker provides the necessary professional skills to assist students and communities in problem-solving and conflict resolution in a safe and healthy manner. School Social Work is founded on the following premises:

- Definite and identifiable reasons exist why some students are not successful in school and exhibit undesirable behavior (including at-risk factors, dropping out and truancy).
- It is critical to assist families in alleviating adverse conditions in order to promote resiliency and academic success for at-risk students.
- It is important to assist parents in utilizing school and community resources to help children maximize their educational abilities.
- Parental involvement with the school is essential to create positive academic and social outcomes for students.
- It is essential that school staff listens to and respects the feelings and sensitivities of students and parents of all cultural and ethnic backgrounds.
- Education becomes a successful experience for students who are helped to overcome the social and emotional problems interfering with adjustment and achievement in school.
- Special education and related services must be provided for students with physical, mental, social, emotional, or other educational disabilities.
- Social justice and equal opportunity for all students and families will increase educational attainment and enhance the educational experience for everyone.

Direct Services to Students:

The School Social Worker employs appropriate social work methods in situations affecting the student's educational process.

School Social Workers:

- Conduct assessment of student needs
- Promote regular school attendance
- Conduct home visits
- Promote safe, caring, and drug-free schools
- Empowerment of/advocacy for students
- Provide culturally competent services
- Provide appropriate services for homeless students
- Provide individual counseling
- Facilitate group counseling
- Self-esteem

- Anger management
- Impulse control
- Social skills training
- Substance abuse prevention
- Provide crisis intervention services
- Complete social developmental case studies
- Participate in the evaluation of special education placements
- Participate in the development of behavioral modification plans
- Functional Behavioral Assessments (FBA), and Supportive Intervention Plans (SIP)
- Provide short/long-term case management services to individual students
- Referrals to community agencies
- Coordination of services with community agencies
- Coordination of services with other disciplines within the school
- Participate in transition planning for students
- Coordinate pregnancy prevention programs
- Coordinate drop-out prevention programs
- Report suspected child abuse/neglect

Direct Services to Families/Communities:

The School Social Worker employs appropriate social work methods to assure students' positive academic and social outcomes.

School Social Workers:

- Promote parental involvement in the schools
- Promote parental involvement in school conferences
- Promote parental responsibility for regular school attendance
- Conduct home visits
- Conduct family needs assessments
- Promote safe, caring, and drug-free schools
- Empowerment of/advocacy for families
- Provide culturally competent services
- Provide appropriate services/referrals for homeless families
- Provide crisis intervention services
- Refer to community agencies
- Facilitate parent groups
- Parenting skills
- Substance abuse awareness
- Special needs children
- Child abuse prevention
- Appropriate discipline
- Assist families with the interpretation of school policies and procedures
- Collaborate with community agencies
- Collaborate with support personnel within the school
- Participate in case conferences with other school specialists
- Participate in the identification and resolution of school-wide/community needs
- Interpret the School Social Work role to the community
- Serve as a liaison between the school/family/community
- Participate in referrals and case management of students/families involved in the court system
- Serve on school-based committee meetings

- Serve on community interagency teams and other task force teams relevant to School Social Work
- Serve on the school Crisis Team to promote a safe school environment
- Promote a safe, caring, and drug-free school environment

Program Planning and Evaluation:

The School Social Worker facilitates, participates in, and provides input for system-wide, school-based, and departmental program planning, evaluation, and development of policies. All program planning and evaluation activities are done in accordance with state and federal laws, regulations and school board policies.

School Social Workers:

- Conduct individual and/or system-wide surveys to assess the school and/or community needs
- Implement appropriate programs, groups, and initiatives to target at-risk populations (according to the assessment)
- Plan individual school and/or system-wide programs to promote a positive and caring school climate
- Collaborate with community agencies to coordinate services within the school system

Advocacy:

The School Social Worker operates as an advocate for all community populations utilizing skills that respect issues of cultural and ethnic diversity and equity for every student and family.

School Social Workers:

- Facilitate the implementation of federal and state education regulations
- Address child abuse and neglect, due process, and liability issues
- Advocate for school environments to operate in the best interests of children
- Encourage parents to be actively involved in their children's educational experiences
- Adhere to the National Association of Social Workers code of ethical behavior and professional practice.

Consultation and Education:

The School Social Worker provides specialized consultative services to school staff, community agencies and other professionals. Services are designed to assist families, students, and educational professionals in providing quality interventions, which allow students to reach their highest educational, developmental and social potential.

School Social Workers Consult in Such Areas as:

- Preventive interventions
- Classroom management
- Child abuse and neglect
- Mental health and emotional impairments
- Family and psychosocial functioning
- Parent involvement
- Maintenance of caring, safe and drug-free learning environments
- Identification of barriers to educational achievement
- Contribute to the development of the profession by educating and supervising social work interns
- Evaluate, interpret, and perform research with specific application to student, family, and community issues

- Develop and maintain skills that increase the social worker's initiative and effectiveness in working in school settings
- Manage time-based on school social worker-to-student ratios; advocate for worker-to-student ratios consistent with those developed by the National Council of State Consultants for School Social Work Services
- Maintain accurate and appropriate case records and documentation
- Maintain a statistical, demographic breakdown of current caseload
- \$61,000 - \$85,000 / year

Qualifications

- BA or BS (as appropriate) degree in subject matter
- California Commission on Teacher Credentialing credential, certificate, permit, or other documentation equivalent to what a teacher in other public schools would be required to hold in Social Sciences
- Highly qualified in core courses as defined in the section titled "NCLB and Credentialing Requirements."
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- The capability of instructing students and managing their behavior
- Exceptional organizational, communication and interpersonal skills



TEACHER AIDE JOB DESCRIPTION

JOB SUMMARY

The teacher aide is responsible for providing assistance to instructional programs by assisting the teacher in achieving educational objectives by working with individual students or small groups to help them achieve the skill levels of the class as a whole. The teacher aide assists the teacher in providing a well-organized, smoothly functioning class environment in which students can take full advantage of the instructional program and available resource materials.

JOB DUTIES

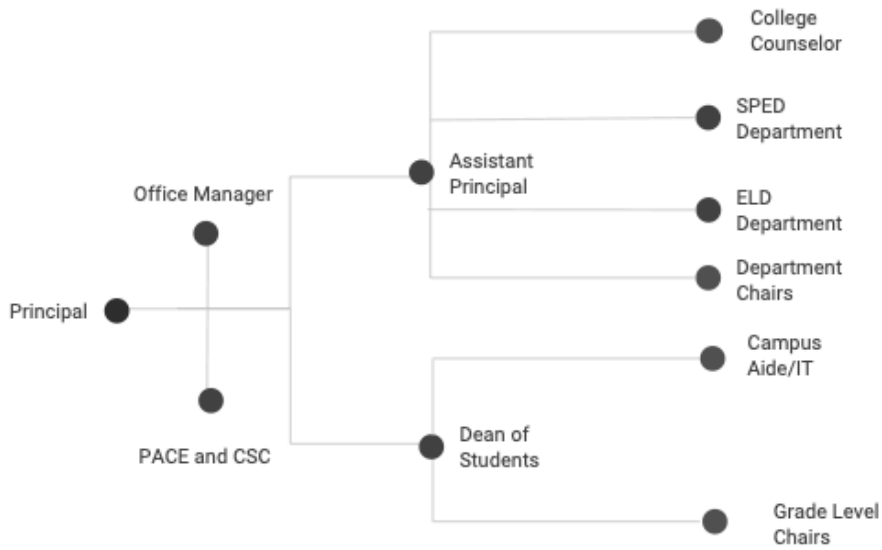
- Executes instructional activities with individual students or small groups of students following teacher direction and demonstration.
- Assists in preparation of materials for class, classroom activities, assignments, location of supplementary materials from school library and other resources areas.
- Implements behavior management programs designed by teachers and/or school psychologist. Counts and records specific student behaviors; administers procedures in the positive behavior support plan.
- Monitors student use of instructional equipment.
- Provides general maintenance of equipment including cleaning and disinfecting.
- Serves as a source of information and help to any substitute teacher assigned in the absence of the regular teacher.
- Maintains the same high level of ethical behavior and confidentiality of information about students as is expected in the classroom teachers.
- Other job related duties and schedules assigned by supervisor

Physical Demands and Work Environment

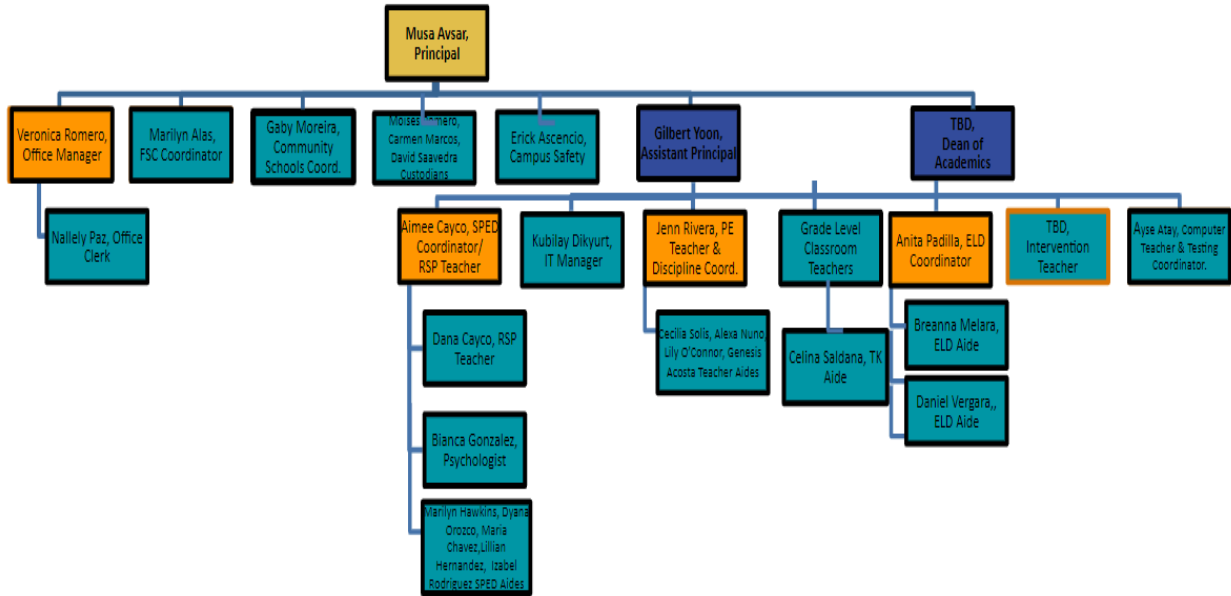
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to stand, bend, and sit for long periods of time. The employee must 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-5 Organization Chart 2024-25



MSA-7 Organization Chart 2024-25



Coversheet

Approval of Board Resolution for Creation of Positions for Magnolia Science Academy-6 for the Improvement of Educational Programs for Students

Section: V. Action Items
Item: F. Approval of Board Resolution for Creation of Positions for Magnolia Science Academy-6 for the Improvement of Educational Programs for Students
Purpose: Vote
Submitted by:
Related Material: V_F_Board Resolution for Creation of Positions for MSA6.pdf



Agenda Item:	V F: Action Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer James Choe, Principal
RE:	Approval of Board Resolution for Creation of Positions for Magnolia Science Academy (MSA)-6 for the Improvement of Educational Programs for Students

Action Proposed:

I move that the Board approve Board Resolution #20241010-03 for creation of position(s) for Magnolia Science Academy-6 to improve the school educational programs for students.

Purpose:

One of our students is in need of a BII, a Behavior Implementation Interventionist, in order to help stay aligned with his IEP. We were made aware of the students BII need and the amount of minutes (1165 total minutes) needed in his last IEP meeting.

Budget Implications:

- The projected costs for the additional hours to support these services shall not exceed \$34,000 for the 2024-25 school year and will be paid for using AB 602 Special Education funds. The Finance Department will include this additional expense in the school’s First Interim Report.

Exhibits:

- Board Resolution #20241010-03
- Behavior Implementation Interventionist Job Description
- MSA-6 Organizational Chart

Resolution #20241010-03

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTION

**CREATION OF POSITION FOR
FOR MAGNOLIA SCIENCE ACADEMY-6 (“MSA-6”) 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-6 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 Social Worker 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-6 will hire one (1) part time Behavior Implementation Interventionist.
2. 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 10th day of October, 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.

Board Chair

Position: Behavior Intervention Implementor

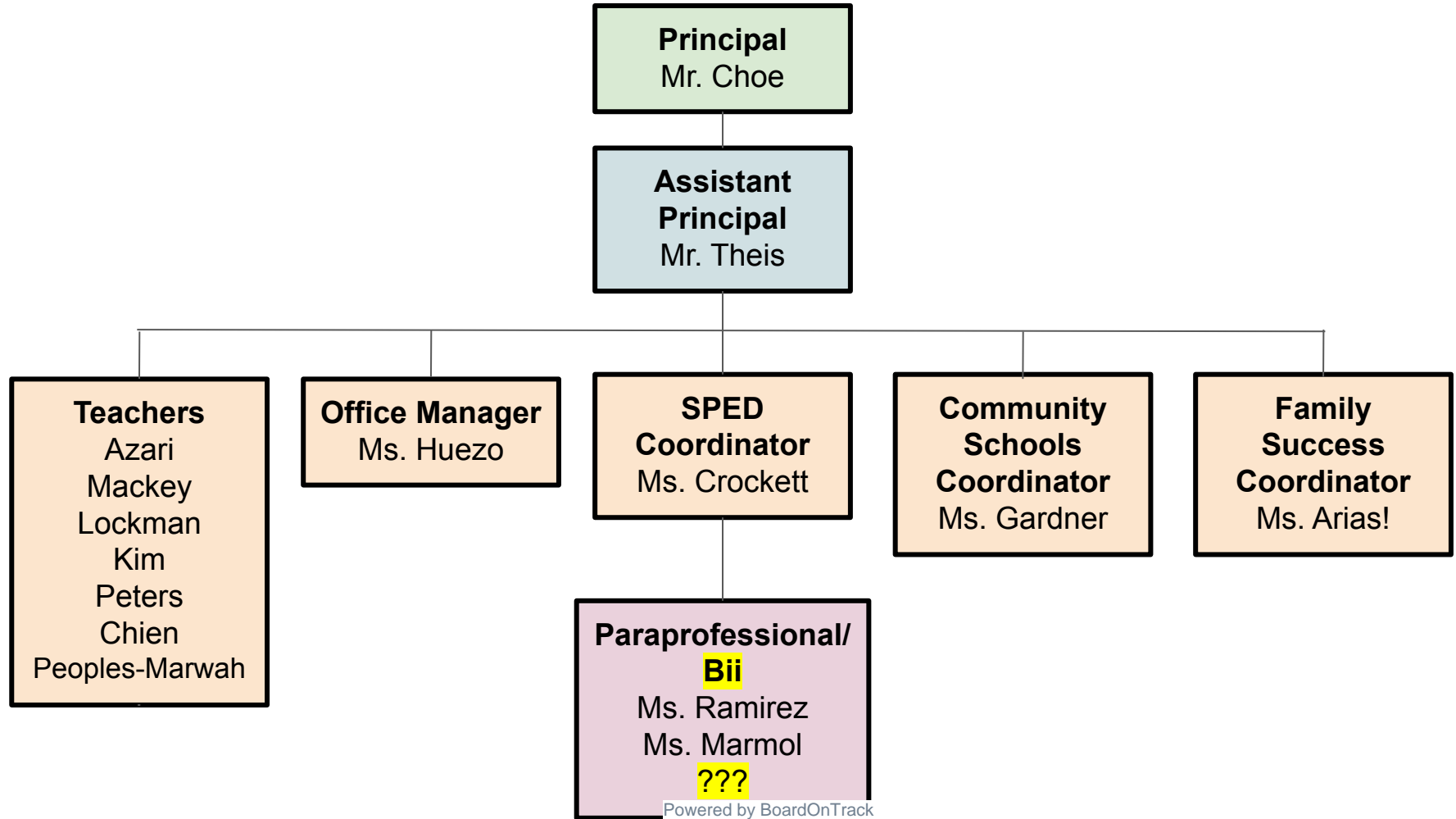
Job Overview: We are seeking a dedicated and compassionate Behavior Intervention Implementor to join our team. As a Behavior Intervention Implementor, you will play a crucial role in supporting individuals with behavioral challenges, developmental disabilities, or learning differences. Your primary responsibility will be to implement behavior intervention plans designed by behavior analysts or therapists. You will work closely with clients, families, and a multidisciplinary team to ensure effective and consistent implementation of behavior support strategies.

Responsibilities:

- Collaborate with behavior analysts, therapists, and other professionals to understand the individualized behavior intervention plans (BIPs) developed for each client.
- Provide direct support to clients in various settings, such as home, school, community, or clinical environments.
- Implement behavior support strategies outlined in the BIPs to address target behaviors and promote skill development.
- Collect and record data on client behavior as specified in the intervention plan; maintain accurate and detailed records of each session.
- Monitor and track client progress, making note of any changes in behavior or trends that may require adjustment to the intervention plan.
- Offer continuous feedback to the behavior analyst or therapist regarding the effectiveness of the implemented strategies and any observed changes in behavior.
- Assist in creating a structured and supportive environment for clients, incorporating positive behavior reinforcement techniques.
- Provide guidance and training to family members, caregivers, or educational staff on how to implement behavior support strategies consistently.
- Attend regular team meetings to discuss client progress, modifications to intervention plans, and collaborative problem-solving.
- Maintain professionalism and confidentiality in all interactions with clients, families, team members, and stakeholders.
- Stay informed about advancements in behavior intervention techniques and related research to enhance intervention effectiveness.

Qualifications:

- Previous experience working with individuals with behavioral challenges or developmental disabilities, preferably in a behavior intervention implementor or similar role.
- Knowledge of behavior analysis principles, positive behavior support, and intervention strategies.
- Familiarity with data collection methods and the ability to maintain accurate records.
- Excellent communication skills, both verbal and written, to effectively collaborate with clients, families, and team members.
- Strong interpersonal skills and the ability to build rapport and maintain a positive relationship with clients.
- Patience, empathy, and the ability to remain composed in challenging situations.
- Willingness to work flexible hours and travel to different locations as required.



Coversheet

Approval of Revised Title IX Policy and Proceeding with Updating the 2024-25 MPS Student/Parent Handbook with that Policy

Section: V. Action Items
Item: G. Approval of Revised Title IX Policy and Proceeding with Updating the 2024-25 MPS Student/Parent Handbook with that Policy
Purpose: Vote
Submitted by:
Related Material: V_G_Revised Title IX Policy.pdf



Agenda Item:	V G: Action Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Gokhan Serce, Chief Academic Officer
RE:	Approval of Revised Title IX Policy and Proceeding with Updating the 2024-25 MPS Student/Parent Handbook with that Policy

Action Proposed:

I move that the Board approve Revised Title IX Policy and for staff to proceed with with updating the 2024-25 MPS Student/Parent Handbook with that policy

Background:

Recent updates to federal regulations, including the 2024 Final Rule on Title IX, necessitate revisions to Magnolia Public Schools' policies. Based on legal guidance from YM&C, we have separated the approval of the Revised Title IX Policy from the Harassment, Intimidation, Discrimination, and Bullying Policy to ensure clarity and compliance.

Approval of the revised Title IX policy is essential for alignment with the new federal standards and will enable us to update the 2024-25 MPS Student/Parent Handbook accordingly. We recommend board approval of the Revised Title IX Policy and proceeding with the necessary updates to the Handbook.

These changes will have a positive impact on our schools by ensuring full compliance with the latest federal regulations, particularly the 2024 Final Rule on Title IX. The updates will strengthen our policies, providing clearer guidance on preventing and addressing sexual harassment, discrimination, and related issues. This enhances protections for students and staff, fostering a safer, more inclusive learning environment.

By separating the Title IX policy from the Harassment, Intimidation, Discrimination, and Bullying Policy, we ensure more focused and effective implementation of both policies, allowing for greater transparency and accessibility for students, parents, and staff. The updated policies



will also reduce the risk of non-compliance and potential legal challenges, safeguarding the school's reputation and resources.

With the approval of this policy, the board assigns Meagan Wittek, Director of Student Services, as the Title IX Coordinator for Magnolia Public Schools. In the event that Ms. Wittek becomes unavailable or unable to serve, Gokhan Serce, Chief Academic Officer, has been designated as the temporary or interim Coordinator until a new one is selected.

Additionally, with the approval of the policy the board appoints Fiorella Del Carpio, Chief People Officer as the predetermined complaint officer for the MPS Board.

Budget Implications:

N/A

Exhibits:

- Title IX Policy



TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools (“MPS”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ MPS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in MPS’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the MPS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by MPS to provide an aid, benefit, or service under MPS’s education program or activity

¹ MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.



explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from MPS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant's ability to access MPS's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within MPS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in MPS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:



- Fear for the person's safety or the safety of others; or
- Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and

other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:



- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) MPS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in MPS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to MPS that objectively can be understood as a request for MPS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of MPS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom MPS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated MPS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to MPS's education program or activity, including measures that are designed to protect the safety of the parties or MPS's educational environment; or (2) provide support during MPS's grievance procedures or during an informal resolution process.



Title IX Coordinator

The Board of Directors of MPS (“Board”) has designated the following employee as the Title IX Coordinator (“Coordinator”):

Meagan Wittek
Director of Student Services
250 E 1st Street, Suite 1500, Los Angeles, CA, 90012
Office: (213) 628-3634 | Fax: (714) 362-9588
mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Gokhan Serce
Chief Academic Officer
250 E 1st Street, Suite 1500, Los Angeles, CA, 90012
Office: (213) 628-3634 | Fax: (714) 362-9588
gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS’s efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure MPS’s consistent compliance with Title IX.

Reporting Sex Discrimination



All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the

Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes MPS from requiring an employee or other person authorized by MPS to provide aid, benefit, or service under MPS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees



Contact information for the confidential employees at MPS, if any, can be found on the MPS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;



- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether MPS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents MPS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or

designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of

whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or MPS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the predetermined complaint officer for the MPS Board:

Fiorella Del Carpio
Chief People Officer



250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 OLS
 Office: (213) 628-3634 | Fax: (714) 362-9588
 fdelcarpio@magnoliapublicschools.org

The appeal decision maker, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of MPS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other

than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- o The allegations;
- o The requirements of the informal resolution process;
- o The right to withdraw and initiate or resume the grievance procedures;
- o That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- o The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- o What information is retained and whether and how it may be disclosed by MPS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. MPS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of



interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

MPS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in MPS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

MPS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

MPS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.



MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person’s status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student’s IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (“IDEA”) and

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) throughout the grievance procedures.

Dismissal

In most cases, MPS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

MPS may dismiss a complaint if:

- MPS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in MPS’s education program or activity and is not employed by MPS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and MPS determines that, without the complainant’s withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- MPS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, MPS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant’s right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.



dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The

Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable MPS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to MPS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if MPS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal



MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by MPS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless MPS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such



evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

MPS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a

complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find MPS's determination unsatisfactory, the party may, within five (5) business days of notice of MPS's determination, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by MPS including notification to the complainant of any such disciplinary sanctions. The



Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within MPS's education program or activity.

No party, witness, or other person participating in MPS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on MPS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

MPS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the MPS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to MPS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of MPS's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide MPS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any MPS leave policy for which the student qualifies.



A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or

additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing MPS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions MPS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. MPS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.



TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.



Date: _____

Signature of Complainant

Print Name

To be completed by MPS:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____
4853-7361-5053, v. 1

DRAFT

Coversheet

Approval of Revised Harassment, Intimidation, Discrimination and Bullying Policy and Proceeding with Updating the 2024-25 MPS Student/Parent Handbook with that Policy

Section: V. Action Items
Item: H. Approval of Revised Harassment, Intimidation, Discrimination and Bullying Policy and Proceeding with Updating the 2024-25 MPS Student/Parent Handbook with that Policy
Purpose: Vote
Submitted by:
Related Material:
V_H_Revised Harassment, Intimidation, Discrimination and Bullying Policy.pdf



Agenda Item:	V H: Action Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Gokhan Serce, Chief Academic Officer
RE:	Approval of Revised Harassment, Intimidation, Discrimination and Bullying Policy & Proceeding with Updating the 2024-25 MPS Student/Parent Handbook with that Policy

Action Proposed:

I move that the Board approve the revised Harassment, Intimidation, Discrimination and Bullying Policy and for staff to proceed with with updating the 2024-25 MPS Student/Parent Handbook with that policy

Background:

The revised Harassment, Intimidation, Discrimination, and Bullying Policy is being presented for board approval as part of an effort to separate it from the Title IX policy, based on legal guidance from YM&C. This separation ensures clearer guidance and implementation of both policies. Approval of this revised policy will allow us to update the 2024-25 MPS Student/Parent Handbook to reflect these changes, ensuring compliance and providing clarity to students, parents, and staff.

We recommend board approval of the revised policy and authorization to update the Handbook accordingly

Budget Implications:

N/A

Exhibits:

Harassment, Intimidation, Discrimination and Bullying Policy



HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.¹

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

¹ This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."



Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual’s educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student ² or students in fear of harm to that student’s or those students’ person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student’s physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student’s academic performance.
- Causing a reasonable student to experience a substantial interference with the student’s ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

² “Reasonable student” is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student’s age, or for a person of the student’s age with the student’s exceptional needs.



- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.



- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating



- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS’s students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS’s Title IX Policy and UCP is available in the main office and on MPS websites.



Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.



At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.



**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant Date: _____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____
4856-2160-3533, v. 1

Coversheet

Approval of Resolution to Rename the Previously Approved "Ad Hoc Committee" to the "Facilities Planning & Oversight Committee"

Section: V. Action Items
Item: I. Approval of Resolution to Rename the Previously Approved "Ad Hoc Committee" to the "Facilities Planning & Oversight Committee"
Purpose: Vote
Submitted by:
Related Material:
V_I_Resolution to Rename the "Ad Hoc Committee" to "Facilities Planning and Oversight Committee".pdf



Agenda Item:	V I: Action Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of Resolution to Rename the “Ad Hoc Committee” to “Facilities Planning and Oversight Committee”

1. **Action Proposed:**

MPS Staff recommends that the Board approve Resolution #20241010-04, attached as Exhibit A, to rename the MPS Ad Hoc Committee, originally established for the MSA-5 7111 Winnetka Project during the May 9, 2024 Board Meeting, to the MPS Facilities Planning and Oversight Committee and to provide it with the additional powers to fulfill the duties and responsibilities set forth in said resolutions .

2. **Purpose:**

The purpose of this resolution is for the committee name to be clarified and renamed to correspond appropriately with its duties responsibilities.

This action's purpose is to clarify the function of the committee in order to reflect the committee's role, powers and responsibilities, including with respect to the MSA-5 project at 7111 Winnetka Ave and other time sensitive capital projects that would otherwise require the full MPS Board’s approval.

3. **Background:**

The MPS Ad Hoc Facilities Committee was originally formed to address facility-related concerns on an as-needed basis back in May 9, 2024.

Original Establishment of the Ad Hoc Committee

At the May 9, 2024 Board meeting, MPS staff recommended forming the Ad Hoc Committee to expedite decision-making for the MSA-5 project. The Ad Hoc Committee was granted the authority to approve project-related decisions that needed to be made between Board meetings to make sure that the MSA-5 7111 Winnetka Project stays on schedule for completion.

The Board appointed three members to be part of the committee: Mekan Muhammedov, Sandra Covarrubias, and Diane Gonzalez. No changes have been made to the composition of the committee since its formation.



4. **Analysis:**

Legal guidance suggests this renaming will align the committee's responsibilities with the formal structure and legal requirements of the organization. This transition also eliminates any confusion regarding the committee's authority to approve projects, a role that was granted by the Board in May 2024.

5. **Impact:**

The renaming will allow the committee to operate with clarity and alignment in its responsibilities across all MPS facilities projects, ensuring streamlined decision-making processes for the ongoing and future needs of MPS campuses.

6. **Budget Implications:**

There are no budget implications associated with this resolution or the renaming of the committee.

7. **Exhibits:**

Exhibit A. Resolution #20241010-04



Exhibit A

Resolution No. 20241010-04

Rename the MPS Ad Hoc Facilities
Committee to the MPS Facilities Planning
and Oversight Committee

MAGNOLIA PUBLIC SCHOOLS

BOARD OF DIRECTORS RESOLUTION

Resolution No. 20241010-04

A Resolution to Rename the Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) “Ad Hoc Committee” to the MPS Facilities Planning and Oversight Committee

WHEREAS, Section 16 of Article VII of the MPS Amended and Restated Bylaws allows for the creation of one or more committees by resolution, consisting of two or more directors, to serve at the pleasure of the Board;

WHEREAS, the MPS Board of Directors at its May 9, 2024 meeting created the Ad Hoc Committee to address facility-related matters including to make decisions on time critical matters, including to approve, expenditures related thereto on an as-needed basis;

WHEREAS, by law ad hoc committees are not typically eligible to make decisions and or to provide approval on behalf of the Board;

WHEREAS, for the avoidance of doubt, the Board desires to clarify the function of the previously approved ad hoc committee by renaming it to align with its function and powers;

WHEREAS, it is in the best interest of MPS to rename the Ad Hoc Committee into a permanent body that will oversee ongoing planning, capital improvement projects, and long-term strategic facilities needs to ensure the continued success and growth of MPS;

WHEREAS, Section 17 of Article VII of the MPS Amended and Restated Bylaws governs the meetings and actions of Board committees, requiring them to follow the provisions concerning meetings and actions under the Brown Act, including the keeping and filing of minutes for each meeting;

NOW, THEREFORE, BE IT RESOLVED, that the MPS Board of Directors hereby renames the MPS Ad Hoc Committee as the **“MPS Facilities Planning and Oversight Committee”** effective immediately;

BE IT FURTHER RESOLVED, that the MPS Facilities Planning and Oversight Committee shall have the powers previously granted to the Ad Hoc Committee, namely, to make decisions about and approve time sensitive matters that could impact the timely delivery of the MSA-5 – 7111 Winnetka Construction Project that would otherwise require the approval of the MPS Board of Directors and said committee shall continue to be operational from its appointment through the

earlier of the Board's resolution to terminate the Ad Hoc Committee or the end of the 2024-25 MPS fiscal year.

BE IT FURTHER RESOLVED, that the MPS Facilities Planning and Oversight Committee shall have the authority and power to make decisions about and approve time sensitive matters, including the expenditure of money, that could impact the timely delivery of other MPS capital projects that would otherwise require the approval of the MPS Board of Directors.

BE IT FURTHER RESOLVED, that the MPS Facilities Planning and Oversight Committee shall assume the following responsibilities:

1. Develop and recommend long-term facilities planning strategies aligned with MPS growth and educational goals.
2. Monitor and provide oversight for capital improvement projects, maintenance, and facility acquisitions.
3. Ensure the safety, compliance, and proper maintenance of learning environments across all MPS campuses.
4. Collaborate with the MPS Home Office and school leadership to prioritize resource allocation for facility needs.
5. Report regularly to the MPS Board of Directors on the status and progress of facilities projects.

PASSED AND ADOPTED by the Magnolia Educational & Research Foundation dba Magnolia Public Schools Board of Directors on this 10th day of October, 2024, by the following vote:

AYES: _____

NAYS: _____

ABSENT: _____

ABSTAIN: _____

CERTIFICATION

I, Jennifer Lara, Secretary of the Magnolia Public Schools Board of Directors, do hereby certify that the foregoing is a true and correct copy of a resolution passed and adopted by the Board of Directors of Magnolia Public Schools at a regular meeting thereof held on October 10, 2024.

Jennifer Lara, Secretary
Magnolia Public Schools Board of Directors