



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday January 16, 2025 at 6:00 PM PST

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.

- 2460 W Bayshore Rd, Apt 6, Palo Alto, CA 94303 (**Dr. Umit Yapanel**)
- 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			6:00 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. Announcements - CEO & Superintendent, Board, Student Board Member			7 m
G. Approval of Minutes from MPS Regular Board Meeting - December 12, 2024	Approve Minutes		1 m
II. Consent Items			6:18 PM
A. Approval of School Accountability Report Cards (SARC) for All MPS	Vote	David Yilmaz	3 m
III. Closed Session			6:21 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Conference with Real Property Negotiations (§ 54956.8)			15 m
Property: 18120 Sherman Way, Reseda, CA 91335			
Agency Negotiator: Alfredo Rubalcava			
Negotiating Parties: Magnolia and Current Owner of Property			
Under Negotiation: Terms of Potential Purchase including Price			
C. Conference with Legal Counsel – Anticipated Litigation			15 m

	Purpose	Presenter	Time
Initiation of litigation pursuant to §54956.9(c): 1 case			
D.	Report Out of Closed Session	FYI	1 m
IV. Action Items			6:53 PM
A.	Approval of MPS School Sponsored Field Trips and Cultural Excursions Policy	Vote	Gokhan Serce 7 m
B.	Approval of Updated 2024-25 MPS Employee Handbook	Vote	Fiorella Del Carpio 5 m
C.	Approval of Board Resolution for Creation of Position(s) for Magnolia Science Academy-4	Vote	Fiorella Del Carpio 5 m
D.	Approval of Magnolia Science Academy-3 Action Plan for Success	Vote	Gokhan Serce 10 m
E.	Approval of 2023-24 Annual Audit Report for all Magnolia Science Academy Schools and the Home Office	Vote	Steve Budhraj 15 m
F.	Resolution Approving Charter Material Revision of Magnolia Science Academy- Orange County	Vote	Brenda Olivares 10 m
G.	Approval of Revisions to the Employee Evaluation Protocols	Vote	David Yilmaz & Fiorella Del Carpio 10 m
H.	Approval of Resolutions Related to the Acquisition and Lease of 18120 Sherman Way (including Acquisition Loan)	Vote	Patrick Ontiveros 15 m
I.	Approval of Intracompany Loan Between Magnolia Science Academy-8 to Magnolia Educational & Research Foundation	Vote	Steve Budhraj 10 m
J.	Approval of Inspector of Record for Magnolia Science Academy-5 Project at 7111 Winnetka Ave	Vote	Patrick Ontiveros 5 m

	Purpose	Presenter	Time
K. Approval of Inspector for Specialty Inspections for Magnolia Science Academy-5 Project at 7111 Winnetka Ave	Vote	Patrick Ontiveros	5 m
L. Approval of Surveyor for Magnolia Science Academy-5 Project at 7111 Winnetka Ave	Vote	Patrick Ontiveros	5 m
M. Approval of General Contractor for Magnolia Science Academy-5 Project Increment Number 1 Scope of Work	Vote	Patrick Ontiveros	15 m
N. Approval of Underwriter for Refinancing of 2014 and 2017 Bonds	Vote	Steve Budhreja	15 m
V. Information/Discussion Items			9:05 PM
A. Data Presentation: 2024-25 MPS Demographics	Discuss	David Yilmaz	15 m
VI. Closing Items			9:20 PM
A. Adjourn Meeting			1 m

Coversheet

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

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



Agenda Item:	II A: Consent Item
Date:	January 16, 2025
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 School Accountability Report Cards (SARC) For All MPS

1. Action Proposed:

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

2. Purpose:

All active public schools/LEAs and nonpublic, nonsectarian schools are required to prepare and disseminate a SARC for the primary purpose of providing parents with data and information to make meaningful comparisons between schools (inclusive of charter schools).

3. Background:

Charter schools are required to prepare SARC reports as a method by which to measure pupil progress in meeting pupil outcomes for state priorities, pursuant to EC section 47605(b)(5)(C).

The SARC presented for board approval is for the year of 2023-24 and covers information about the school, including but not limited to, Conditions of Learning, Pupil Outcomes, Engagement, expenditures per pupil, professional development, and other information about the school. Schools are required to use the template provided by the CDE where the majority of the data is pre-populated in the report by the CDE while the school is asked to provide a narrative in the following areas: school description and mission statement, school facility conditions and planned improvements, career technical education programs, opportunities for parental involvement, school safety plan, types of services funded, and professional development.

SARC needs to be approved by the board annually by February 1 and posted on each school’s website. It is also required of LEAs to notify all parents of the availability of a full report and provide instructions regarding how this information can be obtained both through the internet and on paper (upon request). LEAs with access to the internet are required to make SARCs available through that medium.



4. **Analysis:**

Please see the attached SARC reports for the currently available data and information about each MPS school. MPS will publish SARC after board approval and before February 1 and will notify parents in English and Spanish of the availability. It is a federal requirement to send some form of notification, such as a newsletter or flyer sent home to parents, that a hard copy will be made available upon request at the school site. MPS also utilizes the ParentSquare messaging system to communicate with our educational partners. The Home Office Accountability Department supports and monitors the completion and dissemination of the report.

5. **Impact:**

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

6. **Exhibits:**

- School Accountability Report Card (SARC) (one for each MSA)

Magnolia Science Academy
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Mr. Brad Plonka, Principal

Principal, Magnolia Science Academy

About Our School

Dear Warrior Community,

With great pride and enthusiasm, I present you the School Accountability Report Card (SARC) for Magnolia Science Academy-1. This document reflects our commitment to transparency, accountability, and the continuous improvement of our educational programs.

At Magnolia Science Academy-1, our mission is to provide a rigorous, college-preparatory education that equips all students to excel academically, socially, and personally. We are dedicated to fostering an inclusive and supportive environment where students develop the critical thinking, creativity, and resilience needed to succeed in an ever-changing world.

During this academic year, our dedicated team of educators has worked tirelessly to ensure that every student receives a well-rounded education. Highlights of our accomplishments include increased student achievement, expanded extracurricular opportunities, and the ongoing development of programs that address the diverse needs of our student body. Our commitment to STEAM education, Advanced Placement courses, and dual enrollment opportunities remains steadfast, offering students a pathway to college and career success.

In addition to academic achievement, we place great emphasis on character development and community engagement. Through various initiatives and partnerships, our students are encouraged to become compassionate, responsible, and engaged citizens who contribute positively to society.

I would like to extend my appreciation to our teachers, staff, parents, and community members for their support of our school's vision and goals. Your dedication plays an important role in creating an environment where students thrive.

As we move forward, we remain committed to providing an exceptional education that prepares our students for a bright future. Thank you for being an essential part of our Magnolia Science Academy-1 family.

All the best,
Brad Plonka
Principal
Magnolia Science Academy-1

Contact

Magnolia Science Academy
18238 Sherman Way

Reseda, CA 91335-4550

Phone: [\(818\) 609-0507](tel:(818)609-0507)

Email: bplonka@magnoliapublicschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoedu
Website	www.lacoedu

School Contact Information (School Year 2024–25)

School Name	Magnolia Science Academy
Street	18238 Sherman Way
City, State, Zip	Reseda, CA , 91335-4550
Phone Number	(818) 609-0507
Principal	Mr. Brad Plonka, Principal
Email Address	bplonka@magnoliapublicschools.org
Website	https://msal.magnoliapublicschools.org
Grade Span	6-12
County-District-School (CDS) Code	19101996119945

School Description and Mission Statement (School Year 2024–25)

SCHOOL DESCRIPTION: 2024-25 School Year

Magnolia Science Academy-1 (MSA-1) is a public charter school offering a classroom-based educational program for students in grades 6-12. Dedicated to fostering academic excellence, MSA-1 emphasizes a robust Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum designed to prepare students for success in college and beyond. For the 2024-25 school year, MSA-1 proudly serves a diverse population of 745 students, primarily from Reseda, CA, and its surrounding communities.

MSA-1 operates with a mission to ensure that all students achieve academic and personal success. This mission is supported by a cohesive educational framework rooted in rigorous, high-quality standards, current research, and evidence-based best practices. The school’s approach also considers the unique needs of its students and community, promoting equity and opportunity for all learners.

Driven by the belief that every student can excel, MSA-1 strives to align its mission and vision with district goals, ensuring seamless integration with broader

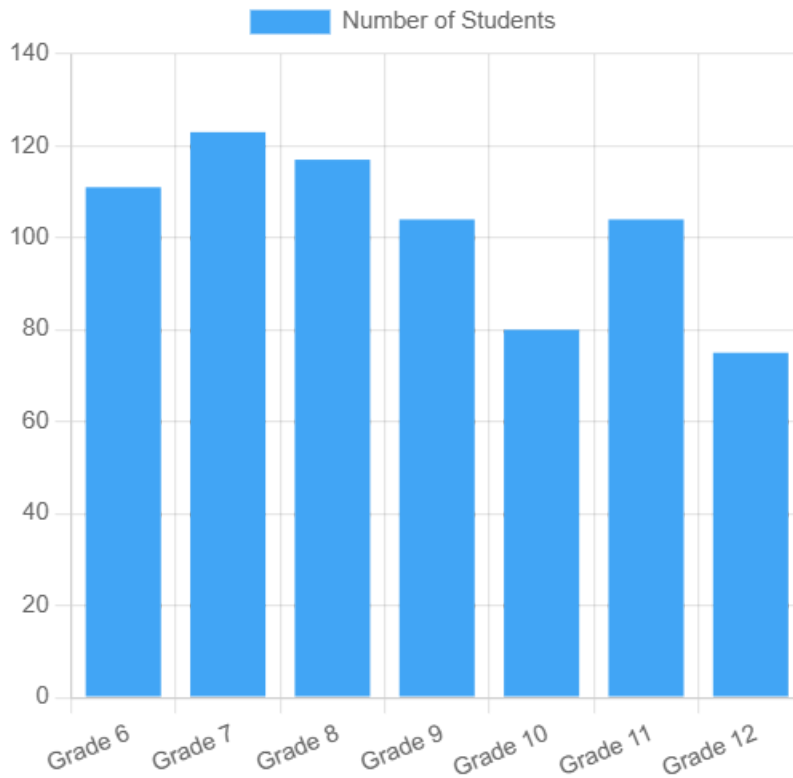
student success initiatives. Through this alignment, MSA-1 remains committed to preparing students for the challenges of college, career, and lifelong learning while fostering innovation and creativity through its STEAM-focused education.

MISSION:

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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	111
Grade 7	123
Grade 8	117
Grade 9	104
Grade 10	80
Grade 11	104
Grade 12	75
Total Enrollment	714



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	46.80%
Male	53.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	3.20%
Black or African American	0.70%
Filipino	1.50%
Hispanic or Latino	89.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	4.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	24.40%
Foster Youth	0.30%
Homeless	3.50%
Migrant	0.00%
Socioeconomically Disadvantaged	89.90%
Students with Disabilities	15.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.90	74.14%	327.80	57.81%	234405.20	84.00%
Intern Credential Holders Properly Assigned	3.80	10.16%	27.10	4.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	7.06%	40.80	7.21%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.20	8.59%	137.00	24.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	34.10	6.03%	15831.90	5.67%
Total Teaching Positions	37.70	100.00%	567.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.00	71.35%	308.40	61.53%	231142.40	100.00%
Intern Credential Holders Properly Assigned	4.90	12.70%	30.90	6.17%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	10.18%	84.10	16.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	5.73%	64.10	12.80%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	13.60	2.71%	14303.80	5.15%
Total Teaching Positions	39.30	100.00%	501.20	100.00%	277698	100%

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

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.70	1.90	4
Misassignments	1.60	0.60	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.30	2.60	4

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00	2.2
Local Assignment Options	0.50	2.10	0
Total Out-of-Field Teachers	1.50	3.20	2.2

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.20%	1.4%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync California Edition	0
Mathematics	Houghton Mifflin Harcourt (HMH)	0
Science	CA Inspire	0
History-Social Science	Impact	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

MSA-1 is housed in facilities that received state Fire Marshal approval, meet the Los Angeles Uniform Building Code and federal American Disabilities Act (ADA) access requirements, and are evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken to ensure such safety standards are met. MSA-1 complies with all Asbestos Hazard Emergency Response Act (AHERA, 29 CFR Part 763, Subpart E) regulations, including compliance with inspections mandated by AHERA utilizing independent consultants. Depending on the facility lease requirements, MSA-1 outsources all maintenance and operational functions, including major and minor repairs, pest control, landscaping, and gardening, to vendors qualified to perform such functions.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	33%	38%	38%	44%	46%	47%
Mathematics (grades 3-8 and 11)	24%	25%	24%	28%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	463	448	96.76%	3.24%	38.34%
Female	223	220	98.65%	1.35%	39.45%
Male	240	228	95.00%	5.00%	37.28%
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74%	5.26%	72.22%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	405	394	97.28%	2.72%	34.69%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	19	16	84.21%	15.79%	50.00%
English Learners	118	105	88.98%	11.02%	0.97%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	408	395	96.81%	3.19%	37.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	66	65	98.48%	1.52%	15.38%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	464	461	99.35%	0.65%	24.73%
Female	224	224	100.00%	0.00%	22.77%
Male	240	237	98.75%	1.25%	26.58%
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74%	5.26%	55.56%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	406	404	99.51%	0.49%	20.30%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	19	19	100.00%	0.00%	52.63%
English Learners	118	116	98.31%	1.69%	5.17%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	409	406	99.27%	0.73%	23.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	66	66	100.00%	0.00%	6.06%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	16.34%	21.69%	35.14%	34.16%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	295	295	100.00%	0.00%	21.69%
Female	138	138	100.00%	0.00%	21.01%
Male	157	157	100.00%	0.00%	22.29%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	268	268	100.00%	0.00%	19.03%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	47	47	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	268	268	100.00%	0.00%	20.90%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	45	45	100.00%	0.00%	2.22%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	181
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	98.67%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	99%	100%	100%	100%
9	89%	90%	90%	90%	90%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Parental Engagement at MSA-1

At Magnolia Science Academy-1 (MSA-1), we recognize the vital role parents play in their student's educational journey and strive to foster a strong partnership with families. Parental engagement is at the heart of our school's success, and we offer a variety of opportunities and resources to ensure active involvement.

Parent Communication and Support

To keep parents informed and engaged, MSA-1 provides a dedicated parent login to monitor their child's academic progress. Parents can easily connect with teachers and staff through ParentSquare, email, or phone, with contact details readily available on the school website. Our team is highly responsive to parent inquiries, ensuring timely communication to address any concerns.

Going beyond traditional methods of engagement, MSA-1 educators conduct home visits to build stronger connections between school and home. These visits foster open communication and create a supportive environment for students and their families.

Orientation and Community Engagement

Before the start of each school year, MSA-1 hosts an orientation for new and returning students and their families. This event provides an opportunity for parents to meet homeroom teachers, learn about school and classroom expectations, and ask questions to prepare for the academic year.

The Parent Task Force (PTF) meets monthly to discuss fundraising efforts, school activities, and parent concerns. Additionally, our monthly "Coffee with the Admin" sessions offer parents the chance to engage with the administrative team, explore important topics such as internet safety or community resources, and share their feedback.

Advisory Councils and Collaboration

MSA-1 actively involves parents in school governance through the English Language Advisory Council (ELAC) and Parent Advisory Council (PAC). These councils meet monthly, bringing together elected representatives to discuss and vote on key school matters such as the Local Control and Accountability Plan (LCAP), School Safety Plan, and School Wellness Plan.

Academic Progress and Events

Every six weeks, parents receive detailed progress reports via mail or digital platforms. These reports include personalized comments from teachers, providing valuable insights into each student's growth beyond letter grades. Parents are also encouraged to schedule meetings with teachers to discuss their child's academic performance and progress.

MSA-1 organizes Open House events, allowing parents, neighbors, and community members to tour the school and learn more about our programs. Field trips, both local and overnight, further enrich students' learning experiences and foster academic growth.

Learning Opportunities for Parents

To enhance parental involvement, MSA-1 offers learning sessions for parents during both weekdays and weekends. These sessions provide valuable tools and knowledge to help parents support their child's education effectively.

At MSA-1, we are committed to creating a welcoming and collaborative environment where parents are essential partners in their child's success. Together, we can ensure our students thrive academically, socially, and emotionally.

State Priority: Pupil Engagement

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

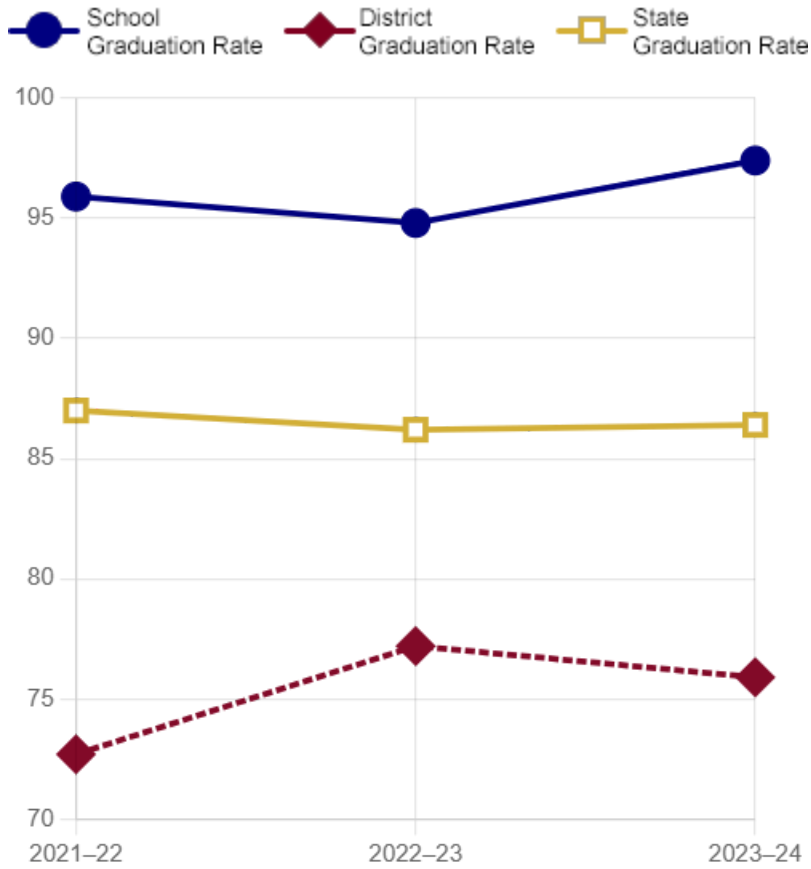
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

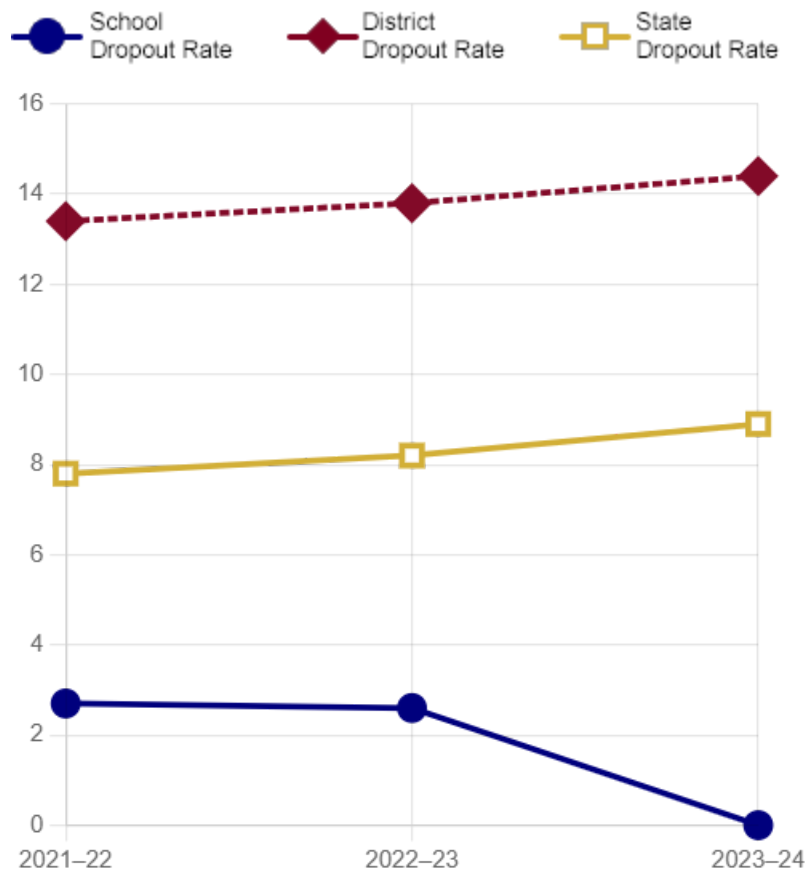
Indicator	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Graduation Rate	95.9%	94.8%	97.4%	72.7%	77.2%	75.9%	87%	86.2%	86.4%
Dropout Rate	2.7%	2.6%	0.0%	13.4%	13.8%	14.4%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	76	74	97.4%
Female	34	34	100.0%
Male	42	40	95.2%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	--	--	--
Hispanic or Latino	71	70	98.6%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	15	15	100.0%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	73	71	97.3%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	16	14	87.5%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	789	759	170	22.4%
Female	376	361	75	20.8%
Male	413	398	95	23.9%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	1	1	1	100%
Asian	24	24	1	4.2%
Black or African American	6	6	2	33.3%
Filipino	12	12	0	0%
Hispanic or Latino	708	684	159	23.2%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	3	3	2	66.7%
White	35	29	5	17.2%
English Learners	215	198	60	30.3%
Foster Youth	4	4	1	25%
Homeless	29	29	7	24.1%
Socioeconomically Disadvantaged	702	678	150	22.1%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	120	118	45	38.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.71%	3.48%	0.00%	4.48%	5.74%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.13%	0.03%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.53%	0.13%
Female	1.6%	0%
Male	3.39%	0.24%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	2.68%	0.14%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	2.79%	0.47%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	2.71%	0.14%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	2.5%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

-MSA-1 conducts monthly drills, including fire, earthquake, and other mandated exercises, which also encompass lockdown drills. Our campus is dedicated to ensuring a secure and inviting environment for students, parents, and staff. We foster a strong school culture by establishing and adhering to high standards and expectations. The entire staff undergoes training during the summer and convenes weekly to ensure a unified approach to providing our students with a strong framework.

-Teachers regularly review with their SSR/Advisory (homeroom) the student handbook, outlining standards, expectations, rules, and procedures. Our well-defined reward and discipline system, coupled with clear school and classroom norms, creates a consistent and nurturing atmosphere. Additionally, our staff diligently supervises transitions and breaks to ensure a safe environment for everyone.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	15.00	26	27	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	19.00	21	17	0
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	22.00	13	21	2
Other**				

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	22	13	0
Mathematics	22.00	11	17	0
Science	24.00	6	14	1
Social Science	23.00	9	16	1

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	19	16	
Mathematics	23.00	7	19	
Science	24.00	6	19	
Social Science	22.00	11	12	2

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	143

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	5.00
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.00
Other**	0.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21339.13	\$6216.39	\$15122.74	\$77953.00
District	N/A	N/A	\$24017.00	\$85275.00
Percent Difference – School Site and District	N/A	N/A	-45.00%	-9.00%
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	-21.00%	-20.00%

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

Types of Services Funded (Fiscal Year 2023–24)

The charter petition and Local Control and Accountability Plan (LCAP) of MSA-1 outline comprehensive school-wide objectives and specific measures to be undertaken in each of the eight state priority areas. Additionally, any locally identified priority areas are addressed to fulfill goals for all students and specific student groups. The LCAP details the necessary expenditures for the implementation of each goal and action, specifying how additional funds allocated for low-income students, English learners, and foster youth contribute to enhancing or expanding services for these student populations. MSA-1 strategically utilizes federal funds to complement state and local resources, ensuring a cohesive educational program. The LCAP encompasses a range of actions and services, including but not limited to:

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

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

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education,

activity, and fitness, and additional programs and activities that support a well-rounded education.

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

Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 31.2 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	1
Fine and Performing Arts	1
Foreign Language	3
Mathematics	0
Science	1
Social Science	1
Total AP Courses Offered*	8

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

Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	47	48	47

Magnolia Science Academy 2

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

David Garner, Principal

📍 Principal, Magnolia Science Academy 2

About Our School



David Garner, Principal

Contact

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

Phone: [\(818\) 758-0300](tel:(818)758-0300)

Email: dgarner@magnoliapublicschools.org

Contact Information (School Year 2024–25)

Dear Parents, Guardians, and Stakeholders,

Welcome to the SARC Report for Magnolia Science Academy-2 (MSA-2). You can follow our school activities 24/7 via our webpage at: msa2.magnoliapublicschools.org or our Instagram page @msa2mustangs.

Respectfully,

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

District Contact Information (School Year 2024–25)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoedu
Website	www.lacoedu

School Contact Information (School Year 2024–25)

School Name	Magnolia Science Academy 2
Street	17125 Victory Blvd.
City, State, Zip	Van Nuys, CA , 91406-5455
Phone Number	(818) 758-0300
Principal	David Garner, Principal
Email Address	dgarner@magnoliapublicschools.org
Website	http://msa2.magnoliapublicschools.org
Grade Span	6-12

County-District-School 19101990115212
(CDS) Code

School Description and Mission Statement (School Year 2024–25)

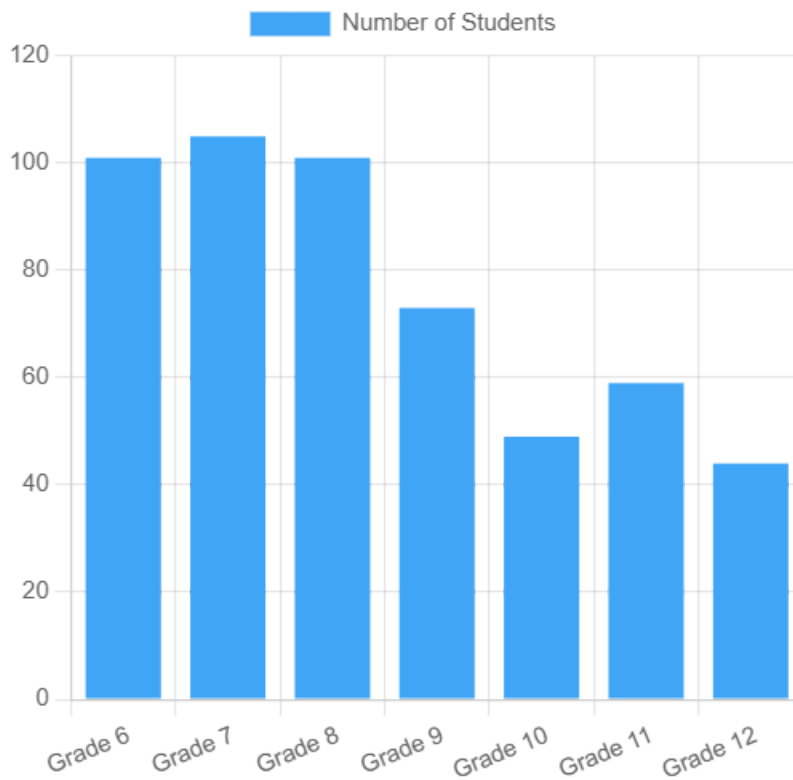
Magnolia Science Academy-2 is a public charter school located in the Lake Balboa Educational Complex in Lake Balboa, California. Since its founding in 2007, the school has served grades 6 through 12, offering a comprehensive academic program that emphasizes both intellectual and social-emotional development. As a community school, we are committed to supporting the holistic growth of our students, ensuring that they are well-prepared for both academic challenges and life beyond the classroom. Key programs at Magnolia Science Academy-2 include STEAM education, dual enrollment college courses, music, sports, and student leadership through student council.

The school is proud to have achieved a 100% graduation rate and to have earned recognition as a California Distinguished School in 2024 for closing the achievement gap, along with the CA PBIS Platinum Recognition. Our students consistently gain acceptance into prestigious colleges and universities, including UCLA, UC Berkeley, and CSUN, among others. Magnolia Science Academy-2 is authorized by the Los Angeles County Office of Education (LACOE) and remains dedicated to providing an environment that fosters academic excellence, community involvement, and the development of the whole child.

At Magnolia Science Academy-2, we are guided by the vision of Magnolia Public Schools to empower our graduates to build a more peaceful and inclusive global society through creative thinking, effective communication, and the rigor of science. Our mission is to provide a safe, nurturing community that fosters the academic and social-emotional growth of every student, preparing them for success through a college preparatory STEAM education that emphasizes respect for self and others.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	101
Grade 7	105
Grade 8	101
Grade 9	73
Grade 10	49
Grade 11	59
Grade 12	44
Total Enrollment	532



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	46.80%
Male	53.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.30%
Black or African American	3.20%
Filipino	0.40%
Hispanic or Latino	90.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.20%
White	3.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.50%
Foster Youth	0.40%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disadvantaged	93.00%
Students with Disabilities	20.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.20	72.53%	327.80	57.81%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	4.47%	27.10	4.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	17.82%	40.80	7.21%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	5.14%	137.00	24.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	34.10	6.03%	15831.90	5.67%
Total Teaching Positions	22.30	100.00%	567.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.20	63.13%	308.40	61.53%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	30.90	6.17%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	30.99%	84.10	16.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	5.22%	64.10	12.80%	11746.90	4.23%
Unknown/Incomplete/NA	0.10	0.62%	13.60	2.71%	14303.80	5.15%
Total Teaching Positions	22.50	100.00%	501.20	100.00%	277698	100%

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

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	2.00	3.90	7
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	3.90	7

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.80	0.1
Local Assignment Options	0.50	0.30	1
Total Out-of-Field Teachers	1.50	1.10	1.1

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.20%	0%	3.1%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, StudySync	0
Mathematics	Houghton Mifflin Harcourt	0
Science	McGraw Hill, CA Inspire	0
History-Social Science	McGraw Hill, CA Impact	0
Foreign Language	?Wayside Publishing ?	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

?MSA-2 is located in a facility which is on the Lake Balboa Educational Complex of LAUSD. Maintenance services are handled by LAUSD, and janitorial services are handled by MSA-2.?

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School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2024

Overall Rating	Exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	43%	31%	38%	44%	46%	47%
Mathematics (grades 3-8 and 11)	26%	14%	24%	28%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	359	357	99.44%	0.56%	30.53%
Female	188	188	100.00%	0.00%	34.04%
Male	171	169	98.83%	1.17%	26.63%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	11	100.00%	0.00%	36.36%
Filipino	--	--	--	--	--
Hispanic or Latino	323	321	99.38%	0.62%	28.97%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	14	14	100.00%	0.00%	35.71%
English Learners	55	55	100.00%	0.00%	3.64%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	335	333	99.40%	0.60%	28.53%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	64	64	100.00%	0.00%	14.06%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	359	357	99.44%	0.56%	14.01%
Female	188	188	100.00%	0.00%	12.23%
Male	171	169	98.83%	1.17%	15.98%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	11	100.00%	0.00%	27.27%
Filipino	--	--	--	--	--
Hispanic or Latino	323	321	99.38%	0.62%	12.46%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	14	14	100.00%	0.00%	14.29%
English Learners	55	55	100.00%	0.00%	3.64%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	335	333	99.40%	0.60%	12.91%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	64	64	100.00%	0.00%	6.25%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	23.47%	23.12%	35.14%	34.16%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	200	199	99.50%	0.50%	23.12%
Female	87	87	100.00%	0.00%	17.24%
Male	113	112	99.12%	0.88%	27.68%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	178	177	99.44%	0.56%	19.21%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	27	27	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	186	185	99.46%	0.54%	21.08%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	44	44	100.00%	0.00%	4.55%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

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Career Technical Education (CTE) Participation (School Year 2023–24)

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

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	95.45%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	98.1%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Magnolia Science Academy-2 values the involvement of parents and families in the educational process, recognizing that strong community engagement enhances student success. To foster this involvement, MSA-2 has established a dedicated Magnolia Engagement Team (MET), consisting of a Community Schools Coordinator (CSC), Community Schools Liaison (CSL), and Family Success Coordinator (FSC). These team members play a pivotal role in building connections between the school and families, ensuring that all stakeholders have the resources and support they need to actively participate in school activities.

Each Friday, MSA-2 offers various opportunities for parents to engage through meetings such as “Coffee with Admin,” Parent Task Force (PTF), and the English Learner Advisory Committee (ELAC) meetings. These meetings allow parents to voice their opinions, share ideas, and collaborate with staff on school-related matters.

Additionally, the Community Advisory Committee (CAC), composed of elected parents, staff, and students, provides a platform for shared decision-making and involvement in key school initiatives. To further support communication, MSA-2 utilizes ParentSquare, a communication portal that allows teachers, parents, and staff to stay connected and share updates easily. Social media is also used to keep the

school community informed about events and other important updates.

In addition to regular meetings, MSA-2 hosts parent-teacher conferences and conducts home visits to meet with families, discuss school programs, and strengthen connections between home and school. The school organizes orientation sessions at the beginning of each year to ensure families are well-prepared for the school year. Throughout the year, MSA-2 also hosts community events, including festivals, to engage families and celebrate school spirit.

MSA-2 is committed to providing valuable learning opportunities for families. Through the Parent Educational Bridge, the school offers classes such as ESL, computer technology, and parent-chosen courses focused on important topics like substance abuse prevention, bullying, and mental health. By conducting regular assets and needs assessments with students, staff, and families, the school is able to tailor programs and services to better meet the needs of the community. These ongoing efforts help ensure that Magnolia Science Academy-2 remains an inclusive and supportive environment where parents and families are active partners in shaping the educational experience of all students.

State Priority: Pupil Engagement

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

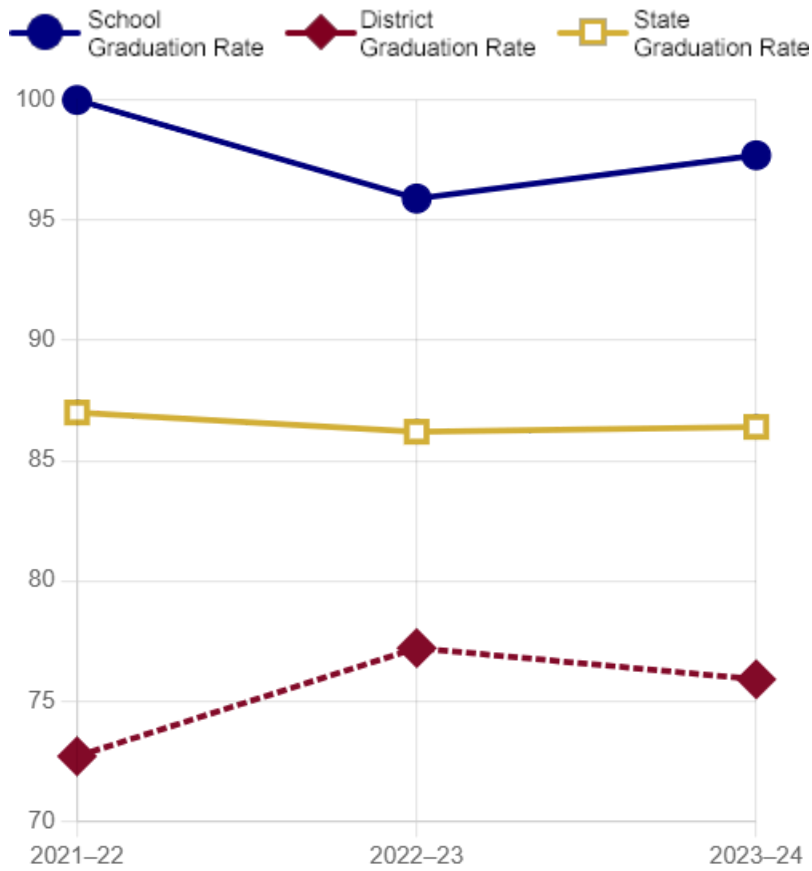
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

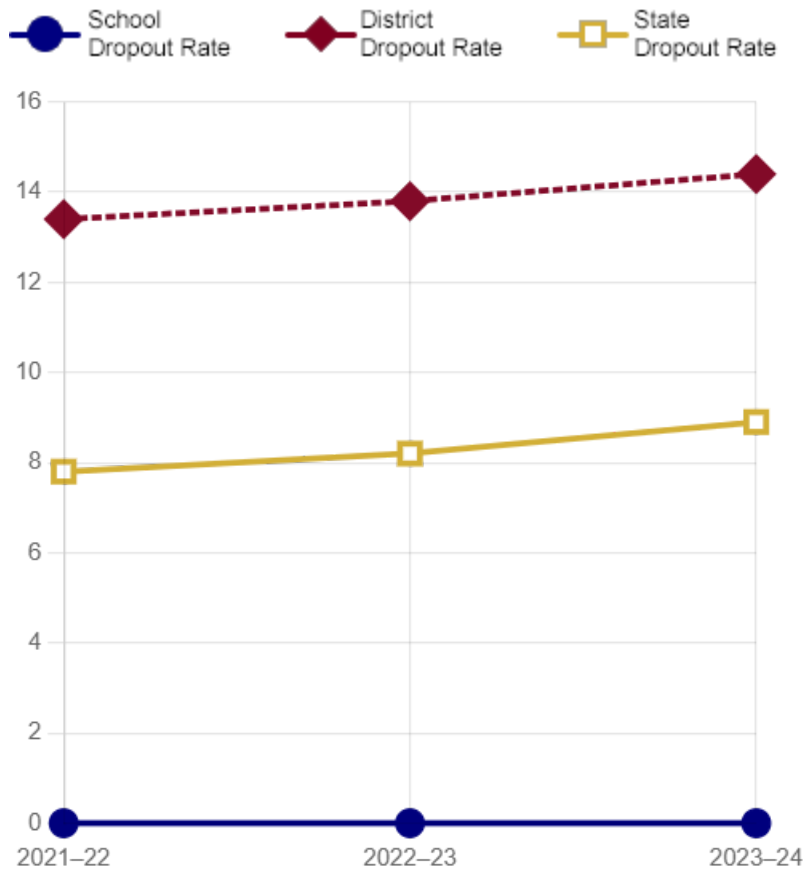
Indicator	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Graduation Rate	100%	95.9%	97.7%	72.7%	77.2%	75.9%	87%	86.2%	86.4%
Dropout Rate	0%	0.0%	0.0%	13.4%	13.8%	14.4%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	43	42	97.7%
Female	14	13	92.9%
Male	29	29	100.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	36	35	97.2%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	40	39	97.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	565	545	113	20.7%
Female	263	253	47	18.6%
Male	302	292	66	22.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	0	0.0%
Black or African American	19	17	3	17.6%
Filipino	--	--	--	--
Hispanic or Latino	505	490	102	20.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	22	8	36.4%
English Learners	86	83	22	26.5%
Foster Youth	--	--	--	--
Homeless	16	15	6	40.0%
Socioeconomically Disadvantaged	515	505	105	20.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	116	32	27.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.37%	0.19%	0.53%	4.48%	5.74%	6.26%	3.17%	3.60%	3.28%
Expulsions	0.19%	0.00%	0.00%	0.03%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.53%	0%
Female	0%	0%
Male	0.99%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0.4%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	4.35%	0%
English Learners	1.16%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.58%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	1.69%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

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

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

Protect the safety and welfare of students

Provide a safe and coordinated response to emergencies

Protect the school's facilities and property

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

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

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

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

On December 6 2024, MSA2's Community Advisory Committee (CAC) voted to approve the School Safety Plan.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	28.00	2	26	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	34.00	1	3	24
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	31.00	2	3	16
Other**				

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	7	9	5
Mathematics	24.00	8	5	4
Science	31.00	0	7	4
Social Science	28.00	4	7	6

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	11	5	11
Mathematics	24.00	7	4	7
Science	30.00	1	4	8
Social Science	28.00	3	7	7

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	532

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

Student Support Services Staff (School Year 2023–24)

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

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18202.58	\$5967.26	\$12235.32	\$84021.00
District	N/A	N/A	\$24017.00	--
Percent Difference – School Site and District	N/A	N/A	65.00%	1.00%
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	41.00%	12.00%

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

Types of Services Funded (Fiscal Year 2023–24)

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

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

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

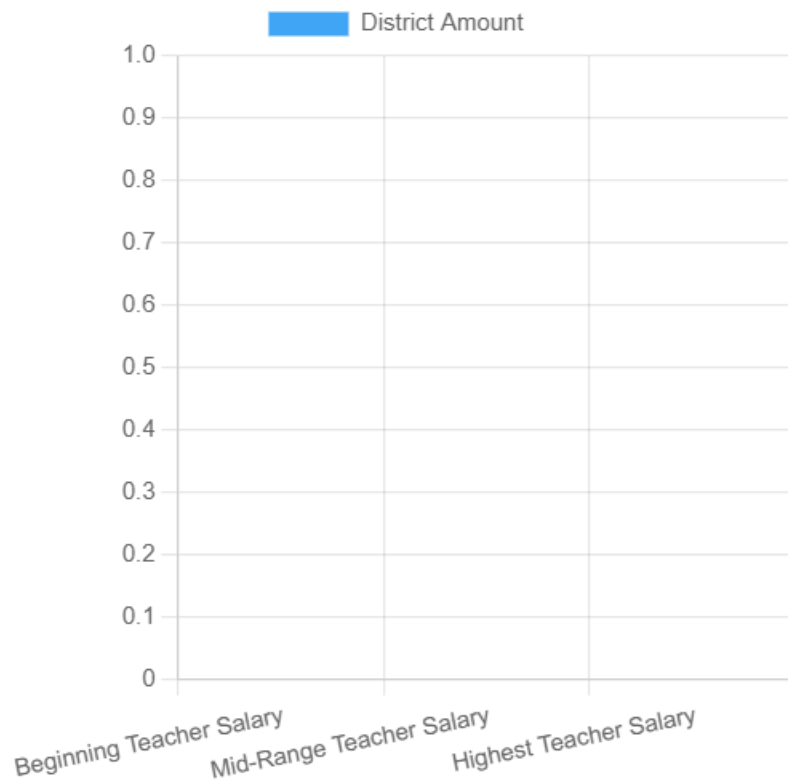
Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.

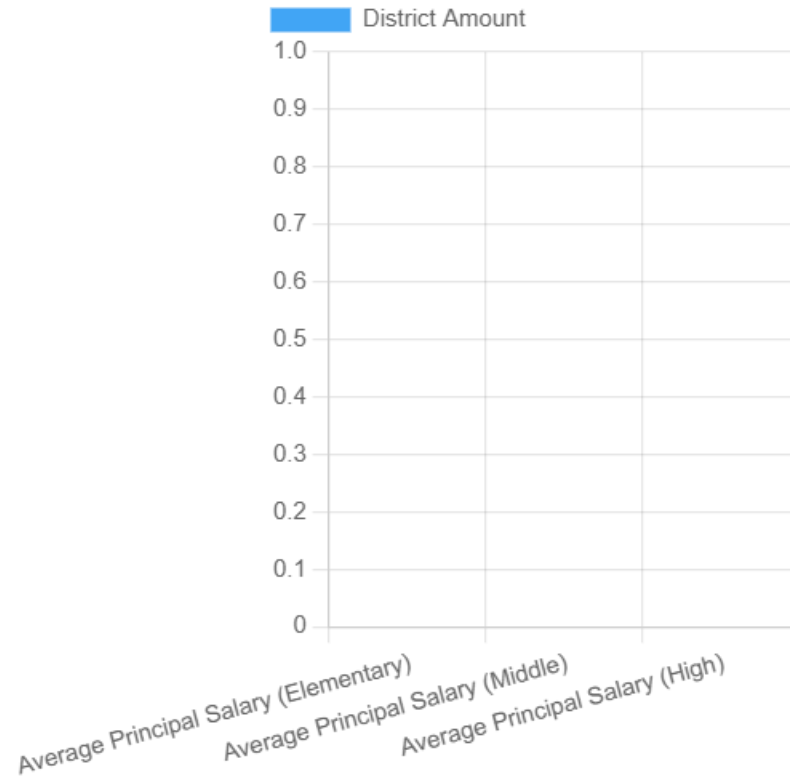
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

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

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





Advanced Placement (AP) Courses (School Year 2023–24)**Percent of Students in AP Courses** 22.2 %

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

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

Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	79	79	160

Magnolia Science Academy 3

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 1254 East Helmick St.
Carson, CA , 90746-3164

Principal: Zekeriya Ocel, Principal

Phone: (310) 637-3806

Grade Span: 6-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Zekeriya Ocel, Principal

Principal, Magnolia Science Academy 3

Thank you for taking the time to review our School Accountability Report Card (SARC). As members of the Viper family, we have enthusiastically embraced the challenges of the past year, working tirelessly every day to establish our school as a beacon of consistency. The post-pandemic landscape has underscored once again that our students are the focal point of our core educational mission. Their learning is paramount, and at Magnolia Science Academy-3 (MSA-3), we are dedicated to realizing the vision of unlocking each student's full potential, both academically and socially.

MSA-3, a charter school catering to grades 6-12, places a strong emphasis on science, technology, engineering, arts, and math (STEAM) within a classroom-based setting. Our mission is to offer a college preparatory education that prioritizes STEAM disciplines in a secure environment, fostering respect for oneself and others. The academy provides a holistic learning experience through effective site-based instruction, immersive hands-on learning, and foundational skills presented in ways that captivate and inspire students. Complementing classroom instruction are tutoring services, after-school programs, and a school-to-college pathway.

At MSA-3, each day presents a new opportunity to instill in our students the pursuit of their dreams through academic excellence, innovation, and a sense of community. We are committed to nurturing innovative scholars and fostering a connected community. As we look ahead, I am eager to witness our students progress along the path of success.

Go Vipers!

About Our School



Contact

Magnolia Science Academy 3
1254 East Helmick St.

Carson, CA 90746-3164

Phone: [\(310\) 637-3806](tel:(310)637-3806)

Email: zocel@magnoliapublicschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoedu
Website	www.lacoedu

School Contact Information (School Year 2024–25)

School Name	Magnolia Science Academy 3
Street	1254 East Helmick St.
City, State, Zip	Carson, CA , 90746-3164
Phone Number	(310) 637-3806
Principal	Zekeriya Ocel, Principal
Email Address	zocel@magnoliapublicschools.org
Website	http://msa3.magnoliapublicschools.org
Grade Span	6-12
County-District-School (CDS) Code	19101990115030

School Description and Mission Statement (School Year 2024–25)

Our Mission:

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

Our Vision:

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

MSA-3's 2021-22 Goals:

1. BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

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

standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

2. EXCELLENCE

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

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

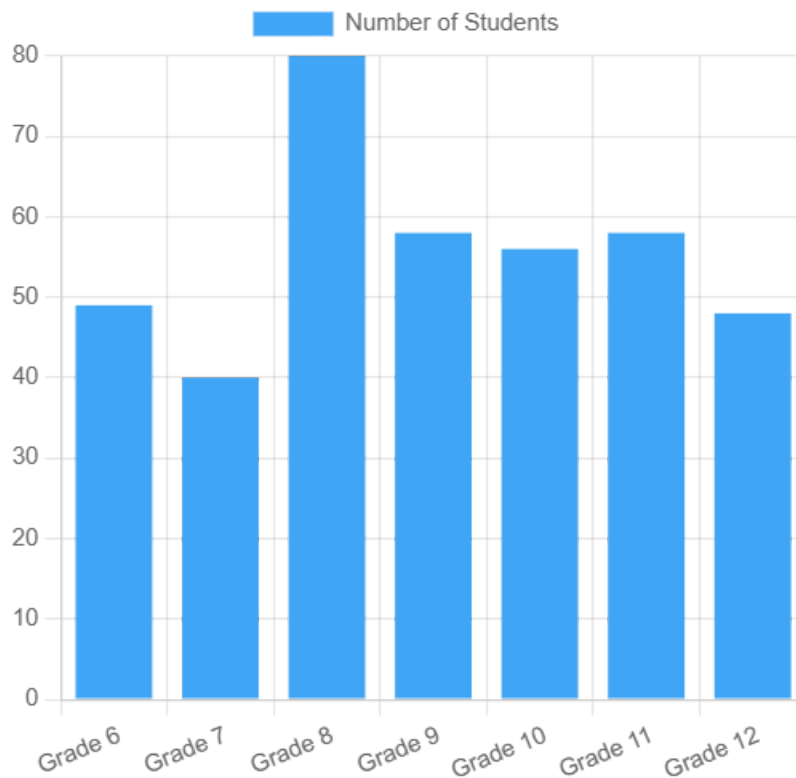
All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways, and demonstrate high-quality learning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

4. CONNECTION

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	49
Grade 7	40
Grade 8	80
Grade 9	58
Grade 10	56
Grade 11	58
Grade 12	48
Total Enrollment	389



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	49.10%
Male	50.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	38.00%
Filipino	0.30%
Hispanic or Latino	58.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.10%
White	0.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.40%
Foster Youth	2.60%
Homeless	5.40%
Migrant	0.00%
Socioeconomically Disadvantaged	71.70%
Students with Disabilities	13.90%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.90	77.47%	327.80	57.81%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	4.08%	27.10	4.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	8.12%	40.80	7.21%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	8.12%	137.00	24.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.50	2.12%	34.10	6.03%	15831.90	5.67%
Total Teaching Positions	24.50	100.00%	567.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	77.92%	308.40	61.53%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	4.07%	30.90	6.17%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	16.27%	84.10	16.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	1.75%	64.10	12.80%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	13.60	2.71%	14303.80	5.15%
Total Teaching Positions	24.50	100.00%	501.20	100.00%	277698	100%

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

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	1.00	1.90	4
Misassignments	0.50	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.60	1.90	4

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.50	0.70	0
Local Assignment Options	0.00	1.20	0.4
Total Out-of-Field Teachers	1.50	1.90	0.4

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.80%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.10%	3.2%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	?StudySync California Edition?	0
Mathematics	?Houghton Mifflin Harcourt?	0
Science	?McGraw Hill California Inspire Science Series?	0
History-Social Science	?TCI Social Studies Curriculum?	0
Foreign Language	?Vista Higher Learning Descubre Level 1, Level 2 Temas?	0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

?MSA-3 is co-located on site with Curtiss Middle School. We utilize the back half of Curtiss Middle School's facility, specifically the PA, G, and M buildings, and B bungalows. We share locker and cafeteria facilities with Curtiss Middle School. The facility has two or more maintenance staff on-site who clean the campus daily.?

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Fair
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	33%	37%	38%	44%	46%	47%
Mathematics (grades 3-8 and 11)	9%	18%	24%	28%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	226	223	98.67%	1.33%	36.65%
Female	106	105	99.06%	0.94%	45.19%
Male	120	118	98.33%	1.67%	29.06%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	101	101	100.00%	0.00%	32.67%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	117	115	98.29%	1.71%	37.17%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00%	0.00%	18.18%
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00%	0.00%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	159	156	98.11%	1.89%	31.82%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	29	28	96.55%	3.45%	11.54%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	226	223	98.67%	1.33%	17.57%
Female	106	105	99.06%	0.94%	16.19%
Male	120	118	98.33%	1.67%	18.80%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	101	101	100.00%	0.00%	15.84%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	117	115	98.29%	1.71%	17.54%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00%	0.00%	18.18%
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00%	0.00%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	159	156	98.11%	1.89%	15.48%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	29	28	96.55%	3.45%	7.14%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School	School	District	District	State	State
	2022– 23	2023– 24	2022– 23	2023– 24	2022– 23	2023– 24
Science (grades 5, 8, and high school)	9.33%	13.95%	35.14%	34.16%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	172	93.48%	6.52%	13.95%
Female	94	88	93.62%	6.38%	20.45%
Male	90	84	93.33%	6.67%	7.14%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	62	57	91.94%	8.06%	1.75%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	117	110	94.02%	5.98%	19.09%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	11	10	90.91%	9.09%	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	135	125	92.59%	7.41%	15.20%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	22	88.00%	12.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

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Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	89
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	73.91%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%
9	98.1%	98.1%	98.1%	98.1%	98.1%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

?Magnolia Science Academy-3 places a strong emphasis on community engagement, fostering open communication and collaboration among various stakeholders. The school actively facilitates discussions on school-wide events, substantial changes, and budget-related matters through both in-person and virtual meetings. Utilizing platforms like ParentSquare, MSA-3 disseminates periodic newsletters and messages, ensuring that announcements, upcoming meetings, and events are communicated effectively.

?The commitment to engagement extends to various levels, with monthly "Coffee with Administration/Parent Task Force" meetings, PAC meetings, and weekly staff and admin meetings. Transparent communication is maintained through the sharing of agendas and minutes, with translation services provided to participants. Valuing input from all perspectives, MSA-3 collects feedback from both staff and parents, students, and community members during respective meetings, ensuring a comprehensive understanding of the diverse needs of the school community.

?Recognizing the linguistic diversity within the community, MSA-3 ensures that families speaking languages other than English actively participate in all meetings, supported by translation services. To further enhance community outreach, the school has appointed a dedicated Family and Success Coordinator (FSC) and a Community School Coordinator (CSC). These coordinators play a pivotal role in organizing in-person meetings and events, fostering connections between the school and families.

?Already making strides in community engagement, MSA-3 recently hosted a resource fair with over 15 vendors participating. The fair served as a platform for the community to learn about a range of

services, from drug abuse prevention to tax assistance. The commitment to proactive communication is evident as the FSC and CSC Coordinators actively reach out to families, ensuring they are well-informed about school events and extending invitations to participate in various meetings and activities. Through these initiatives, Magnolia Science Academy-3 aims to create a vibrant and inclusive school community that values the active involvement of all its members.?

State Priority: Pupil Engagement

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

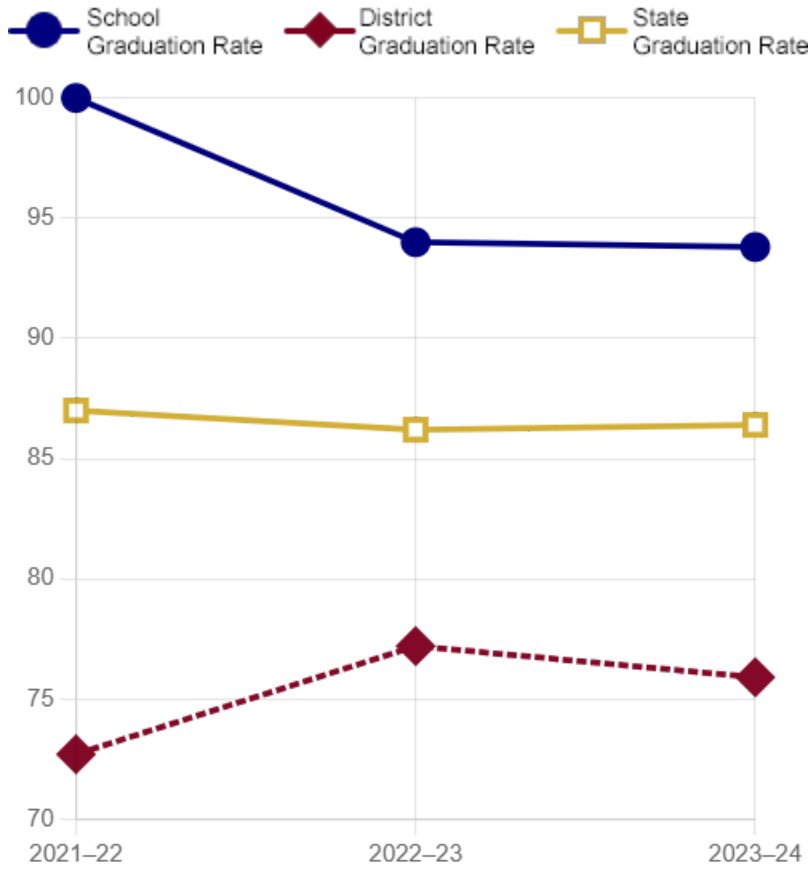
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

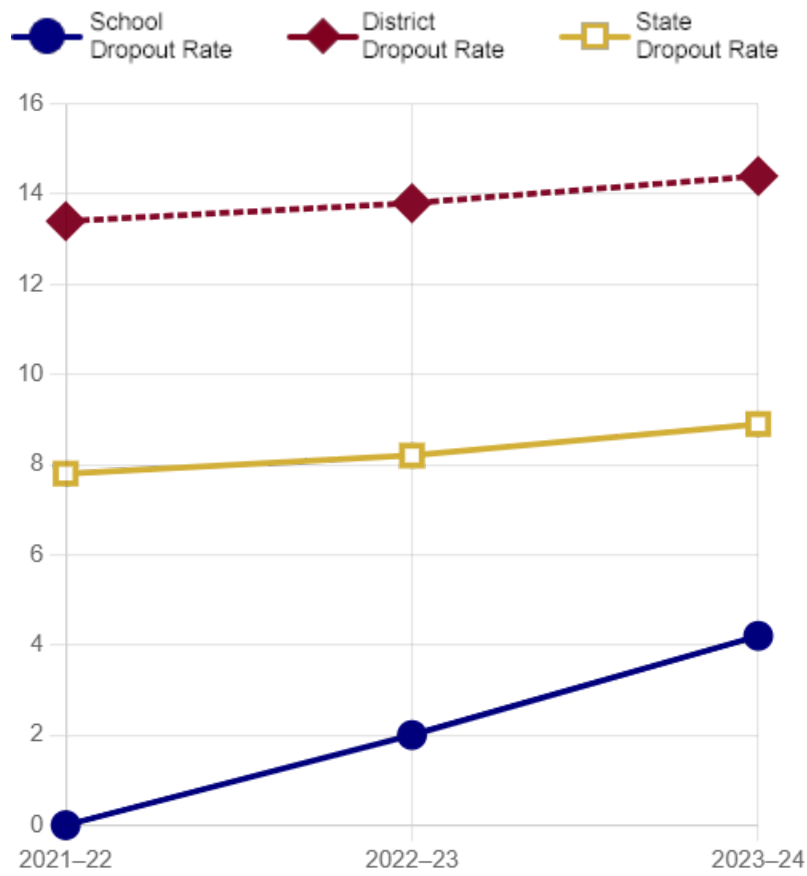
Indicator	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Graduation Rate	100%	94.0%	93.8%	72.7%	77.2%	75.9%	87%	86.2%	86.4%
Dropout Rate	0%	2.0%	4.2%	13.4%	13.8%	14.4%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	48	45	93.8%
Female	22	21	95.5%
Male	26	24	92.3%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	14	14	100.0%
Filipino	0	0	0.00%
Hispanic or Latino	31	29	93.5%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	0	0	0.00%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	42	39	92.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	408	399	109	27.3%
Female	201	196	59	30.1%
Male	207	203	50	24.6%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	0	0	0	0%
Asian	0	0	0	0%
Black or African American	155	154	43	27.9%
Filipino	1	1	0	0%
Hispanic or Latino	236	231	62	26.8%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	13	11	4	36.4%
White	2	2	0	0%
English Learners	24	22	5	22.7%
Foster Youth	12	10	3	30%
Homeless	22	22	10	45.5%
Socioeconomically Disadvantaged	296	291	89	30.6%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	57	56	11	19.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.88%	6.78%	0.00%	4.48%	5.74%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.23%	0.00%	0.00%	0.03%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.21%	0%
Female	1.49%	0%
Male	2.9%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	3.87%	0%
Filipino	0%	0%
Hispanic or Latino	1.27%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	8.33%	0%
Foster Youth	16.67%	0%
Homeless	4.55%	0%
Socioeconomically Disadvantaged	2.36%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	5.26%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

A meeting for public review was held on 12/2023

Plan approved by MPS Board on Feb 8, 2024

Contents of School Safety Plan**Emergency on Site personnel Page****Child Abuse Reporting Procedures Page****Procedures for Safe Ingress and Egress from School****Multi-Tiered System of Response to Behavior****Suspension and Expulsion Policy and Procedures****Title IX****Uniform Complaint Procedures (UCP) Policies and Procedures****Dress code/Uniforms****Disaster Response Procedures****Evacuation****Emergency Drills****Parental Notification****School Emergency Contacts Chart****Emergency Supplies and Equipment Location**

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	20.00	9	11	1
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	14.00	16	0	1
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	25.00	2	9	1
Other**				

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	9	11	0
Mathematics	18.00	12	8	0
Science	23.00	4	11	0
Social Science	21.00	5	10	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	7	6	1
Mathematics	18.00	15	4	1
Science	24.00	6	8	
Social Science	25.00	5	7	

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	130

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21979.00	\$5183.00	\$16795.00	\$84983.00
District	N/A	N/A	--	\$85275.00
Percent Difference – School Site and District	N/A	N/A	35.00%	0.00%
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	10.00%	11.00%

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

Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	43	48	45

Magnolia Science Academy 4

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	11330 West Graham Pl., B-9 Los Angeles, CA , 90064	Principal:	Elizabeth Rizzuto, Principal
Phone:	(310) 473-2464	Grade Span:	6-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Elizabeth Rizzuto, Principal

📍 Principal, Magnolia Science Academy 4

Welcome to Magnolia Science Academy 4! As the principal of MSA 4, I am proud to lead a dedicated team of educators and staff who are committed to the success of every student. Our focus is on providing a well-rounded education that includes rigorous academics, arts integration, and college readiness programs.

At MSA 4, we embrace the diversity of our school community and work collaboratively to ensure each student has the support they need to thrive. We prioritize personalized instruction, student well-being, and continuous growth to help our scholars develop into responsible and capable individuals.

I look forward to working together with our students, families, and community to make this school year a success.

Warm regards,

Mrs. Elizabeth Rizzuto

Principal, Magnolia Science Academy 4

About Our School



Mrs. Elizabeth Rizzuto brings a wealth of experience and dedication to her role as the principal of Magnolia Science Academy 4. She holds a Bachelor of Science in Fine Arts Education and a Master of Science in Special Education, both from Hofstra University in New York. She further pursued her passion for leadership by earning a graduate degree in School Administration and Supervision from Liberty University. Currently, Mrs. Rizzuto is completing her Doctorate in Education with a focus on Curriculum and Instruction at Liberty University in Virginia.

For questions or further information, Mrs. Rizzuto can be reached at:

Email: erizzuto@magnoliapublicschools.org

Phone: 310-473-2464 ext. 006

Mrs. Rizzuto is committed to fostering a supportive, inclusive, and academically enriching environment for all students at MSA 4.

Contact

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

Phone: [\(310\) 473-2464](tel:3104732464)

Email: erizzuto@magnoliapublicschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

School Name	Magnolia Science Academy 4
Street	11330 West Graham Pl., B-9
City, State, Zip	Los Angeles, CA , 90064
Phone Number	(310) 473-2464
Principal	Elizabeth Rizzuto, Principal
Email Address	erizzuto@magnoliapublicschools.org
Website	http://msa4.magnoliapublicschools.org
Grade Span	6-12
County-District-School (CDS) Code	19647330117622

School Description and Mission Statement (School Year 2024–25)

Welcome to Magnolia Science Academy 4 (MSA-4), a proud member of the Magnolia Public Schools (MPS) network. As a 501(c)(3) nonprofit public charter organization, MPS is dedicated to creating and managing high-quality charter schools across California. Our mission is to empower students to become scientifically capable, socially responsible contributors to the global community.

At MSA-4, we believe that science, technology, engineering, arts, and mathematics (STEAM) education are the foundations for innovation and adaptability in today’s fast-changing world. Established in 2008, MSA-4 serves grades 6-12, offering a college-preparatory curriculum focused on STEAM disciplines. We pride ourselves on fostering a supportive, respectful, and safe environment where students can reach their full potential.

Our approach to education is holistic, combining hands-on learning, site-based instruction, and strong core subject foundations. Students are further supported through tutoring, mentoring, after-school programs, and partnerships with higher education institutions.

MSA-4's community is built on small class sizes and open communication between students, families, and educators. This nurturing environment encourages critical thinking, personal growth, and academic success. Over the years, MSA-4 has demonstrated consistent academic achievement, organizational stability, and fidelity to its mission, aligning with the California Charter Schools Act.

Our Vision

Graduates of Magnolia Public Schools will build a more peaceful and inclusive global society through creative thinking, effective communication, and scientific rigor.

Our Mission

Magnolia Public Schools provides a safe, inclusive, and nurturing environment that delivers a high-quality, college-preparatory STEAM education while fostering respect for self and others.

Core Values

MPS is guided by three core values: **Excellence, Innovation, and Connection**. These values are embedded in our curriculum, learner outcomes, and school activities:

- **Excellence:** Promoting academic mastery through project-based learning, assessments, and argumentative discourse.
- **Innovation:** Empowering students to personalize their learning through STEAM pathways, blended instruction, and individualized support.
- **Connection:** Creating strong partnerships with families, staff, and the community to foster mentorship, academic networks, and restorative practices.

Portrait of a Graduate

Our Portrait of a Graduate reflects the essential competencies needed for students to thrive in the 21st century. These six competencies are the foundation of our educational vision:

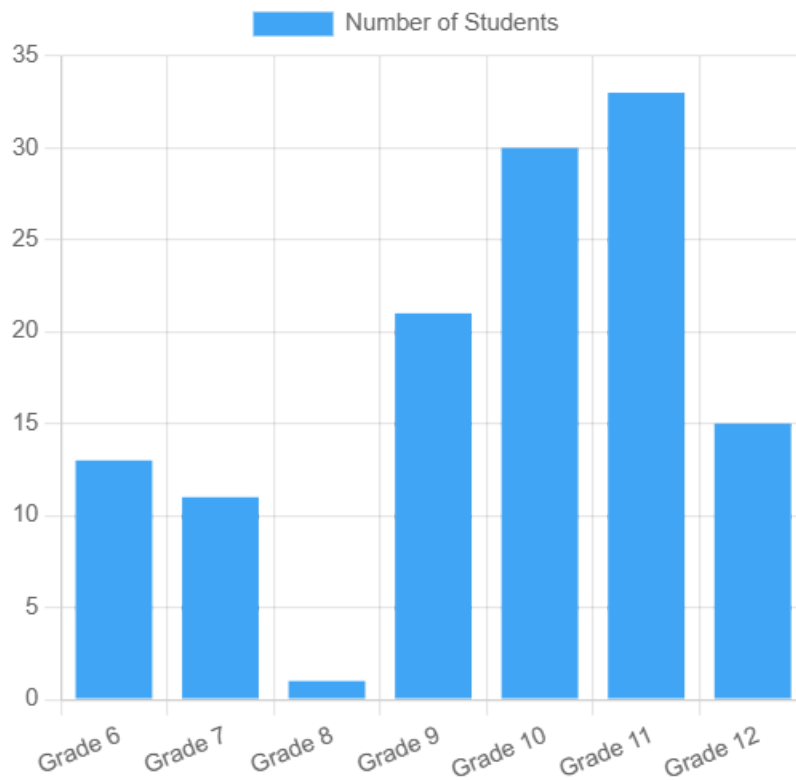
1. **Literacy with a Learner's Mindset:** Cultivating curiosity and a desire to learn, unlearn, and relearn to make informed decisions.
2. **Critical Thinking:** Solving complex problems by evaluating solutions and reflecting on outcomes.
3. **Creativity:** Encouraging originality, imagination, and new ways of thinking to convey meaningful ideas.
4. **Effective Communication:** Developing empathy and articulating thoughts clearly across various mediums and contexts.
5. **Adaptability:** Demonstrating flexibility and resilience in the face of change, ambiguity, and feedback.
6. **Global Citizenship:** Understanding the complexities of the world, embracing diverse perspectives, and contributing to peaceful, inclusive communities.

At MSA-4, our ultimate goal is to create a dynamic partnership between school and community, ensuring every student receives the academic and personal tools

they need to succeed.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	13
Grade 7	11
Grade 8	1
Grade 9	21
Grade 10	30
Grade 11	33
Grade 12	15
Total Enrollment	124



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	45.20%
Male	54.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.40%
Black or African American	6.50%
Filipino	0.00%
Hispanic or Latino	86.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.80%
White	4.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	24.20%
Foster Youth	0.00%
Homeless	1.60%
Migrant	0.00%
Socioeconomically Disadvantaged	96.80%
Students with Disabilities	21.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.60	96.25%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	2.00%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	1.75%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	7.90	100.00%	27194.20	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	93.79%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	6.11%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	9.50	100.00%	27426.80	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.10	79.56%	22355.10	82.56%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	11.11%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	3.67%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	5.56%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	9.00	100.00%	27077.80	100.00%	277698	100%

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

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	1
Misassignments	0.10	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.10	0.00	1

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.30	0
Local Assignment Options	0.10	0.20	0.3
Total Out-of-Field Teachers	0.10	0.50	0.3

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.50%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

At Magnolia Science Academy-4 (MSA-4), we adhere to the California State Board of Education-approved instructional materials in accordance with relevant California Education Codes. Our instructional material selection process is a collaborative effort involving the Magnolia Public Schools Home Office and teacher leaders. Together, we identify, evaluate, and carefully choose appropriate materials, making necessary modifications to both core and supplementary resources.

Our comprehensive curriculum encompasses a wide range of instructional materials to provide students with a holistic and enriching educational experience. In the English Language Arts (ELA) domain, we leverage McGraw Hill Study Sync for grades 6-12 and ELD Study Sync for grades 9-12. We offer supplementary resources like McGraw Hill, MyON, Study Sync, and IXL ELA interactive online learning to support and enhance ELA learning. Our students also delve into classic literary works, including "The Great Gatsby" by F. Scott Fitzgerald, "Animal Farm" by George Orwell, and "Percy Jackson and the Olympians" by Rick Riordan.

At Magnolia Science Academy-4 (MSA-4), our math curriculum is provided by Houghton Mifflin Harcourt, and we officially adopted this curriculum in August 2023. This curriculum choice reflects our commitment to providing students with the highest educational materials to support their mathematical learning journey. In Mathematics, we utilize "Into Math" for grades 6-8, complemented by manipulative kits and digital licenses. Our curriculum extends to Algebra 1 and Algebra 2, accompanied by corresponding journals and practice workbooks, all supported by the interactive online learning platform IXL Math.

Our Science curriculum draws from McGraw Hill resources, incorporating Integrated Science for grades 6-8 and Biology, Earth Science, Chemistry, and Physics for grades 9-12. To provide students with immersive scientific experiences, we employ the Labster Lab Simulation.

In the field of Social Science, our materials include resources such as "Discovering our Past: A History of the World," "United States History & Geography," and "Principles of Economics," all sourced from McGraw Hill Education. Our Spanish curriculum encompasses "Asi se dice" Levels 1 and 2 with Cerego and "Realidades" Levels 1 and 2.

Additionally, for Visual Arts instruction, we equip students with an assortment of materials, including sketch pads, charcoal, colored pencils, and presentation portfolios, fostering creativity and artistic expression. Students are able to be part of higher-level art courses through our college dual enrollment courses.

Recognizing the importance of technology in education, MSA-4 encourages students to utilize technology for learning, research, observation, and communication. We actively involve parents in their child's academic journey by providing computer access to all parents to track student performance. Understanding that many of our students may have limited access to computers outside of school, our computer science curriculum is thoughtfully designed to accommodate students with varying

levels of computer experience. MSA-4 has implemented a one-to-one Chromebook program to facilitate digital learning, allowing students to take devices home and ensuring easy access to our online textbooks and resources.

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>ELA Curriculum: English Language Arts/ELD: McGraw Hill Study Sync (6-12) ELD Study Sync (9-12); Enrichment/Intervention McGraw Hill, McGraw Hill, MyON, Study Sync IXL ELA interactive online learning The Great Gatsby Novel by F. Scott Fitzgerald Animal Farm Novel by George Orwell Percy Jackson and the Olympians by Rick Riordan</p>	0
Mathematics	<p>Houghton Mifflin Harcourt Math Curriculum: Into Math Student Grades 6-8 Into Math Premium Manipulatives Kit Grades 6-8 Into Math Student Edition (Consumable) Grades 6- 8 Into Math Student License Digital Grades 6-8 Into Algebra 1 Student Edition Into Algebra 1 Journal and Practice Workbook Into Geometry Student Edition, Digital Geometry Implementation Success Into Geometry Journal and Practice Workbook Into Algebra 2 Digital Student Resource Into Algebra 2 Journal and Practice Workbook IXL Math interactive online learning</p>	0
Science	<p>Science Curriculum: McGraw Hill, Integrated Science (6-8) McGraw Hill, Biology (9-12)</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	McGraw Hill, Earth Science (9-12) McGraw Hill, Chemistry (9-12) McGraw Hill, AP Biology (9-12) Labster Lab Simulation	
History-Social Science	Social Science Curriculum: Discovering our Past, A History of the World, Student Learning Center 2014 (Mc Graw Hill Education) Discovering Our Past, A History of the United States, Student Learning Center 2016 (McGraw Hill Education) United States History & Geography: Growth and Conflict (McGraw Hill Education) World History and Geography: Modern Times, Student Learning Center 2014 (Mc Graw Hill Education) United States Government: Our Democracy, Student Learning Center 2016 (McGraw Hill Education) Principles of Economics (McGraw Hill)	0
Foreign Language	Spanish Curriculum: Asi se dice Level 1 with Cerego, Student Edition, 2016; (Mc Graw Hill Education) Asi se dice Level 2 with Cerego, Student Edition, 2016; (Mc Graw Hill Education) Realidades Level 1 and Level 2	0
Health	N/A	0
Visual and Performing Arts	Visual Arts Instructional Materials: Strathmore 400 Series Drawing Paper (18" x 24") Strathmore Vision Mixed Media Pad (11" x 14") Strathmore Bristol Paper (14" x 17") Mat board Artist Sketch Tote Board 23" x	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	26" Canson Artist Series Sketchbook, Wirebound Journal (7x10 inches, 80 sheets) Faber-Castel Kneaded Eraser Hard white eraser X-ACTO knife Graphite pencils (B, HB, 2B, 4B, 6B, 2H, 4H, Charcoal pencil) Colored pencils General's charcoal Vine charcoal Compressed charcoal Conté Crayons (neutrals, white, black) - sticks, not the pencils Rulers (clear 24" x 18" & metal 12") Micron pens India Ink A few small containers to hold water and ink Presentation portfolio	
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Magnolia Science Academy 4 shares a co-located campus with Daniel Webster Middle School, where the facilities are diligently maintained. A dedicated on-site custodian oversees daily cleaning and upkeep, ensuring a well-kept environment throughout the school day. Additionally, LAUSD custodians play a key role in maintaining the cleanliness and overall condition of the shared campus.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	44%	48%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	11%	17%	29%	32%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	60	100.00%	0.00%	48.33%
Female	32	32	100.00%	0.00%	53.13%
Male	28	28	100.00%	0.00%	42.86%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	48	48	100.00%	0.00%	45.83%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	12	12	100.00%	0.00%	16.67%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.00%	0.00%	48.15%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	50.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	60	100.00%	0.00%	16.67%
Female	32	32	100.00%	0.00%	18.75%
Male	28	28	100.00%	0.00%	14.29%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	48	48	100.00%	0.00%	18.75%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	12	12	100.00%	0.00%	8.33%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.00%	0.00%	16.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	25.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	14.29%	22.00%	20.46%	21.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	50	100.00%	0.00%	22.00%
Female	29	29	100.00%	0.00%	24.14%
Male	21	21	100.00%	0.00%	19.05%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	44	44	100.00%	0.00%	22.73%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	48	48	100.00%	0.00%	22.92%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	33.33%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

N/A

Career Technical Education (CTE) Participation (School Year 2023–24)

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

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	83.3%	100%	83.3%	100%
9		100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

At Magnolia Science Academy 4, we recognize that parental involvement is vital to student success and the strength of our school community. We are proud to offer a variety of opportunities for parents to engage, contribute, and stay connected to their child’s educational experience.

Parents are invited to participate in our **Parent Advisory Committee (PAC)** and **Parent Task Force (PTF)**, both of which meet once a month to collaborate on school initiatives, projects, and student support activities. To foster open communication and strengthen relationships, we also host **Coffee with the Principal** each month, providing an informal space for parents to connect with school leadership, share input, and stay informed about important updates.

Throughout the year, parents can attend key events such as **Parent-Teacher Conferences** and **Back-to-School Night**, where they can meet teachers, discuss student progress, and gain insights into classroom expectations. Parents are also encouraged to join us during our **Fall and Spring Festivals**, which celebrate our vibrant school community and offer fun opportunities for volunteerism and connection.

To further support our English Learner families, we hold **English Learner Advisory Committee (ELAC)** meetings four times a year to discuss programs, resources, and services for English Learners. Additionally, we provide **Parent Workshops** on critical topics such as college readiness, financial aid, ParentSquare, and Infinite Campus, ensuring parents are equipped with tools and information to support their child’s education.

Parents can also engage with the school by volunteering for **school trips**, where they play a valuable role in supporting student learning experiences beyond the classroom. Feedback is essential to our growth, and we encourage families to participate in the **Annual Needs Assessment (ANA) Surveys**, which help shape decisions for school improvement.

At MSA-4, we value the partnership between parents and the school, and we are committed to fostering a welcoming environment where families feel empowered to contribute to their child’s success. For more information about getting involved, please contact the school office at [Insert Phone Number] or [Insert Contact Email]. Together, we can ensure our students thrive academically, socially, and emotionally.

For more information or to get involved, parents can contact the school community school coordinator at:

Nataly Birrueta, Community School Coordinator

(310) 473 - 2464

nbirrueta@magnoliapublicschools.org

State Priority: Pupil Engagement

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

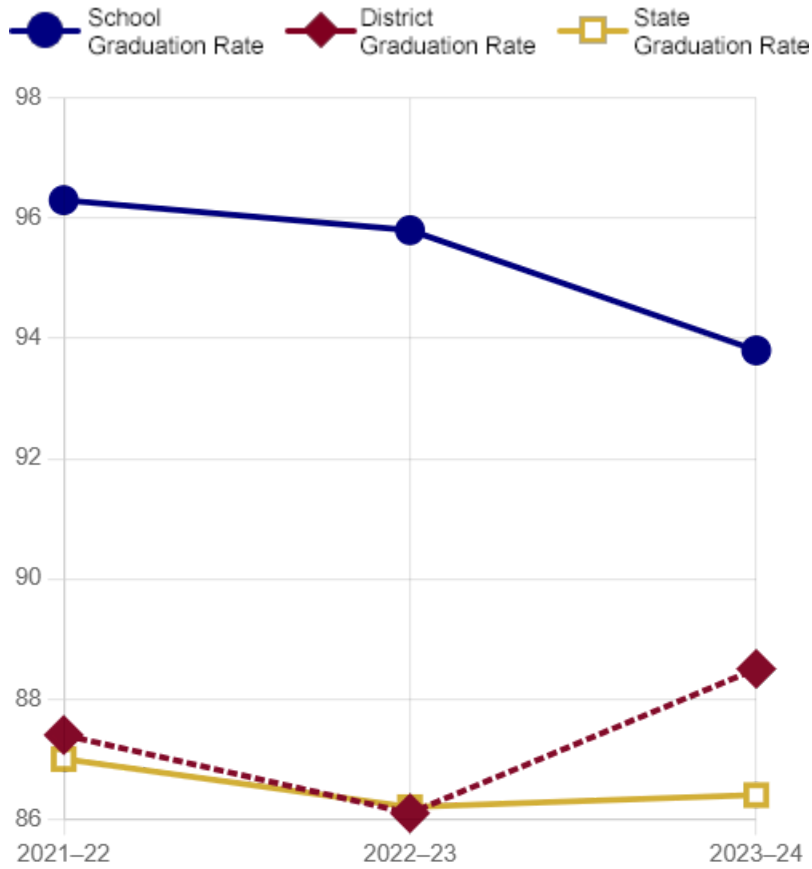
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

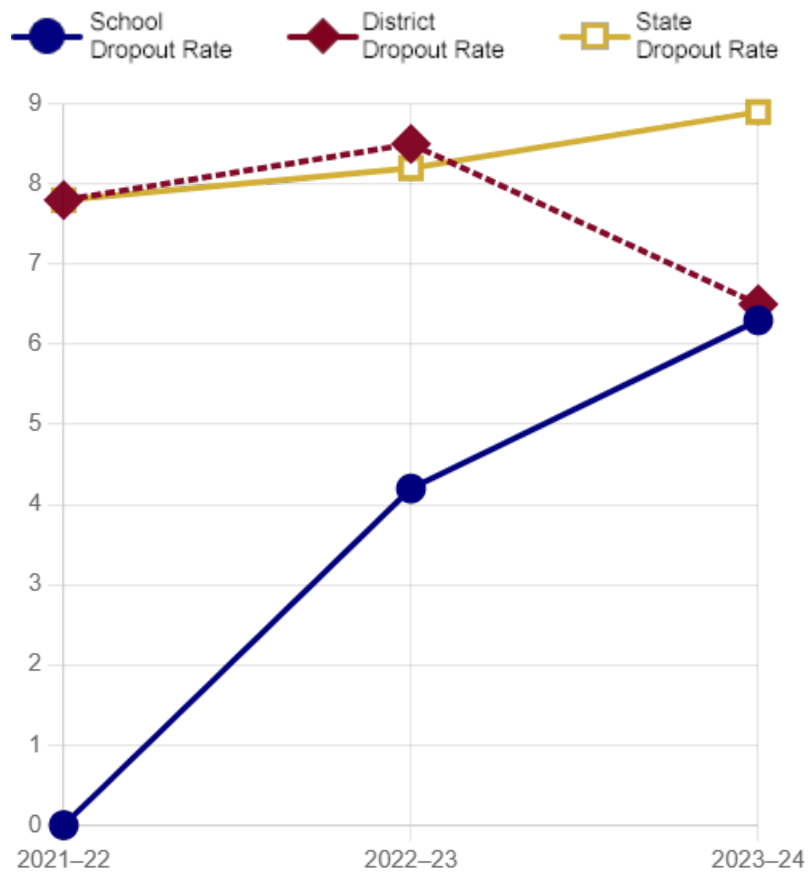
Indicator	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Graduation Rate	96.3%	95.8%	93.8%	87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate	0%	4.2%	6.3%	7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	16	15	93.8%
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	15	14	93.3%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	16	15	93.8%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	143	137	45	32.8%
Female	68	65	22	33.8%
Male	75	72	23	31.9%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	0	0	0	0%
Asian	3	3	2	66.7%
Black or African American	11	11	5	45.5%
Filipino	0	0	0	0%
Hispanic or Latino	121	115	37	32.2%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	1	1	1	100%
White	7	7	0	0%
English Learners	35	34	16	47.1%
Foster Youth	0	0	0	0%
Homeless	6	6	2	33.3%
Socioeconomically Disadvantaged	131	126	42	33.3%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	29	28	15	53.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	2.48%	4.92%	0.00%	0.46%	0.55%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.82%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.7%	0%
Female	1.47%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0.83%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.76%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

At Magnolia Science Academy 4 (MSA-4), ensuring a safe and secure learning environment is a top priority. Our **Comprehensive School Safety Plan** is reviewed and updated annually to align with the needs of our school community. The most recent review was conducted on **August 2024**, with input from school faculty and a student representative to ensure all stakeholders are informed and prepared. The plan is developed collaboratively with our co-located partner, Daniel Webster Middle School, and local emergency services to guarantee a unified and effective approach to campus safety.

The **key objectives** of the School Safety Plan focus on safeguarding the welfare of all students and staff, coordinating efficient responses to emergencies, protecting school facilities and property, restoring normal operations quickly, and maintaining strong communication with local emergency services.

To ensure preparedness, MSA-4 staff regularly review emergency policies, individual roles during an emergency, and campus layouts, including emergency exits, fire extinguishers, alarms, and emergency equipment locations. Throughout the school year, mandatory drills—such as **fire, earthquake, and lockdown drills**—are conducted and evaluated to ensure readiness. Staff also participate in ongoing training, including **first aid, CPR, fire extinguisher use, and search-and-rescue techniques**.

At MSA-4, safety is embedded into our school culture. During the first weeks of school, teachers introduce students to the Magnolia Public Schools (MPS) handbook, which clearly outlines behavioral expectations, safety procedures, and school rules. Our staff employs a **restorative justice model** to promote a consistent, nurturing, and positive environment while maintaining high standards for student conduct.

Supervision is a key component of our safety efforts. Staff members provide consistent supervision during student transitions, breaks, and activities to ensure safety throughout the day. Safety protocols are reinforced during the school's annual summer in-service and reviewed regularly during weekly staff meetings to ensure continuity and readiness.

By prioritizing emergency preparedness, staff training, and a positive campus climate, MSA-4 remains committed to fostering a safe, supportive, and well-prepared learning environment for all students, staff, and families.

D. Other SARC information

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	11.00	12		
Other**				

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	5	3	
Mathematics	18.00	5	1	
Science	21.00	2	2	
Social Science	21.00	2	2	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	5	2	0
Mathematics	17.00	4	2	0
Science	19.00	4	1	0
Social Science	20.00	3	1	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	9	1	
Mathematics	16.00	5	2	
Science	19.00	4	1	
Social Science	15.00	5	1	

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	0.50
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$27149.76	\$6462.79	\$20686.97	\$78378.00
District	N/A	N/A	\$24017.00	\$85275.00
Percent Difference – School Site and District	N/A	N/A	-45.00%	-9.00%
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	-21.00%	-20.00%

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

Types of Services Funded (Fiscal Year 2023–24)

At Magnolia Science Academy 4 (MSA-4), our **charter petition** and **Local Control and Accountability Plan (LCAP)** serve as guiding documents that outline our school-wide goals, actions, and resource allocation to ensure student success. These plans address the eight state priority areas and locally identified priorities while focusing on equitable opportunities for all students, particularly low-income students, English learners, and foster youth. By strategically utilizing federal, state, and local funds, we provide a cohesive, high-quality educational program that supports academic achievement, innovation, and strong community connections.

Our first priority, **Basic Services for a High-Quality Learning Environment**, ensures that students have access to essential resources. This includes credentialed and appropriately assigned teachers, updated instructional materials and technology, and clean, safe facilities conducive to learning. We also prioritize student health by providing nutritious meals and efficient operational support from our Home Office.

In pursuit of **Excellence**, MSA-4 offers a rigorous, standards-based curriculum across all grade levels. Teachers participate in ongoing professional development to enhance instructional practices, and a **Multi-Tiered System of Support (MTSS)** framework ensures that all students receive the academic enrichment, intervention, and support they need. Targeted programs, such as **English Language Development (ELD)** for English learners and specialized assistance for students with disabilities, reflect our commitment to meeting the diverse needs of our learners.

Through **Innovation**, MSA-4 prepares students for college and careers by offering opportunities that nurture creativity, critical thinking, and future-ready skills. Programs like **STEAM (Science, Technology, Engineering, Arts, and Mathematics)** and **Gifted and Talented Education (GATE)** promote academic exploration and engagement. We also emphasize digital literacy and citizenship, ensuring students are equipped to navigate a technology-driven world. Physical education and wellness activities are integrated into the curriculum to support students' overall development, while additional enrichment programs provide a well-rounded educational experience.

Finally, **Connection** lies at the heart of our approach to fostering a strong school community. MSA-4 actively seeks **family input** in decision-making processes and prioritizes building meaningful partnerships with families to improve student outcomes. The implementation of **Positive Behavioral Interventions and Supports (PBIS)** and **Social-Emotional Learning (SEL)** helps cultivate a positive school climate where all students can thrive. Regular stakeholder surveys allow us to gather feedback, while community outreach and partnerships provide students with valuable resources and opportunities to grow both academically and personally.

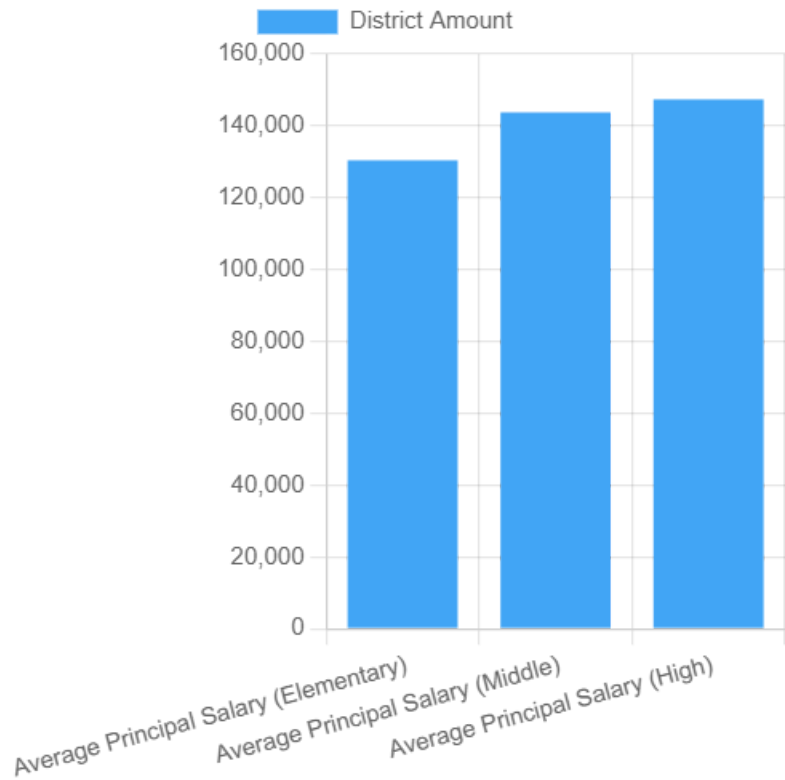
At MSA-4, our commitment to excellence, innovation, and connection ensures that every student receives the support, tools, and opportunities they need to succeed. Through thoughtful planning and resource allocation, we continue to deliver a high-quality education that empowers our students to reach their full potential.

Teacher and Administrative Salaries (Fiscal Year 2022-23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52399.00	\$56572.74
Mid-Range Teacher Salary	\$83696.00	\$87185.69
Highest Teacher Salary	\$103915.00	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$143735.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$440000.00	\$338699.13
Percent of Budget for Teacher Salaries	0.25%	31.41%
Percent of Budget for Administrative Salaries	0.05%	4.86%

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 10.1 %

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

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

Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	55	55	50

Magnolia Science Academy 5
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

Address:	18238 Sherman Way Reseda, CA , 91335-6121	Principal:	Mr. Ali Kaplan, Principal
Phone:	(818) 705-5676	Grade	6-12
		Span:	

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Mr. Ali Kaplan, Principal

Principal, Magnolia Science Academy 5

Welcome to the 2024-2025 school year! With great pride and excitement, I anticipate a successful year as the MSA-5 Los Lobos Staff, and I actively support your child's academic, social, and emotional growth. My vision is for MSA-5 to be a place full of smiles and laughter. I hope you will join me in providing the children of San Fernando Valley with the most significant opportunities in preparation for them to become world-class citizens and reach their highest potential!

MSA-5's academic profile has only strengthened with several newly hired staff to robust the rigor in class and college readiness. As the principal, I will work closely with our team to fulfill our goals in Student Learning Outcomes; Literacy with a Learners Mindset, Critical thinking, Creativity, Effective Communication, Adaptability, and Global Citizenship. Moreover, this year MSA-5 adopts Multi-Tiered Support Systems (MTSS), which will align our initiatives and resources to address each of our student's needs.

We look forward to having a great school year and to building our new site in Winnetka. Additionally, although we may face some challenges due to COVID, Los Lobos admin team is determined to reintroduce athletic programs and foster supplemental extracurricular activities. Please join our bi-weekly coffee with the principal gathering to provide feedback, learn more about the new site and actively participate in decision-making. Your input is valued and an integral part of our community.

Sincerely,

Principal Kaplan

About Our School

Magnolia Science Academy-5 (MSA-5) is a public charter school serving grades 6-12 since 2008, with a strong focus on STEM education and academic excellence. MSA-5's charter petition is authorized by the Los Angeles County Office of Education and accredited by WASC. As part of the Magnolia Public Schools (MPS) network, MSA-5 prepares students for success through rigorous coursework, project-based learning, and hands-on opportunities in coding, robotics, and science competitions.

Located in the Reseda community of Los Angeles, MSA-5 is an independent public charter school that serves about 220 students in grades 6-12. As a small-sized school, it offers classes with a maximum of 27 students, ensuring a personalized and supportive learning environment.

The school fosters a safe, inclusive environment by prioritizing social-emotional learning (SEL) and academic support. Parents play an active role through the Local

Control and Accountability Plan (LCAP) process, Parent Advisory Committees (PAC), and events like Coffee with the Principal, strengthening school-community partnerships.

MSA-5 collaborates annually with its co-located school to develop and improve the School Safety Plan, which is approved by the PAC and MPS Board Committee. As a recipient of the California Community Schools grant, MSA-5 emphasizes equity, student well-being, and leadership development through extracurricular programs, college prep initiatives, and student-led organizations.

With its innovative approach, MSA-5 empowers students to become critical thinkers and leaders who make meaningful contributions to their communities.?

Contact

Magnolia Science Academy 5
18238 Sherman Way
Reseda, CA 91335-6121

Phone: [\(818\) 705-5676](tel:8187055676)

Email: akaplan@magnoliapublicschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoedu
Website	www.lacoedu

School Contact Information (School Year 2024–25)

School Name	Magnolia Science Academy 5
Street	18238 Sherman Way
City, State, Zip	Reseda, CA , 91335-6121
Phone Number	(818) 705-5676
Principal	Mr. Ali Kaplan, Principal
Email Address	akaplan@magnoliapublicschools.org
Website	http://msa5.magnoliapublicschools.org/
Grade Span	6-12
County-District-School (CDS) Code	19101990137679

School Description and Mission Statement (School Year 2024–25)

Here is the proofread version with minor corrections for clarity, grammar, and flow:

Magnolia Science Academy-5 (MSA-5) is a public charter school serving grades 6-12 since 2008, with a strong focus on **STEM education** and academic excellence. MSA-5's charter petition is authorized by the **Los Angeles County Office of Education**. As part of the **Magnolia Public Schools (MPS)** network, MSA-5 prepares students for success through **rigorous coursework, project-based learning**, and hands-on opportunities in **coding, robotics, and science competitions**.

Located in the **Reseda community of Los Angeles**, MSA-5 is an independent public charter school that serves about 220 **students** in grades 6-12. As a **small-sized school**, it offers classes with a maximum of **27 students**, ensuring a personalized and supportive learning environment.

The school fosters a **safe, inclusive environment** by prioritizing **social-emotional learning (SEL)** and academic support. Parents play an active role through the **Local Control and Accountability Plan (LCAP)** process, **Parent Advisory Committees**

(PAC), and events like **Coffee with the Principal**, strengthening school-community partnerships.

MSA-5 collaborates annually with its **co-located school** to develop and improve the **School Safety Plan**, which is approved by the PAC and MPS Board Committee. As a recipient of the **California Community Schools grant**, MSA-5 emphasizes equity, student well-being, and leadership development through extracurricular programs, **college prep initiatives**, and student-led organizations.

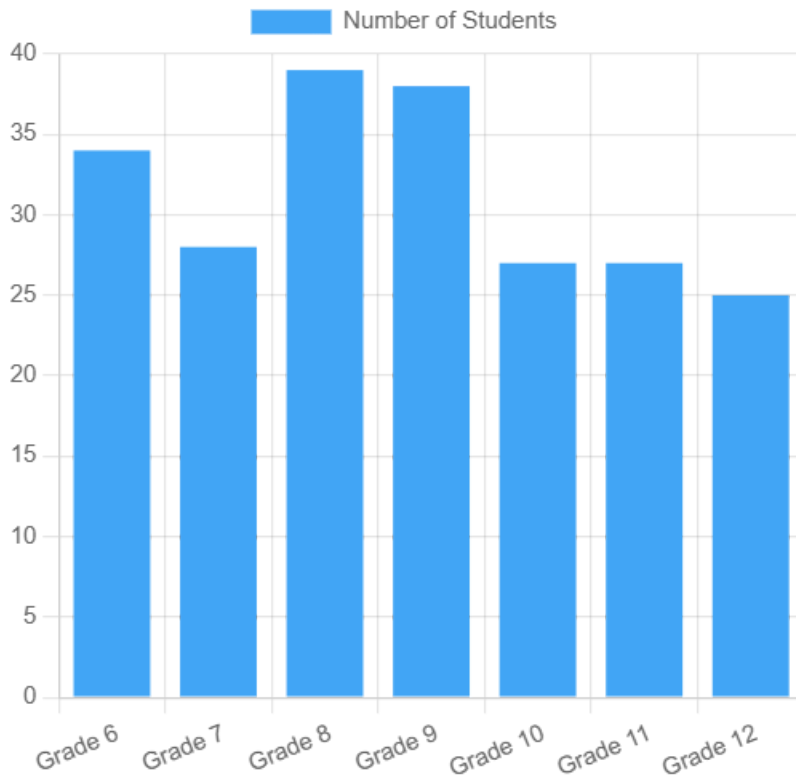
With its innovative approach, MSA-5 empowers students to become **critical thinkers** and **leaders** who make meaningful contributions to their communities.

This version maintains all essential details while enhancing readability and flow.

<p>MISSION Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.</p> <p>VISION Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.</p>
--

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	34
Grade 7	28
Grade 8	39
Grade 9	38
Grade 10	27
Grade 11	27
Grade 12	25
Total Enrollment	218



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	43.60%
Male	56.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.90%
Asian	1.80%
Black or African American	0.90%
Filipino	1.80%
Hispanic or Latino	90.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	4.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.00%
Foster Youth	0.50%
Homeless	2.80%
Migrant	0.00%
Socioeconomically Disadvantaged	91.30%
Students with Disabilities	16.10%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.60	77.89%	314.10	59.37%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	2.48%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	12.96%	42.50	8.05%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	9.08%	139.00	26.27%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	20.20	3.82%	18854.30	6.86%
Total Teaching Positions	13.60	100.00%	529.00	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.90	62.76%	327.80	57.81%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	6.33%	27.10	4.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	19.00%	40.80	7.21%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	9.37%	137.00	24.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.40	2.53%	34.10	6.03%	15831.90	5.67%
Total Teaching Positions	15.70	100.00%	567.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.40	59.28%	308.40	61.53%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	6.29%	30.90	6.17%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	25.17%	84.10	16.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	8.94%	64.10	12.80%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.31%	13.60	2.71%	14303.80	5.15%
Total Teaching Positions	15.80	100.00%	501.20	100.00%	277698	100%

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

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	2.70	4
Misassignments	1.70	0.20	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.70	3.00	4

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.10	1.40	1.4
Local Assignment Options	1.10	0.00	0
Total Out-of-Field Teachers	1.20	1.40	1.4

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.10%	1.3%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.30%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync California Edition 2017	0
Mathematics	HMH Math 2023	0
Science	CA Inspire Science 2017?	0
History-Social Science	TCI History Alive 2023	0
Foreign Language	Asi Se Dice 2020	0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: 2023

Overall Rating	Fair
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	45%	38%	38%	44%	46%	47%
Mathematics (grades 3-8 and 11)	34%	23%	24%	28%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	129	98.47%	1.53%	37.98%
Female	65	64	98.46%	1.54%	35.94%
Male	66	65	98.48%	1.52%	40.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	115	113	98.26%	1.74%	34.51%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	38	37	97.37%	2.63%	2.70%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	115	114	99.13%	0.87%	38.60%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	24	96.00%	4.00%	37.50%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	127	96.95%	3.05%	22.83%
Female	65	63	96.92%	3.08%	19.05%
Male	66	64	96.97%	3.03%	26.56%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	115	112	97.39%	2.61%	22.32%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	38	36	94.74%	5.26%	5.56%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	115	111	96.52%	3.48%	23.42%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	23	92.00%	8.00%	21.74%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	17.44%	30.88%	35.14%	34.16%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	68	98.55%	1.45%	30.88%
Female	32	31	96.88%	3.12%	16.13%
Male	37	37	100.00%	0.00%	43.24%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	57	56	98.25%	1.75%	30.36%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	13	12	92.31%	7.69%	16.67%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00%	0.00%	31.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

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Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	65
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	85%	96.3%	29.6%	48.1%	96.3%
9	88%	100%	100%	88.6%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

At MSA-5, parents play an active role in shaping key school plans, including the **Local Control and Accountability Plan (LCAP)**, the LCAP Federal Addendum, the **Single Plan for Student Achievement (SPSA)**, and the **WASC Self-Study**. As a recipient of the **California Community Schools grant**, MSA-5 has the flexibility to use the LCAP as the SPSA, as long as it aligns with federal planning regulations and meets state stakeholder engagement requirements.

To ensure comprehensive parental involvement, MSA-5 incorporates feedback from various platforms such as the **Parent Advisory Committee (PAC)**, **Coffee with the Principal**, **ELAC meetings**, and **home visits**. These opportunities, combined with leadership roles for parents, empower families to actively contribute to the school's growth and decision-making processes. Additionally, frequent **surveys** provide a platform for parents to share their feedback and evaluate programs, further strengthening their role as essential partners in the school community.

At **Magnolia Science Academy-5**, increasing parental involvement has been a key focus, particularly through the **Community Engagement Initiative (CEI)**. This initiative provides schools with the framework to actively involve parents and families as essential partners in student success. By aligning CEI principles with the school's culture, MSA-5 successfully implemented several strategies to strengthen relationships with families and foster an inclusive environment. Through CEI, MSA-5 successfully is building trust, engaged families, and created a supportive environment where parents felt like **partners in education**, ultimately enhancing the success of the entire school community.

State Priority: Pupil Engagement

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

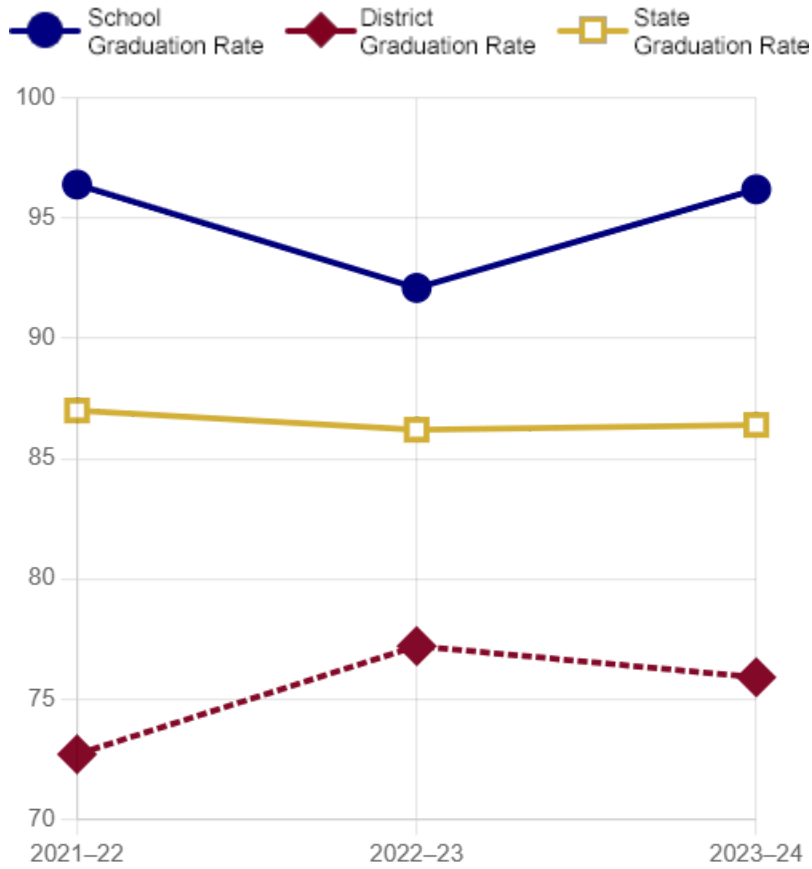
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

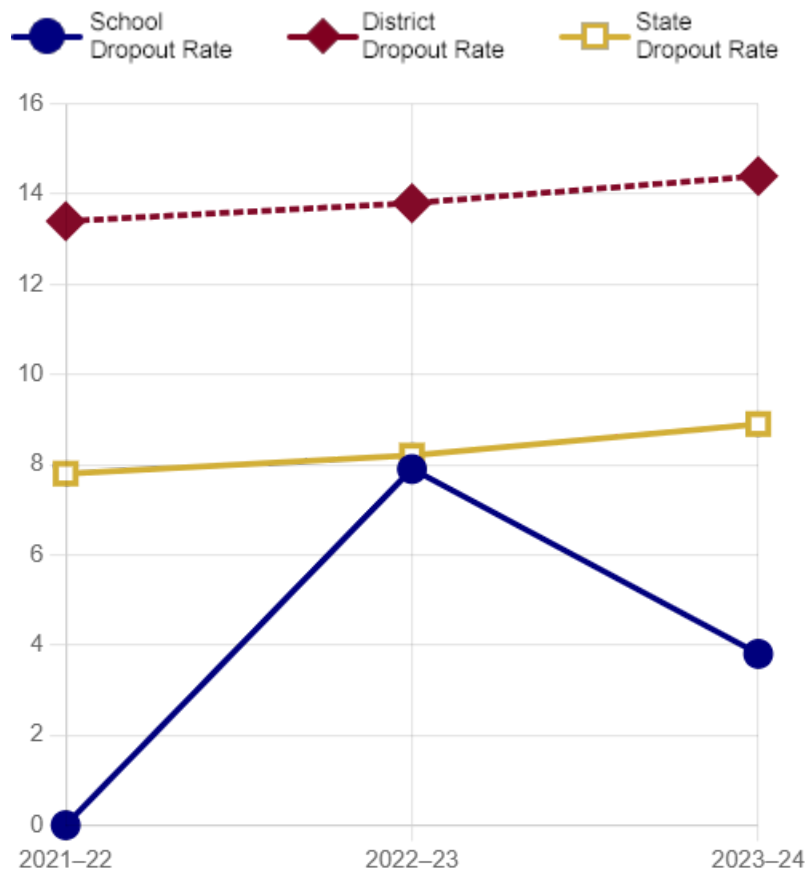
Indicator	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Graduation Rate	96.4%	92.1%	96.2%	72.7%	77.2%	75.9%	87%	86.2%	86.4%
Dropout Rate	0%	7.9%	3.8%	13.4%	13.8%	14.4%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	26	25	96.2%
Female	13	12	92.3%
Male	13	13	100.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	--	--	--
Hispanic or Latino	24	23	95.8%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	26	25	96.2%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	239	231	69	29.9%
Female	105	102	38	37.3%
Male	134	129	31	24%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	2	2	0	0%
Asian	4	4	1	25%
Black or African American	2	2	1	50%
Filipino	5	5	0	0%
Hispanic or Latino	215	208	61	29.3%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	1	0	0	0%
White	10	10	6	60%
English Learners	80	75	29	38.7%
Foster Youth	1	1	0	0%
Homeless	8	8	3	37.5%
Socioeconomically Disadvantaged	212	208	63	30.3%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	39	38	14	36.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.37%	2.34%	0.00%	4.48%	5.74%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.26%	0%
Female	0%	0%
Male	2.24%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0.93%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	1.25%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.42%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	5.13%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

MSA-5 collaborates closely with its co-located school to develop and enhance the **School Safety Plan** on an annual basis. This comprehensive plan outlines strategies to ensure a safe and secure environment for all students and staff. The process involves thorough review and input from multiple stakeholders, including the **Parent Advisory Committee (PAC)** and the **Magnolia Public Schools (MPS) Board Committee**, who provide feedback and final approval. By fostering this collaborative approach, MSA-5 ensures the plan addresses the unique needs of the shared campus while prioritizing student well-being and preparedness for emergencies.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	17.00	8	7	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	14.00	11	6	0
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	16.00	11	1	5
Other**				

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	7	10	
Mathematics	21.00	5	7	
Science	22.00	2	6	
Social Science	25.00	1	8	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	8	6	0
Mathematics	20.00	9	5	0
Science	21.00	6	3	0
Social Science	21.00	6	6	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	9	4	
Mathematics	20.00	7	4	
Science	22.00	5	3	
Social Science	22.00	4	5	

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	109

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	0.60
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.50
Other**	0.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20269.59	\$9040.05	\$11229.55	\$84023.00
District	N/A	N/A	--	\$24017.00
Percent Difference – School Site and District	N/A	N/A	-73.00%	-49.00%
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	-1.00%	-12.00%

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

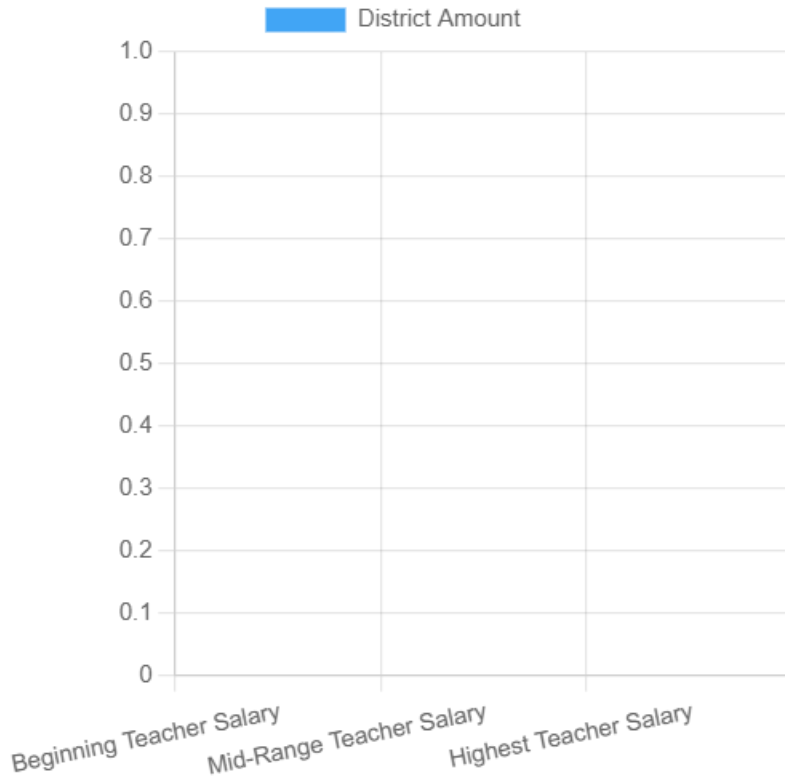
Types of Services Funded (Fiscal Year 2023–24)

?MSA-5 offers before/after school tutoring, Academic and Enrichment programs on Saturdays (about 25 weeks), Winter Intersession, and Summer School. In addition, MSA-5 has a partnership with Pierce College for dual enrollment courses and college degree pathways (i-GETC). After-school programs (ASES) and associate CIF and FIYA athletic /sports teams are available for students to participate. Los Lobos is a Community School and receives the planning and implementation grants providing opportunities for families and students to integrate support services, extended learning time and opportunities such as overnight trips to colleges, outdoor learning trips and training series. Lastly, the PBIS and MTSS have been a great focus for staff and students for which, Los Lobos has a partnership with Loyola Marymount University, Orange County Department of Education, Sown to Grow, Strength United (CSUN) for SEL, counseling, training, and school safety and culture. ?

Teacher and Administrative Salaries (Fiscal Year 2022-23)

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

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 23.1 %

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

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

Professional Development

10 full days; approximately 41 partial days (Wednesdays)

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement			51

Magnolia Science Academy 6

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	1512 Arlington Ave. Los Angeles, CA , 90019-4552	Principal:	James Choe, Principal
Phone:	(310) 842-8555	Grade Span:	6-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

James Choe, Principal

Principal, Magnolia Science Academy 6

About Our School

Welcome to Magnolia Science Academy 6!

Dear Students, Families, Community Members, and Guests,

We are delighted to welcome you to **Magnolia Science Academy 6**, a school dedicated to fostering the well-being and academic success of our students. Our mission is to empower every learner to thrive both in and outside the classroom.

About Us:

Magnolia Science Academy 6 is a **STEAM-focused charter school**, proudly serving the diverse communities of Mid-City Los Angeles, including Koreatown, Mid-Wilshire, and the surrounding neighborhoods. Since our founding in 2009, under the authorization of LAUSD, we have remained committed to providing an enriching educational experience for all students.

Our Approach to Education:

At MSA-6, we believe in an inclusive and rigorous approach to learning. Our curriculum is built around the Common Core State Standards and designed to challenge students while supporting their individual needs. Through personalized learning, powered by an innovative online platform, we create a dynamic environment where every student can reach their full potential.

Building Future Leaders:

We are committed to helping students develop the habits, mindsets, and behaviors that lead to both academic and personal success. Our students set goals, track their progress, and build meaningful relationships with caring adults who provide personalized feedback and guidance.

Our Vision:

Graduates of Magnolia Science Academy 6 are equipped with the skills and knowledge to become critical thinkers and responsible global citizens. Our goal is to prepare every student for success in college, careers, and beyond. From day one, we instill the values of perseverance, responsibility, and lifelong learning, ensuring that our graduates are ready to make meaningful contributions to the world.

Thank you for being part of our vibrant community. We look forward to partnering with you to support the growth and success of every student!

Warm regards,

The Magnolia Science Academy 6 Team

Contact

Magnolia Science Academy 6
1512 Arlington Ave.
Los Angeles, CA 90019-4552

Phone: [\(310\) 842-8555](tel:3108428555)

Email: jchoe@magnoliapublicschools.org

Contact Information (School Year 2024–25)

Magnolia Science Academy 6
4049 W. 8th St.
Los Angeles, CA 90005-3552

Phone: (310) 842-8555

Email: jchoe@magnoliapublicschools.org

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

School Name	Magnolia Science Academy 6
Street	1512 Arlington Ave.
City, State, Zip	Los Angeles, CA , 90019-4552
Phone Number	(310) 842-8555
Principal	James Choe, Principal
Email Address	jchoe@magnoliapublicschools.org
Website	www.msa6.magnoliapublicschools.org
Grade Span	6-8
County-District-School (CDS) Code	19647330117648

School Description and Mission Statement (School Year 2024–25)

Vision

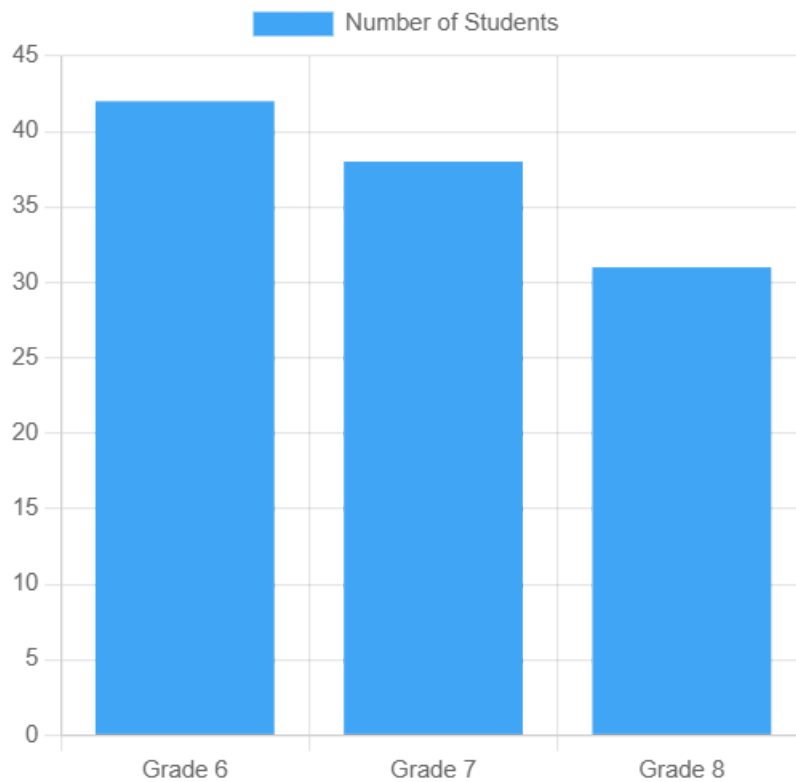
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

Mission

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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	42
Grade 7	38
Grade 8	31
Total Enrollment	111



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	46.80%
Male	53.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.90%
Black or African American	10.80%
Filipino	0.90%
Hispanic or Latino	84.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.90%
White	1.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	18.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	98.20%
Students with Disabilities	16.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.10	58.28%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	35.74%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.40	5.84%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	7.10	100.00%	27194.20	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.70	100.00%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	6.70	100.00%	27426.80	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.70	87.01%	22355.10	82.56%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	12.86%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	7.70	100.00%	27077.80	100.00%	277698	100%

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

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	2.50	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.50	0.00	0

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.9
Total Out-of-Field Teachers	0.00	0.00	0.9

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	43.90%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	? McGraw Hill English for 6th-7th-8th ?	0
Mathematics	HMH 2023-2024	0
Science	Inspire Science 2016	0
History-Social Science	Mcgraw Hill	0
Foreign Language	n/a	0
Health	n/a	0
Visual and Performing Arts	n/a	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

We are a prop 39 school and we rely on the LAUSD school that we reside on to help us with any issues that we have. That said, we have no significant issues that are on-going and that impedes students learning and their success.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	61%	55%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	37%	31%	29%	32%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	112	96.55%	3.45%	55.36%
Female	54	52	96.30%	3.70%	53.85%
Male	62	60	96.77%	3.23%	56.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	11	100.00%	0.00%	63.64%
Filipino	--	--	--	--	--
Hispanic or Latino	97	94	96.91%	3.09%	54.26%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	22	20	90.91%	9.09%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	110	107	97.27%	2.73%	56.07%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	22.22%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	115	99.14%	0.86%	31.30%
Female	54	54	100.00%	0.00%	29.63%
Male	62	61	98.39%	1.61%	32.79%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	11	100.00%	0.00%	45.45%
Filipino	--	--	--	--	--
Hispanic or Latino	97	96	98.97%	1.03%	28.13%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	22	22	100.00%	0.00%	13.64%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	110	109	99.09%	0.91%	31.19%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	11.11%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	33.33%	23.53%	20.46%	21.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	34	100.00%	0.00%	23.53%
Female	14	14	100.00%	0.00%	14.29%
Male	20	20	100.00%	0.00%	30.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00%	0.00%	19.23%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	32	32	100.00%	0.00%	21.88%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

n/a

--

Career Technical Education (CTE) Participation (School Year 2023–24)

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

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

We do not send students to UC's at CSU's at this time.

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

At Magnolia Science Academy 6, we value parent involvement and welcome it. Below are the ways that parents can be involved.

Parents can get involved at our school in a variety of ways.

PTF – Parents can join our PTF in order to stay up to date with their child's school's events. These are held monthly in order to keep a line of communication between the families and the school.

Parent Advisory Committee (PAC): The PAC provides a platform for parents to discuss important school matters and share feedback. Your input helps guide decisions that impact the school as a whole.

Classroom Support: If you have time to volunteer, becoming a teacher's aide or assisting with classroom activities is a wonderful way to make a direct impact on students' learning experiences.

Supporting Staff Wishlists: Parents can contribute by donating materials or volunteering time to help fulfill teachers' wish lists, ensuring a well-resourced classroom for every student.

At Magnolia Science Academy 6, we encourage all of our parents to get involved because we know that it takes a team effort to help raise kids.

State Priority: Pupil Engagement

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

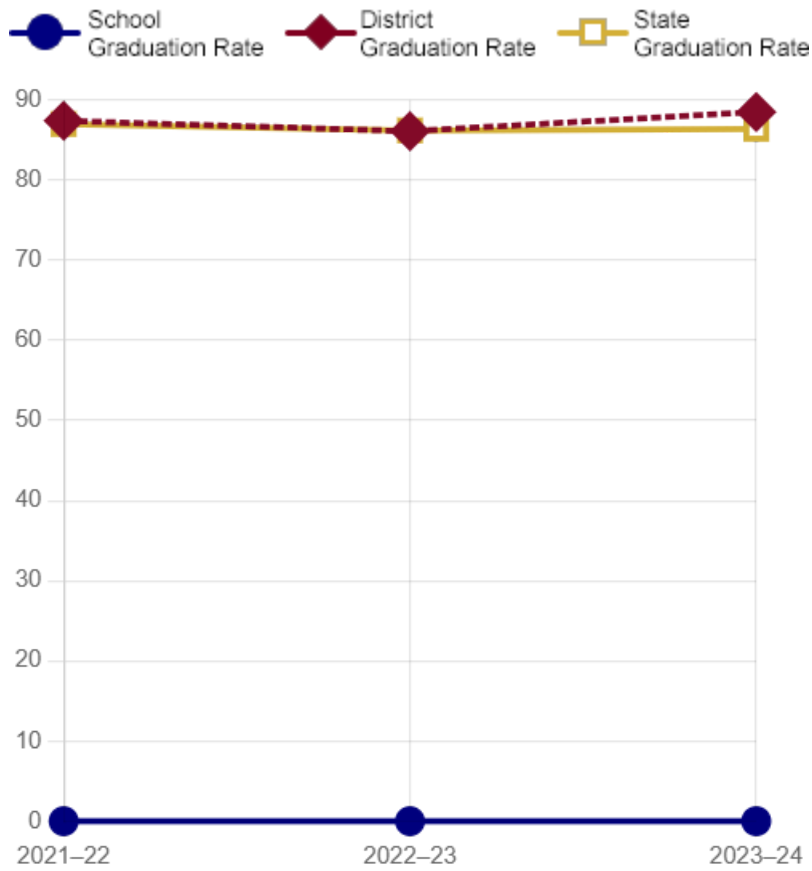
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

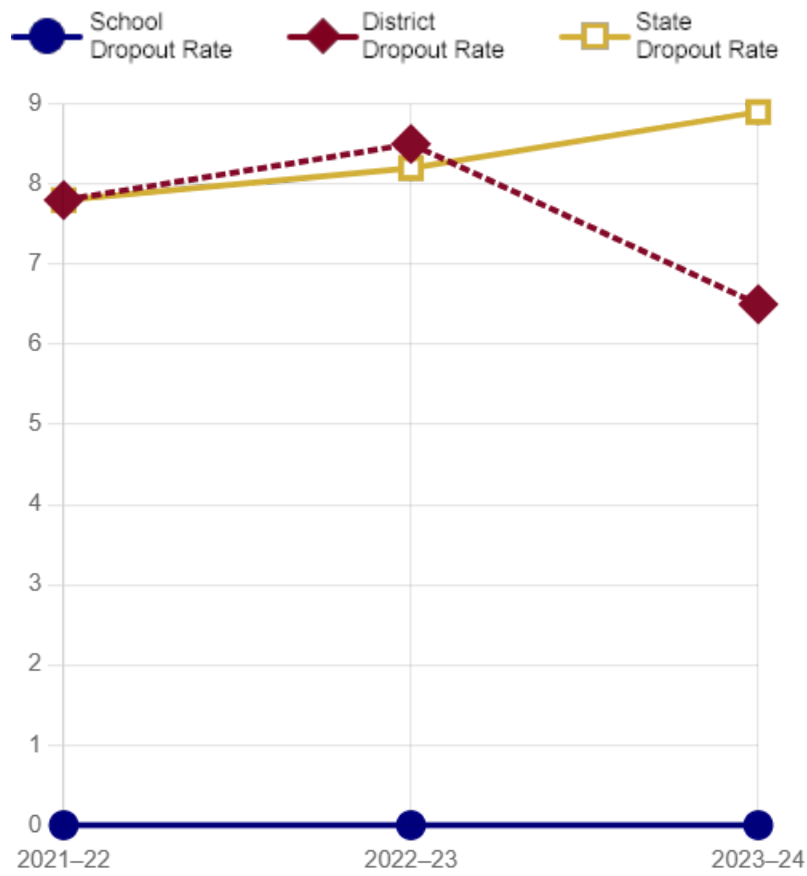
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate				7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	119	117	24	20.5%
Female	56	55	10	18.2%
Male	63	62	14	22.6%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	0	0	0	0%
Asian	2	2	0	0%
Black or African American	12	11	3	27.3%
Filipino	1	1	0	0%
Hispanic or Latino	98	97	19	19.6%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	1	1	1	100%
White	5	5	1	20%
English Learners	27	26	5	19.2%
Foster Youth	0	0	0	0%
Homeless	3	3	2	66.7%
Socioeconomically Disadvantaged	113	111	23	20.7%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	18	18	6	33.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.03%	3.06%	0.00%	0.46%	0.55%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.04%	0%
Female	5.36%	0%
Male	4.76%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	8.33%	0%
Filipino	0%	0%
Hispanic or Latino	5.1%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	7.41%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	5.31%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	5.56%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

The school safety plan was reviewed or mentioned at the PAC meetings. This includes the 1st, 2nd, 3rd, and 4th PAC meeting. This year, the last time the SSP was reviewed was on December 13th, 2024. The discussion points on this topic were the following:

1. Crime in the local area
2. Problems in the school as it pertains to safety
3. Emergency supplies
4. Suspension rates

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	17.00	8		
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	18.00	11	0	2
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	22.00	6	5	2
Other**				

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	1	1	1
Mathematics	22.00	1	1	1
Science	33.00		1	1
Social Science	33.00		1	1

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	5	0	0
Mathematics	19.00	3	0	0
Science	19.00	3	0	0
Social Science	19.00	3	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	5		
Mathematics	17.00	4		
Science	17.00	4		
Social Science	17.00	4		

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$28817.00	\$7164.00	\$21653.00	\$76624.00
District	N/A	N/A	\$24017.00	\$85275.00
Percent Difference – School Site and District	N/A	N/A	-10.00%	-11.00%
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	15.00%	-22.00%

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

Types of Services Funded (Fiscal Year 2023–24)

At Magnolia Science Academy 6, we currently offer the core classes, HR, ELD, Life Skills, and PE.

In order to support our students in these courses, we provide the following supports: After-school clubs that help enrich our students in various other aspects of schooling and life. Clubs such as; STEAM team, robotics, art, board games, e-gaming, and homework club are offered to all of our students.

We have multi levels of support for intervention; Saturday School, pull out support during school, dedicated homeroom support.

We have different programs to help with learning as well to support student learning such as; IXL, No Red Ink, Pear Deck, BrainPop...etc.

We use our benchmark test program, MAP, to help with measuring our success with our students as well. This test is done during the Fall, Winter, and Spring months to see how effective we do.

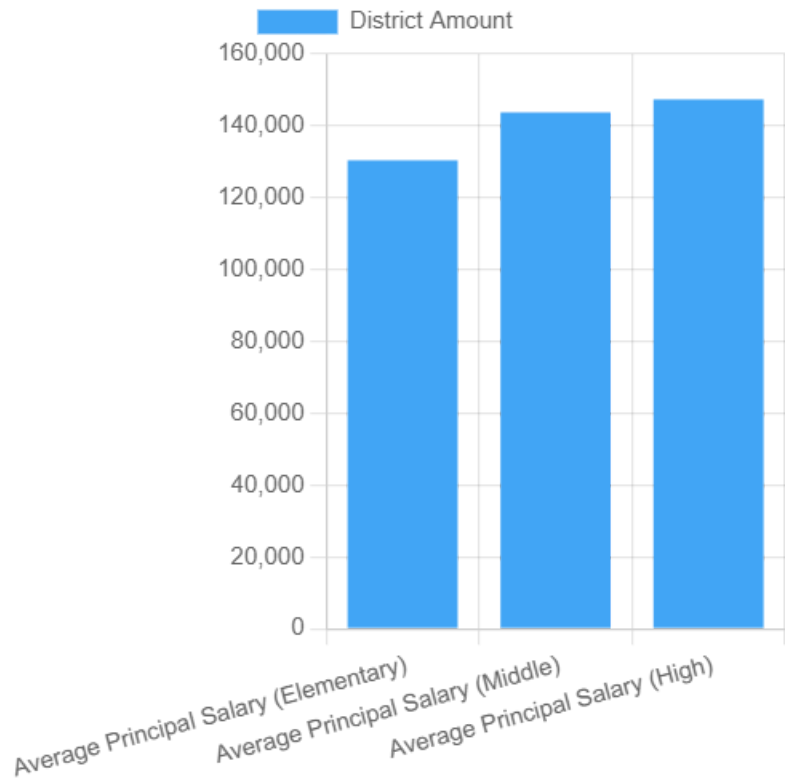
IAB’s are also used, to gauge how well students are learning a particular skill in their respective ELA and math classes.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52399.00	\$56572.74
Mid-Range Teacher Salary	\$83696.00	\$87185.69
Highest Teacher Salary	\$103915.00	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$143735.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$440000.00	\$338699.13
Percent of Budget for Teacher Salaries	0.25%	31.41%
Percent of Budget for Administrative Salaries	0.05%	4.86%

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses %

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

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

Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	49	49	49

Magnolia Science Academy 7
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

Address: 18355 Roscoe Blvd.
Northridge, CA , 91325-4104

Principal: Musa Avsar, Principal

Phone: (818) 886-0585

Grade Span: TK-5

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Musa Avsar, Principal

Principal, Magnolia Science Academy 7

Welcome to Magnolia Science Academy 7!

Dear Families,

Welcome to Magnolia Science Academy 7 (MSA-7), a TK-5 STEAM-focused public charter school! At MSA-7, we take pride in being the *right place* for students to thrive academically, socially, and emotionally.

Our small, family-like community allows us to provide individualized attention to every child. With dedicated and caring educators, we ensure that every student feels seen, valued, and supported.

As a community-centered school, we bring valuable resources to support our students and families throughout the year. From regular school days to Saturday school, summer programs, and after-school enrichment, we are here for our students. With extended hours, families can count on us from as early as 6:30 AM until 6:00 PM daily.

At MSA-7, we believe learning extends beyond the classroom. In addition to a strong academic foundation, we focus on social-emotional growth and offer engaging extracurricular activities, including Music, Art, Robotics, Sports, Coding, Gardening, and much more. These opportunities allow students to explore their passions, discover their strengths, and develop essential life skills.

Our core values—**Excellence, Innovation, and Connection**—guide everything we do. We are committed to providing a tuition-free, safe, nurturing, and high-quality college preparatory STEAM education that prepares students to excel in an ever-changing world.

We are excited to partner with you and look forward to a successful and rewarding school year together. Thank you for choosing MSA-7 as the place where your child will learn, grow, and thrive!

Warm regards,

Musa Avsar

Principal, Magnolia Science Academy 7

About Our School

Musa Avsar, Principal

Contact

Magnolia Science Academy 7
18355 Roscoe Blvd.
Northridge, CA 91325-4104

Phone: [\(818\) 886-0585](tel:(818)886-0585)

Email: mavsar@magnoliapublicschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

School Name	Magnolia Science Academy 7
Street	18355 Roscoe Blvd.
City, State, Zip	Northridge, CA , 91325-4104
Phone Number	(818) 886-0585
Principal	Musa Avsar, Principal
Email Address	mavsar@magnoliapublicschools.org
Website	http://msa7.magnoliapublicschools.org
Grade Span	TK-5
County-District-School (CDS) Code	19647330117655

School Description and Mission Statement (School Year 2024–25)

Magnolia Science Academy-7 (MSA-7) is small public independent charter school located in the city of Northridge in the San Fernando Valley. MSA-7 is one of ten schools under the direction of Magnolia Public Schools, a non-profit Charter Management Organization (CMO) serving the Southern California region. MSA-7 is proudly celebrating its fourteenth year in operation, first opening its doors in 2010.

We focus on growth mindsets at our small elementary school. We utilize small group learning, student-driven instruction, and guided math. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention. The students of MSA-7 receive an education that is aligned to Common Core State Standards (CCSS) with a focus in Science, Technology, Engineering, Art, and Math (STEAM). In addition, students receive weekly computer and physical education classes, along with an integrated arts program. Educating the whole child is a key feature of Magnolia Science Academy-7. We offer a robust program

that includes social emotional learning and development, after school clubs and programs, school-wide events, intervention and enrichment services, parent workshops, home visits, and more.

At Magnolia Science Academy 7 (MSA 7), our small charter school encapsulates our community. We are a close-knit, family school -- comprising neighbors, siblings, cousins and friends. Our TK-5 students have close, caring connections to each other, to their teachers and with our staff.

Mission Statement

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

Vision Statement

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

Core Values

Magnolia Public Schools (MPS) has identified Excellence, Innovation, and Connection as its core anchor values, which are reinforced through the Life Skills curriculum, Schoolwide Learner Outcomes (SLOs), and all school activities.

Excellence

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

Innovation

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

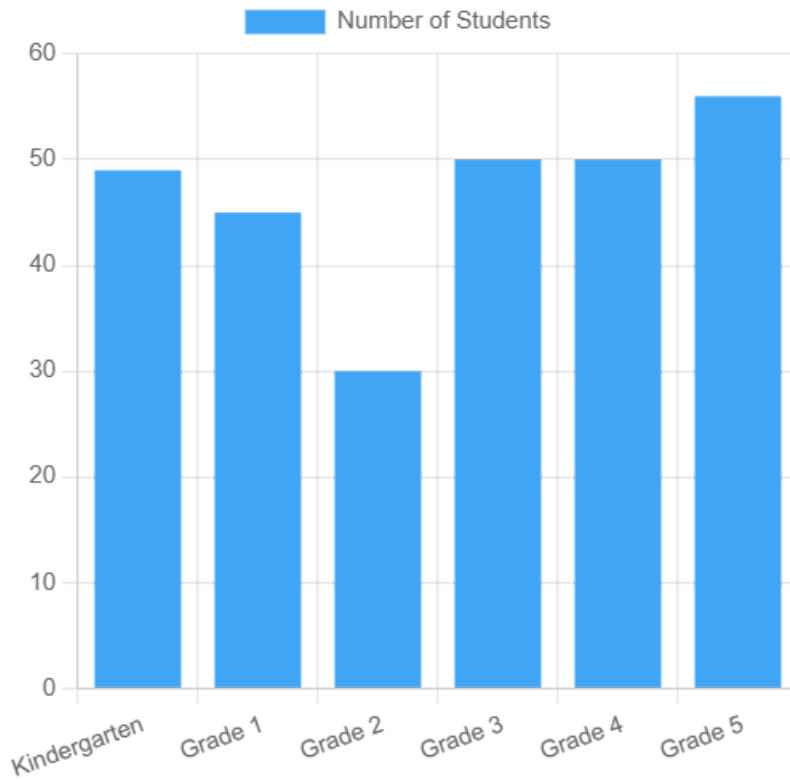
Connection

School communities are integrated partnerships with the school site staff, families, students, and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS

utilizes home visits, stakeholder surveys, field trips, life skills classes, and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	49
Grade 1	45
Grade 2	30
Grade 3	50
Grade 4	50
Grade 5	56
Total Enrollment	280



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	52.50%
Male	47.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	4.60%
Black or African American	6.10%
Filipino	5.70%
Hispanic or Latino	70.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.10%
White	11.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.10%
Foster Youth	0.40%
Homeless	4.30%
Migrant	0.00%
Socioeconomically Disadvantaged	83.60%
Students with Disabilities	13.90%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	100.00%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	11.00	100.00%	27194.20	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.10	77.20%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	7.58%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	7.58%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	7.58%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	13.20	100.00%	27426.80	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.00	85.71%	22355.10	82.56%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	7.14%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	7.14%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	14.00	100.00%	27077.80	100.00%	277698	100%

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

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers			1
Misassignments			0
Vacant Positions			0
Total Teachers Without Credentials and Misassignments			1

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	1.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>?Wonders, McGraw Hill</p> <p>Write Brain</p> <p>No Red Ink</p> <p>IXL ELA</p> <p>MyON Reading Library</p>	0
Mathematics	<p>?Into Math, Houghton Mifflin Harcourt</p> <p>IXL Math</p> <p>?</p>	0
Science	<p>?Inspire Science, McGraw Hill</p> <p>Mystery Science</p> <p>IXL Science</p>	0
History-Social Science	<p>?Networks, McGraw Hill ?</p>	0
Foreign Language		0
Health	<p>?Sparks Health Education (2014)</p> <p>?Health Connected: Puberty Talk (2018)?</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Teacher-produced materials for arts integration.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Magnolia Science Academy-7 (MSA-7) operates out of a one-story building rented from The House Church. The building, previously used for the church's private school, meets all current regulatory standards and receives annual Fire Marshal approval. Periodic inspections are conducted as necessary to ensure compliance with safety standards.

MSA-7 is maintained by a dedicated custodial team consisting of two full-time and one part-time custodian, who ensure that the school remains clean and sanitary. They also address minor maintenance needs as they arise. For larger maintenance tasks and operational functions, such as pest control, landscaping, plumbing, HVAC repairs, and other specialized services, MSA-7 partners with qualified external vendors to ensure these needs are met professionally and efficiently.

In recent years, MSA-7 has successfully completed several key facility improvement projects to enhance safety, comfort, and functionality, including:

- Installation of a new school-wide security camera system.
- Replacement of main office doors with new, secure metal doors.
- Replacement of 22 classroom doors.
- Repair of playground fencing.
- Replacement of floor tiles in two classrooms.
- Upgrades to HVAC systems with MERV-13 air filters.
- Installation of energy-efficient, automatic plumbing fixtures.
- Replacement of several windows to improve insulation and safety.

Looking ahead, MSA-7 has additional improvement projects in the planning stages, including the installation of shading across outdoor areas and the replacement of all windows throughout the school to further enhance safety, energy efficiency, and comfort for students and staff.

These ongoing efforts reflect MSA-7's commitment to providing a safe, clean, and welcoming environment for all students, staff, and families.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	36%	44%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	22%	27%	29%	32%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	154	151	98.05%	1.95%	43.71%
Female	76	74	97.37%	2.63%	44.59%
Male	78	77	98.72%	1.28%	42.86%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	11	100.00%	0.00%	45.45%
Filipino	--	--	--	--	--
Hispanic or Latino	107	105	98.13%	1.87%	37.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	20	19	95.00%	5.00%	52.63%
English Learners	41	38	92.68%	7.32%	23.68%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	132	130	98.48%	1.52%	38.46%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	17.24%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	154	153	99.35%	0.65%	27.45%
Female	76	75	98.68%	1.32%	30.67%
Male	78	78	100.00%	0.00%	24.36%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	11	100.00%	0.00%	36.36%
Filipino	--	--	--	--	--
Hispanic or Latino	107	107	100.00%	0.00%	16.82%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	20	19	95.00%	5.00%	52.63%
English Learners	41	40	97.56%	2.44%	10.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	132	132	100.00%	0.00%	21.21%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	6.90%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	29.55%	18.52%	20.46%	21.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	54	100.00%	0.00%	18.52%
Female	23	23	100.00%	0.00%	26.09%
Male	31	31	100.00%	0.00%	12.90%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00%	0.00%	13.51%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	45	45	100.00%	0.00%	13.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

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Career Technical Education (CTE) Participation (School Year 2023–24)

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

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Magnolia Science Academy-7 (MSA-7) is a school of choice that thrives on strong parent involvement to support our students' learning journey. Parents have access to their child's Student Information System (SIS) account, enabling them to monitor their child's academic progress throughout the school year. Staff contact information is shared at the beginning of the year and remains accessible on the school website for easy communication via email or phone.

A unique and valuable feature of Magnolia Public Schools is the **Home Visit Program**, where teachers and staff visit students and families at home. These visits provide a personal connection and strengthen communication beyond phone calls or emails. To accommodate family preferences, MSA-7 now offers **both in-person and virtual home visits**, ensuring flexibility for all families.

At the start of each school year, MSA-7 hosts an **orientation** for both new and returning families. This event allows teachers to meet their students, share classroom and school expectations, address any questions, and provide families the opportunity to voice concerns before the year begins.

Throughout the year, we host **two formal parent-teacher conferences**—one in the fall and one in the spring. Teachers and parents may also schedule conferences at any time to discuss student progress. Additional events like **Back-to-School Night** and **Open House** provide opportunities for families and staff to engage, collaborate, and build strong partnerships.

MSA-7 maintains a robust parent engagement structure, including:

- **Parent Task Force (PTF):** Meets monthly to organize events and fundraisers.
- **Coffee with Administration:** A monthly opportunity for parents to meet with the leadership team in an open and collaborative setting.
- **English Language Advisory Council (ELAC) and Parent Advisory Council (PAC):** Monthly meetings where elected members discuss key school matters, including the LCAP Plan, School Safety Plan, and Wellness Plan.

These meetings are led by our **Family Success Coordinator (FSC)** and **Community Schools Coordinator (CSC)** and are held both in-person and virtually to accommodate family schedules.

To further support our families, MSA-7 partners with community organizations to host **parent workshops** and successful community events, such as:

- **Community Resource Fair** (featuring multiple local organizations)
- **Food Distribution Day**

- **Backpack Giveaway Day**
- **Toy Giveaway Day**
- **Fall Festival**

Volunteering is highly encouraged at MSA-7, as we value active participation from all educational partners, including parents, staff, and students.

To better serve our community, MSA-7 administers annual surveys to gather feedback from parents, students, and staff. This includes a **Social-Emotional Learning (SEL)** and **Mental Health & Wellness** survey to check in with our students and provide resources as needed.

In an effort to rebuild school culture and support social-emotional learning, MSA-7 proudly hosts approximately **30 school-wide events** for families and students each year.

State Priority: Pupil Engagement

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

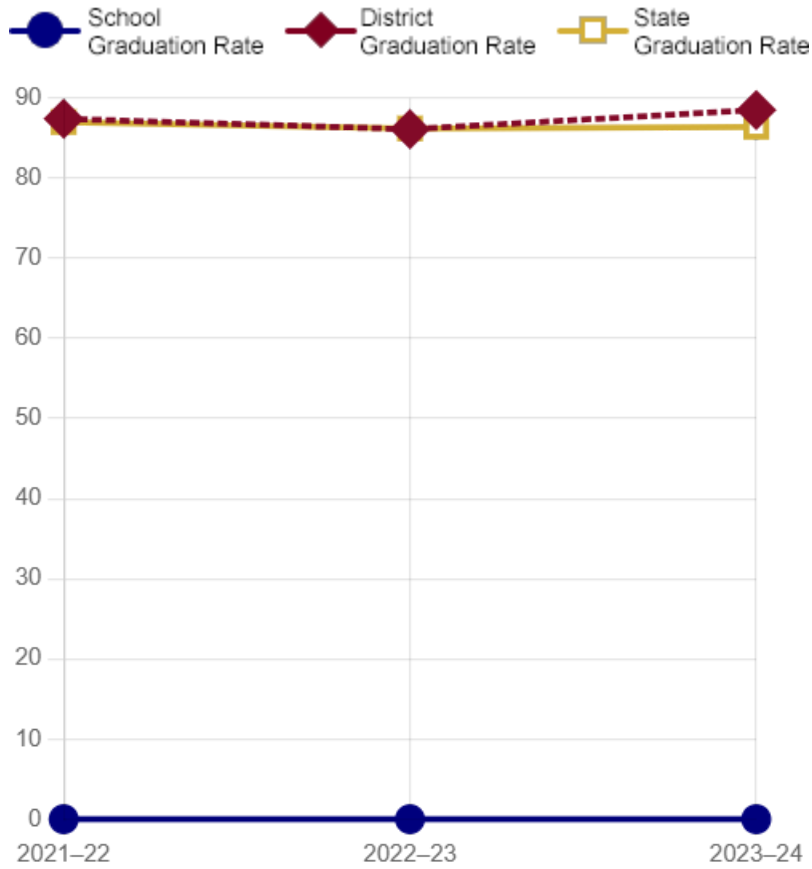
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

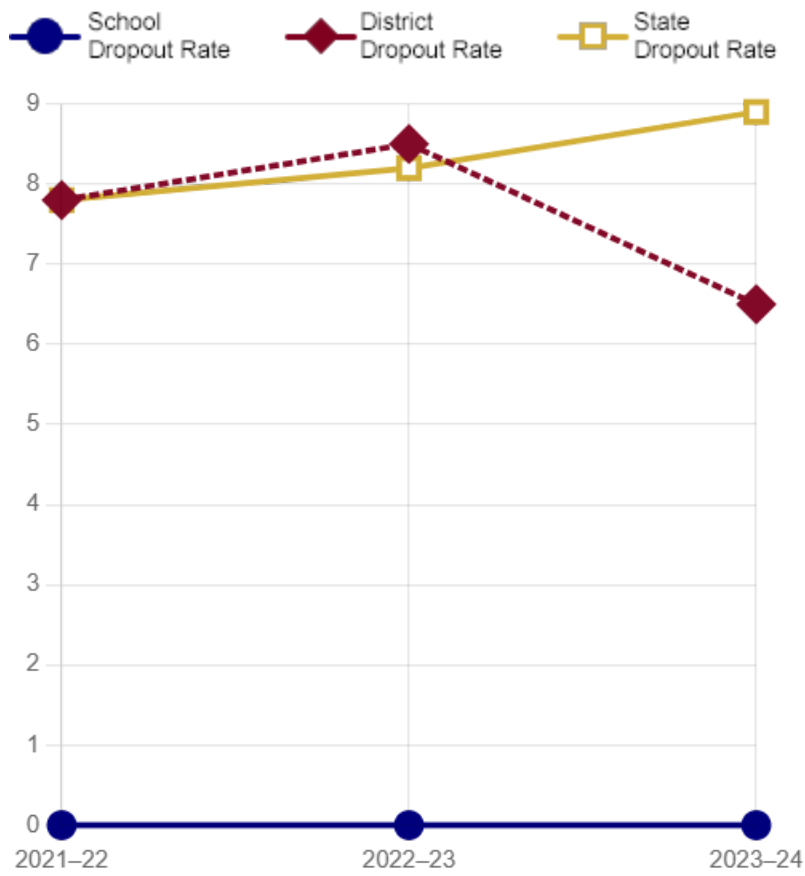
Indicator	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Graduation Rate				87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate				7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	291	284	48	16.9%
Female	151	150	29	19.3%
Male	140	134	19	14.2%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	0	0	0	0%
Asian	13	13	2	15.4%
Black or African American	19	19	4	21.1%
Filipino	16	16	0	0%
Hispanic or Latino	206	201	39	19.4%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	2	2	0	0%
White	35	33	3	9.1%
English Learners	95	94	18	19.1%
Foster Youth	2	1	0	0%
Homeless	15	15	3	20%
Socioeconomically Disadvantaged	245	240	41	17.1%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	43	43	15	34.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.35%	0.36%	0.00%	0.46%	0.55%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

At MSA-7, our **School Safety Plan** is reviewed and updated annually in collaboration with all educational partners, incorporating input from law enforcement agencies and our governing board. This comprehensive plan ensures a safe and secure environment for students and staff, enhancing the overall learning experience and improving student achievement.

The development and review process involves multiple steps:

- The **Assistant Principal** works on the initial draft under the guidance of the MPS Director of Student Services.
- The plan is then reviewed by the **Principal** before being shared with various committees and community members for input.
- Feedback is gathered, revisions are made, and the updated plan is submitted for approval by our **governing board**.

Purpose of the School Safety Plan

A comprehensive School Safety Plan serves as a vital tool to ensure:

- The safety and welfare of students and staff.
- A coordinated and effective response to emergency situations.
- Protection of school facilities and property.
- Minimal disruption and a timely return to normal operations in the event of an emergency.
- Strong coordination between the school and local emergency services when needed.

By prioritizing safety and preparedness, MSA-7 is committed to maintaining a secure and supportive environment for our entire school community.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00		1	
1	25.00		2	
2	28.00		2	
3	25.00		2	
4	21.00		2	
5	26.00		2	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	4	2	0
1	28.00	0	2	0
2	23.00	0	4	0
3	24.00	0	4	0
4	24.00	0	4	0
5	22.00	0	4	0
6	0.00	0	0	0
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	2	2	
1	23.00		4	
2	30.00		2	
3	25.00		4	
4	20.00	1	4	
5	28.00		4	
6				
Other**				

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	2.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$9648.86	\$12749.30	\$78255.00
District	N/A	N/A	--	\$85275.00
Percent Difference – School Site and District	N/A	N/A	-61.00%	-9.00%
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	-37.00%	-19.00%

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

Types of Services Funded (Fiscal Year 2023–24)

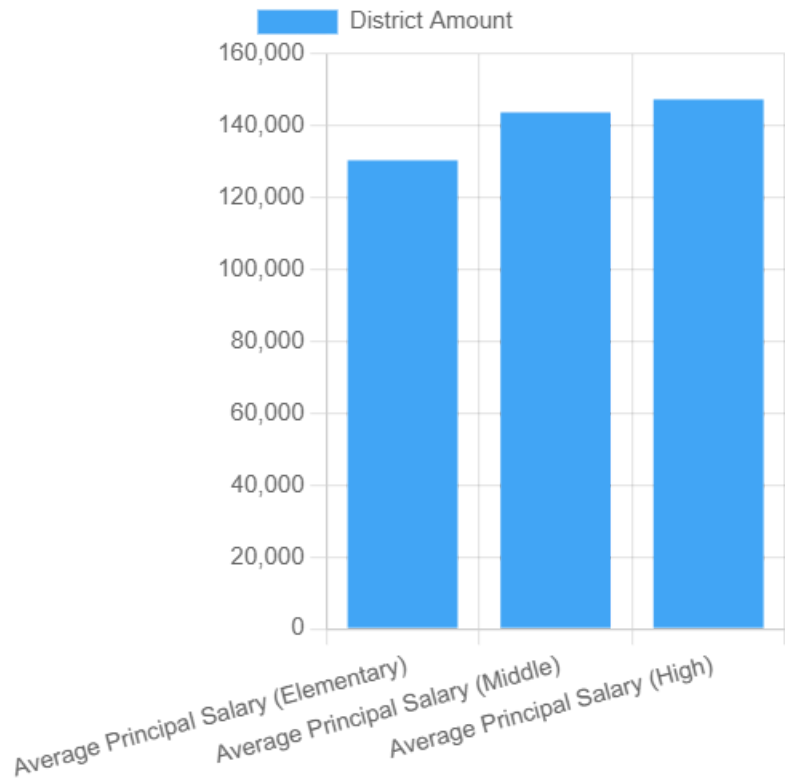
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Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52399.00	\$56572.74
Mid-Range Teacher Salary	\$83696.00	\$87185.69
Highest Teacher Salary	\$103915.00	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$143735.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$440000.00	\$338699.13
Percent of Budget for Teacher Salaries	0.25%	31.41%
Percent of Budget for Administrative Salaries	0.05%	4.86%

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses %

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

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

Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	55	55	55

Magnolia Science Academy Bell
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

Address:	6411 Orchard Ave. Bell, CA , 90201-1023	Principal:	Suat Acar, Principal
Phone:	(323) 826-3925	Grade	6-8
		Span:	

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Suat Acar, Principal

Principal, Magnolia Science Academy Bell

Welcome to the SARC Dashboard of Magnolia Science Academy 8 Bell!

About Our School



Contact

Magnolia Science Academy Bell
6411 Orchard Ave.
Bell, CA 90201-1023

Phone: [\(323\) 826-3925](tel:(323)826-3925)

Email: sacar@magnoliapublicschools.org

Contact Information (School Year 2024–25)

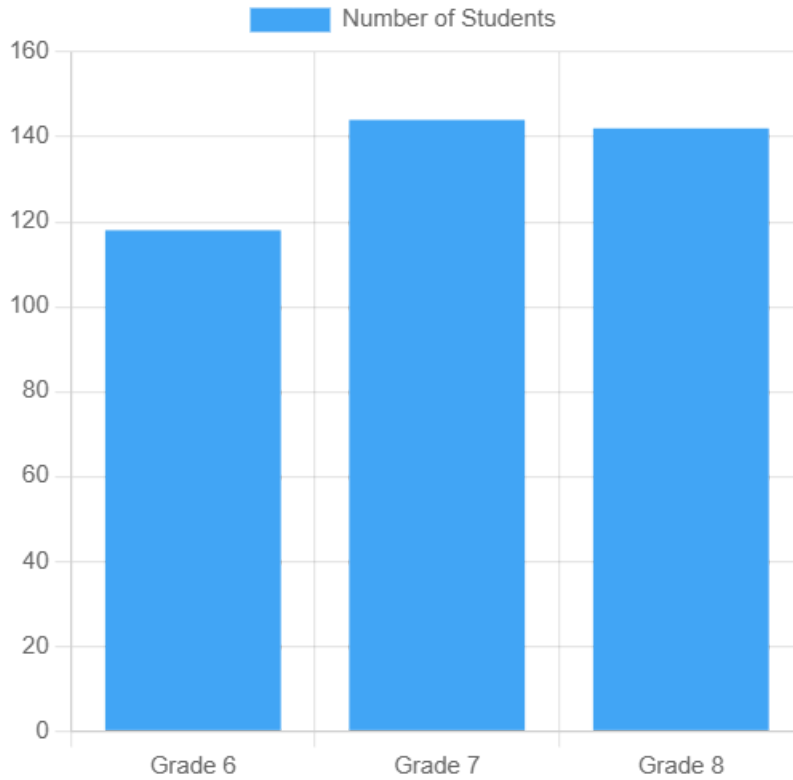
District Contact Information (School Year 2024–25)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org
School Contact Information (School Year 2024–25)	
School Name	Magnolia Science Academy Bell
Street	6411 Orchard Ave.
City, State, Zip	Bell, CA , 90201-1023
Phone Number	(323) 826-3925
Principal	Suat Acar, Principal
Email Address	sacar@magnoliapublicschools.org
Website	https://msa8.magnoliapublicschools.org
Grade Span	6-8
County-District-School (CDS) Code	19647330122747

School Description and Mission Statement (School Year 2024–25)

?Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.?

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	118
Grade 7	144
Grade 8	142
Total Enrollment	404



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	51.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	0.70%
Filipino	0.00%
Hispanic or Latino	93.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	5.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.10%
Foster Youth	0.70%
Homeless	5.20%
Migrant	0.00%
Socioeconomically Disadvantaged	79.00%
Students with Disabilities	9.40%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.50	71.05%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.80	4.37%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	21.05%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.63%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.10	0.84%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	19.00	100.00%	27194.20	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.10	75.20%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.50	10.33%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	14.01%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.10	0.41%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	24.10	100.00%	27426.80	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.30	69.14%	22355.10	82.56%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	4.22%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	12.66%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.70	7.22%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	1.50	6.71%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	23.60	100.00%	27077.80	100.00%	277698	100%

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

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	4.00	3.00	3
Misassignments	0.00	0.40	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.00	3.30	3

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00	0.7
Local Assignment Options	0.00	0.00	1
Total Out-of-Field Teachers	0.50	0.00	1.7

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	2%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	31.20%	0%	9.2%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Studysync, McGraw Hill ConnectED?	0
Mathematics	?HMH Math and IXL?	0
Science	?Inspire Science Grade 6, Grade 7, and Grade 8?	0
History-Social Science	?CA IMPACT Grade 6 World History and Geography, Ancient Civilizations ?CA IMPACT Grade 7 World History and Geography, Medieval and Early Modern Times ?CA IMPACT Grade 8 United States History and Geography, Growth and Conflict?	0
Foreign Language	?Realidades textbook?	0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

MSA Bell is co-located with two district schools on Orchard Academies in the Southeast Los Angeles area. The facility opened doors in the fall of 2010. Yearly inspections (Williams Inspection) are conducted to ensure the campus is in functional and appropriate conditions.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	?MSA Bell is co-located with two district schools on Orchard Academies in the Southeast Los Angeles area. The facility opened doors in the fall of 2010. Yearly inspections (Williams Inspection) are conducted to ensure the campus is in functional and appropriate conditions?
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2023

Overall Rating	Exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	35%	33%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	17%	14%	29%	32%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	399	397	99.50%	0.50%	32.75%
Female	195	195	100.00%	0.00%	38.97%
Male	204	202	99.02%	0.98%	26.73%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	372	370	99.46%	0.54%	32.16%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	21	21	100.00%	0.00%	42.86%
English Learners	57	57	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	329	327	99.39%	0.61%	31.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	41	41	100.00%	0.00%	7.32%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	399	397	99.50%	0.50%	13.85%
Female	195	195	100.00%	0.00%	13.33%
Male	204	202	99.02%	0.98%	14.36%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	372	370	99.46%	0.54%	14.05%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	21	21	100.00%	0.00%	14.29%
English Learners	57	57	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	329	327	99.39%	0.61%	12.54%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	41	41	100.00%	0.00%	0.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	24.64%	21.58%	20.46%	21.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	139	99.29%	0.71%	21.58%
Female	70	70	100.00%	0.00%	25.71%
Male	70	69	98.57%	1.43%	17.39%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	128	127	99.22%	0.78%	19.69%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	17	17	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	118	117	99.15%	0.85%	22.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	13	100.00%	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	98.6%	99.3%	100.0%	95.1%	81.0%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Parental Involvement

Parent-Student-Teacher Cooperation:

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing their education after graduation. MSA Bell believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA Bell will work with parents to make them aware of the importance of their involvement in their child's education through the combination of the following activities:

- Parent education groups that focus on various aspects of education and provide tools to support family involvement in their child's academic and social endeavors.
- Individualized student and parent advisory sessions: Each of our teachers/mentors will be assigned to a small group of students. They will arrange at least 2 meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing tools to help every child succeed in the learning environment.
- With the reopening of in-person school, we have transition all meetings to both in person and through zoom.

Student-Teacher Status Portal

MSA Bell uses Illuminate, an online cloud-based dashboard that is currently being used throughout all of Magnolia Public Schools. The student information system allows families to access information related to their child's performance at school. The use of Illuminate allows families, students, and teachers to communicate more efficiently. Through the portal, teachers have the ability for every class to post course material, homework assignments, projects, course grade statistics, and record students' grades on quizzes, tests, class participation, and homework assignments. Students and parents use confidential passwords to log on.

Since the start of remote learning, MSA Bell conducted a technology and parent portal access survey to determine the need and provide the necessary resources

to families. Families were provided with physical instructions that were mailed and phone calls provided walkthroughs to utilize the various applications of communication. Students without technology were provided with Chromebooks and mobile hot spots in order to access their learning and these various platforms at home.

Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA Bell. By having a family representative(s) on the various committee on-site, families are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. These meetings were held over zoom in order to meet the health and safety guidelines of the state and local government agencies. Studies show that home visits can increase student performance, encourage parent involvement, reduce disciplinary problems, and increase the overall positive attitude toward school. Teachers are encouraged to make home visits to build a positive partnership and open communication among all stakeholders for the benefit of the child. MPS policy was adopted to allow for these home visits to occur virtually over platforms such as Zoom or Google Hangout. Families complete a survey each year evaluating the strengths and weaknesses they identify within the program at MSA Bell. The information is used to identify opportunities to best serve the community. This year surveys have been expanded to monitor the health and well-being of all stakeholders.

The Parent Committee is as follows:

- California Community Engagement Initiative (CEI)
- English Learner Advisory Committee (ELAC)
- Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL PAC) (LCAP through coffee chats,
- etc.)
- Parent Task Force (PTF)

State Priority: Pupil Engagement

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

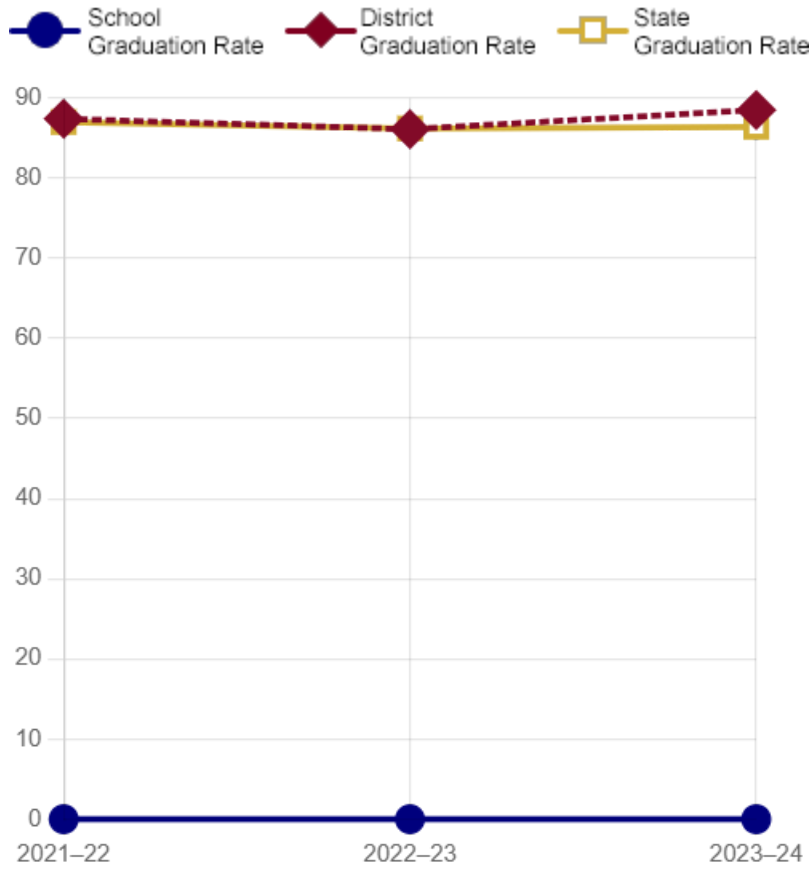
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

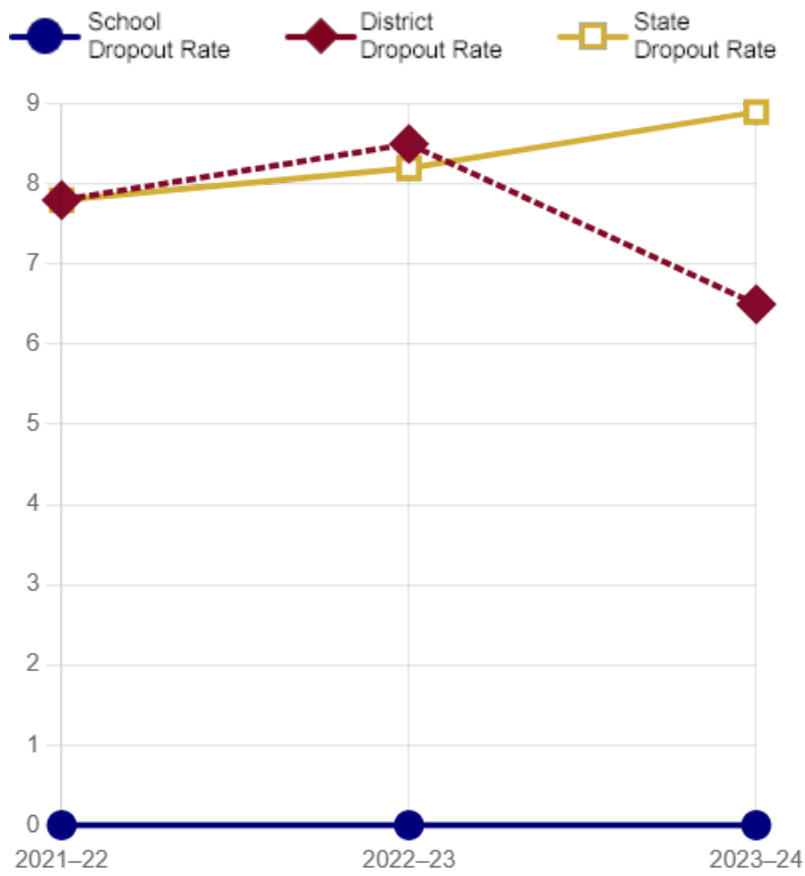
Indicator	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Graduation Rate				87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate				7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	425	416	113	27.2%
Female	207	204	53	26%
Male	218	212	60	28.3%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	0	0	0	0%
Asian	4	4	0	0%
Black or African American	3	3	2	66.7%
Filipino	0	0	0	0%
Hispanic or Latino	397	388	105	27.1%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	0	0	0	0%
White	21	21	6	28.6%
English Learners	64	64	19	29.7%
Foster Youth	4	4	2	50%
Homeless	32	32	13	40.6%
Socioeconomically Disadvantaged	356	350	95	27.1%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	45	44	16	36.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	2.44%	2.51%	0.00%	0.46%	0.55%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.25%	0.24%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.53%	0.24%
Female	1.93%	0%
Male	5.05%	0.46%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	3.78%	0.25%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	4.69%	0%
Foster Youth	0%	0%
Homeless	6.25%	0%
Socioeconomically Disadvantaged	3.65%	0.28%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	6.67%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

MSA Bell is co-located with two Los Angeles Unified School District (LAUSD), 2B and 2C Orchards Academies. In light of this co-location, the leadership teams of various schools convene several times each year. Their purpose: to collaboratively prepare, exchange ideas, and gather input from educational partners before submitting their plans for approval. In line with LAUSD guidelines, these schools adhere to the LAUSD Individual School Safety Plan (ISSP).

In November of 2024, the three co-located schools extended a warm invitation to all families and community members. A jointly-led presentation took center stage, shedding light on the intricacies of the schools' safety plan.

The collaborative efforts don't end there. The schools actively engage in monthly emergency drills, working together seamlessly. To ensure constant communication, the three principals meet weekly, fostering open lines of dialogue. Moreover, all supervision staff members undergo training to proficiently use radio codes and effectively communicate safety matters.

Behind the scenes, the MPS home office collaborates with the MSA Bell team to enhance the ISSP. Together, they craft a Comprehensive Safe School Plan (CSSP) Quick Guide Reference. This guide serves as a consolidated resource for quick reference and easy dissemination of crucial safety information.

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

With transparency in mind, both the ISSP and CSSP Quick Guide are presented to families and the community, seeking their valuable input. Simultaneously, these plans undergo scrutiny from the MPS Board of Directors, with the aim of securing approval by the MPS Board of Directors. The collaborative efforts of these educational institutions underscore a commitment to safety, communication, and community engagement.

This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Ensures a positive school culture climate with a focus on Positive Behavior Interventions & Supports and Restorative Justice practices.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.
- Develop measurable goals that focus on cultural climate and physical well-being of all.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	22.00	12	27	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	23.00	6	29	0
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	27.00	3	28	2
Other**				

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	5	9	1
Mathematics	27.00	2	9	1
Science	27.00	2	8	1
Social Science	27.00	2	8	1

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	6	8	0
Mathematics	26.00	3	8	0
Science	26.00	3	8	0
Social Science	26.00	3	8	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	6	6	2
Mathematics	26.00	3	6	2
Science	26.00	4	6	1
Social Science	26.00	3	6	2

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	202

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

Student Support Services Staff (School Year 2023–24)

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

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22118.00	\$7699.00	\$14419.00	\$79041.00
District	N/A	N/A	\$24017.00	\$85275.00
Percent Difference – School Site and District	N/A	N/A	-50.00%	-8.00%
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	-25.00%	-19.00%

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

Types of Services Funded (Fiscal Year 2023–24)

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

LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment:

Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well orchestrated Home Office support services.

Goal 2: Excellence:

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

Goal 3: Innovation:

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

Goal 4: Connection:

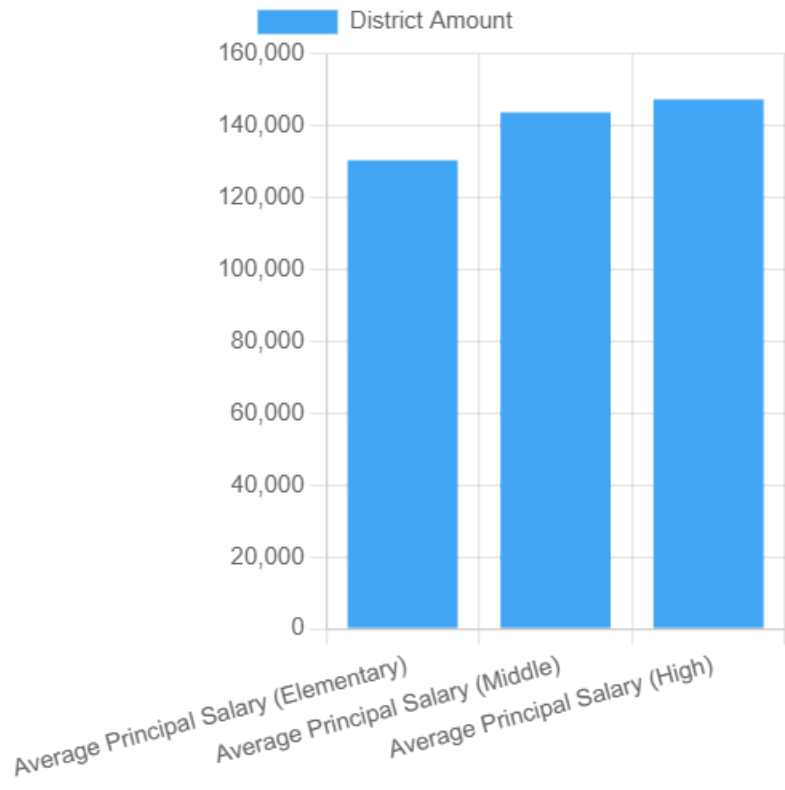
Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships. Since the pandemic, a collection of resources for stakeholders has been created and shared to educate families but also to bring them together to share their areas of expertise.

Teacher and Administrative Salaries (Fiscal Year 2022-23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52399.00	\$56572.74
Mid-Range Teacher Salary	\$83696.00	\$87185.69
Highest Teacher Salary	\$103915.00	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$143735.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$440000.00	\$338699.13
Percent of Budget for Teacher Salaries	0.25%	31.41%
Percent of Budget for Administrative Salaries	0.05%	4.86%

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses %

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

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

Professional Development

Focus of Staff Development

Magnolia Science Academy utilizes numerous manners to address the needs of its staff. In addition to ongoing professional learning focused on continuous improvement as an organization, individual staff members are sent to various workshops and trainings in order to address the needs of the staff and the school. MSA regularly surveys its staff to determine developmental needs. Based on the analysis of surveys, LCAP and WASC plans, the school determines common staff development days and topics, tailoring staff development to individual staff member’s needs. The focus for MPS-wide professional development for 2023/2024 school year is as follows:

- **Rigorous Academic Instruction**
- **Professional Learning Communities (PLCs)**
- **Multi-tiered Systems of Support (MTSS)**
 - **Differentiation**
 - **Student Engagement**

California Teacher Induction Program (Formerly Beginning Teacher Support and Assessment Program)

MSA provides its teachers with an induction program to obtain a clear California Teaching Credential. The cost of the program is subsidized by

the school for two years. California Teacher Induction Program (TIP) is a two-year program that provides Beginning Teachers with collegial support, guidance, professional development and training. The program focuses on professional learning around the California Standards for Teaching Professionals and participants work to complete an Individual Learning Plan each semester of the program. The county induction program coordinator will determine (after reviewing the NOE form requested to be filled out by the potential participant) if the teacher is required to complete a two-year program or is eligible for the one-year, Early Completion option.

Program Goals

- **Support Beginning Teachers in providing high quality instruction to students.**
- **Motivate Beginning Teachers to examine their instructional practices, plan their professional growth and remain in the profession.**
- **Link university teacher preparation with classroom application.**

Professional Learning Communities (PLCs) - Meet Wednesdays

These communities seek to transform our school into a community to create an environment which fosters mutual cooperation, emotional support, personal growth, and a synergy of efforts. Aligned with the school improvement plans, the following questions are studied and discussed in PLCs;

- **How can we ensure all students are learning?**
- **How can we foster a culture of collaboration?**
- **How do we focus on results and engage in continuous improvement?**

PLC Teams work together to;

- **Develop common assessments,**
- **Jointly analyze student achievement data**
- **Establish team improvement goals**
- **Share strategies and materials (promising practices)**

- **Engage in collective inquiry and action research regarding student learning**

Admin Meetings- (INSERT DAY OF WEEK FOR ADMIN MEETINGS)

All MSA admin and support staff meet weekly to discuss, plan, and act on general school issues such as; academics, enrollment, safety, attendance, overall communications, and student activities. Upcoming events are also discussed and planned. The purpose of these meetings are to ensure all admin and support staff are up-to-date on important events, issues, and happenings of the school.

Regular Faculty Meetings- Meet Biweekly

All MSA staff meet biweekly to discuss school wide issues like, student discipline, academics, safety, counseling, etc. General announcements are made. Presentations, training and sharing about current issues are done as time permitting. During this time, staff social emotional health and wellness are addressed. Team and culture building is also a vital component of these meetings.

Minimum Day Staff PDs

All teachers and administrators meet weekly in department and grade levels and collaborate on relevant topics such as;

Department Level Meetings - Meet Once a Month

- **Sharing of Promising Practices: Presentation by a member on an effective classroom strategy.**
- **Analysis of student achievement data (MAP, CAASPP, ELPAC, etc)**
- **LCAP, Accreditation work and progress**
- **Instructional Strategies including CRT, PLCs, UDL, PBL, Differentiation**
- **Curricular And Academic Issues**
 - **Discussions and placements of students with academic challenges (IEP, 504, MTSS, RTI, SSR, Tutoring)**
 - **Analysis of student achievement data (MAP, SBAC, IABs, ELPAC, etc)**
 - **Analysis of student program data (IXL, BrainPop, Edgenuity, etc)**

- **Failing students data**
- **Homework Load**
- **UDL, Differentiation**
- **Grading policy and practices**
- **Vertical Alignment of the curriculum**
- **Horizontal Alignment of the curriculum**
- **Integration/thematic units/horizontal alignment of the comment curriculum**
- **Field Trips**
- **Major departmental events**
- **Other departmental issues and policies**

Grade Level Meetings - Meet Once Month

- **Student Achievement**
- **Student Behavior**
 - **Discussions and strategies to support students with behavioral challenges.**
 - **Collaborate and strategize to support students**
 - **Sharing family contact info and updates on contact made with families.**
 - **Determine behavioral incentives for each student.**
 - **School/grade level wide incentive programs.**
- **Student social emotional health and wellness**
- **Coaching and mentoring programs for students**
 - **One-to-one relationship between a student and an adult that occurs over a prolonged period of time. The coach provides consistent support, guidance, and concrete help to a student who is in need of a positive role model. Students involved in the coaching program may be going**

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	50	64	64

Magnolia Science Academy Santa Ana

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	2840 West 1st St. Santa Ana, CA , 92703-4102	Principal:	Mr. Steven Keskindurk, Principal
Phone:	(714) 479-0115	Grade Span:	K-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Mr. Steven Keskindurk, Principal

📍 Principal, Magnolia Science Academy Santa Ana

Dear Parents, Guardians, and Stakeholders,

Welcome to the SARC Report of Magnolia Science Academy-Santa Ana (MSA-SA), a TK through 12 grade school serving Orange County students. You can follow our school activities 24/7 from our webpage at www.msasa.magnoliapublicschools.org.

Yours sincerely,
Mr. Steven Keskindurk
Principal

About Our School



Contact

Magnolia Science Academy Santa Ana
2840 West 1st St.
Santa Ana, CA 92703-4102

Phone: [\(714\) 479-0115](tel:(714)479-0115)
Email: skeskindurk@magnoliapublicschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	SBE - Magnolia Science Academy Santa Ana
Phone Number	(714) 479-0115
Superintendent	Keskinturk, Steven
Email Address	skeskinturk@magnoliapublicschools.org
Website	www.msasa.magnoliapublicschools.org

School Contact Information (School Year 2024–25)

School Name	Magnolia Science Academy Santa Ana
Street	2840 West 1st St.
City, State, Zip	Santa Ana, CA , 92703-4102
Phone Number	(714) 479-0115
Principal	Mr. Steven Keskinturk, Principal
Email Address	skeskinturk@magnoliapublicschools.org
Website	www.msasa.magnoliapublicschools.org
Grade Span	K-12
County-District-School (CDS) Code	30768930130765

School Description and Mission Statement (School Year 2024–25)

Magnolia Science Academy -Santa Ana (MSA-SA) is one of the Magnolia Public Schools founded as a public charter school in the Fall of 2009.

MSA-SA currently serves over 525 students, grades TK through 12. Enrollment is on a first-come, first-served basis when a public lottery is not required.

MSA-SA is a classroom-based charter school serving grades TK -12 with a curriculum emphasizing science, technology, engineering, arts, and math. The school primarily serves students and parents in the Orange County area.

This executive summary of the School Accountability Report Card (SARC) will provide parents and community members with a quick snapshot of our schools' information. Most of the data presented in this report is reported for the 2022–23 school year. School finances and completion data are reported for the 2022–23

school year. In addition, contact information, facilities, curriculum, instructional materials, and select teacher data are written for the 2022–23 school year.

Parents and community members should review the entire SARC or contact the school principal or the district office for additional information about the school.

Magnolia Science Academy Santa Ana

Address: 2840 West 1st St., Santa Ana, CA 92703-4102

Phone: (714) 479-0115

Email: skeskinturk@magnoliapublicschools.org

Our History

Magnolia Science Academy – Santa Ana (MSA-SA) opened its doors to serve Orange County's community in the Fall of 2009. In 2016, the school site moved to its current building. The school provides an academically rigorous standards-based curriculum.

Our Mission

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

Our Vision

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

INNOVATION

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

CONNECTION

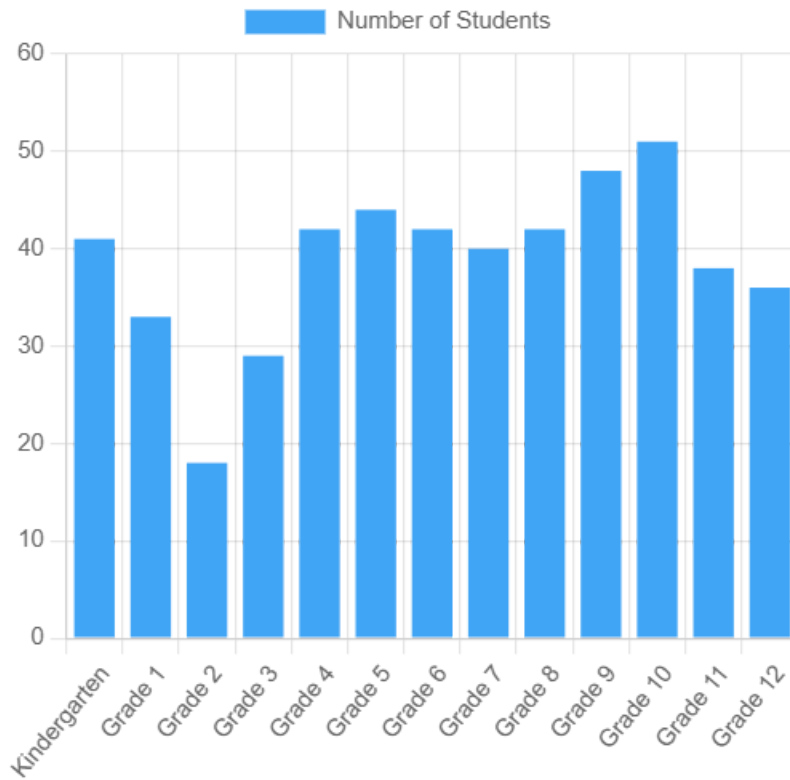
School communities are integrated partnerships among the school site staff, families, students, and other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, and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

EXCELLENCE

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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	41
Grade 1	33
Grade 2	18
Grade 3	29
Grade 4	42
Grade 5	44
Grade 6	42
Grade 7	40
Grade 8	42
Grade 9	48
Grade 10	51
Grade 11	38
Grade 12	36
Total Enrollment	504



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	47.60%
Male	52.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	3.20%
Black or African American	2.00%
Filipino	0.00%
Hispanic or Latino	82.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	11.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	27.20%
Foster Youth	0.80%
Homeless	3.40%
Migrant	0.00%
Socioeconomically Disadvantaged	81.20%
Students with Disabilities	15.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.50	100.00%	28.50	100.00%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	18854.30	6.86%
Total Teaching Positions	28.50	100.00%	28.50	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.70	90.55%	32.70	90.55%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	6.63%	2.40	6.63%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	2.79%	1.00	2.79%	15831.90	5.67%
Total Teaching Positions	36.20	100.00%	36.20	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.10	88.75%	31.10	88.75%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.46%	0.10	0.46%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	8.60%	3.00	8.60%	11746.90	4.23%
Unknown/Incomplete/NA	0.70	2.14%	0.70	2.14%	14303.80	5.15%
Total Teaching Positions	35.10	100.00%	35.10	100.00%	277698	100%

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

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.1

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2.30	1.8
Local Assignment Options	0.00	0.00	1.1
Total Out-of-Field Teachers	0.00	2.40	3

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

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School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: 2023

Overall Rating	Exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	44%	48%	44%	48%	46%	47%
Mathematics (grades 3-8 and 11)	35%	40%	35%	40%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	274	263	95.99%	4.01%	47.53%
Female	135	128	94.81%	5.19%	47.66%
Male	139	135	97.12%	2.88%	47.41%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	226	217	96.02%	3.98%	43.32%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	29	28	96.55%	3.45%	71.43%
English Learners	77	66	85.71%	14.29%	9.09%
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00%	0.00%	23.08%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	223	215	96.41%	3.59%	44.19%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	49	49	100.00%	0.00%	18.37%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	274	274	100.00%	0.00%	39.78%
Female	135	135	100.00%	0.00%	35.56%
Male	139	139	100.00%	0.00%	43.88%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	226	226	100.00%	0.00%	33.63%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	29	29	100.00%	0.00%	72.41%
English Learners	77	77	100.00%	0.00%	16.88%
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00%	0.00%	7.69%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	223	223	100.00%	0.00%	34.08%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	49	49	100.00%	0.00%	18.37%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School	School	District	District	State	State
	2022– 23	2023– 24	2022– 23	2023– 24	2022– 23	2023– 24
Science (grades 5, 8, and high school)	29.63%	34.71%			30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	121	121	100.00%	0.00%	34.71%
Female	57	57	100.00%	0.00%	28.07%
Male	64	64	100.00%	0.00%	40.63%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	102	102	100.00%	0.00%	30.39%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	13	13	100.00%	0.00%	76.92%
English Learners	37	37	100.00%	0.00%	2.70%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	101	101	100.00%	0.00%	30.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	23	100.00%	0.00%	21.74%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

CTE Software Development Program

--

Career Technical Education (CTE) Participation (School Year 2023–24)

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

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	82.86%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5			95.8%		
7			100%		
9			97.9%		

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

MSA-SA is a school of choice that significantly benefits from parent involvement in our student's learning process. Our school's website provides a login for parents to track their child's progress at school. In addition, each staff member has been issued an email address and phone number, and parents can easily access their contact information. The teachers and administration at MSA-SA are very responsive to parents' emails and phone messages.

Additionally, teachers do home visits, enhancing communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Parents are mailed home a hard copy of their child's progress report every six weeks.

Parents are also able to voice any concerns and questions. Throughout the year, parents can stop by any teacher's classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know that a teacher can be reached. MSA-SA also holds an orientation for new and returning students, Parent-Teacher Conferences, and Back to School Night. Each teacher has the opportunity to interview their students and families to convey the school and classroom expectations.

Our parents may be involved in many aspects of school planning as well. Magnolia Science Academy-Santa Ana has a Parent Task Force that meets monthly. MSASA also has a Community Advisory Committee (CAC) that supports the school administration with academic and extracurricular activities and grant opportunities. Parents are also invited to participate in the English Learner Advisory Committee (ELAC) meetings held four times a year. Parents are also invited to the Magnolia Public Schools' Board Meetings. Parents can meet with our admin team every Friday for a "Coffee with the Principal."

State Priority: Pupil Engagement

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

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

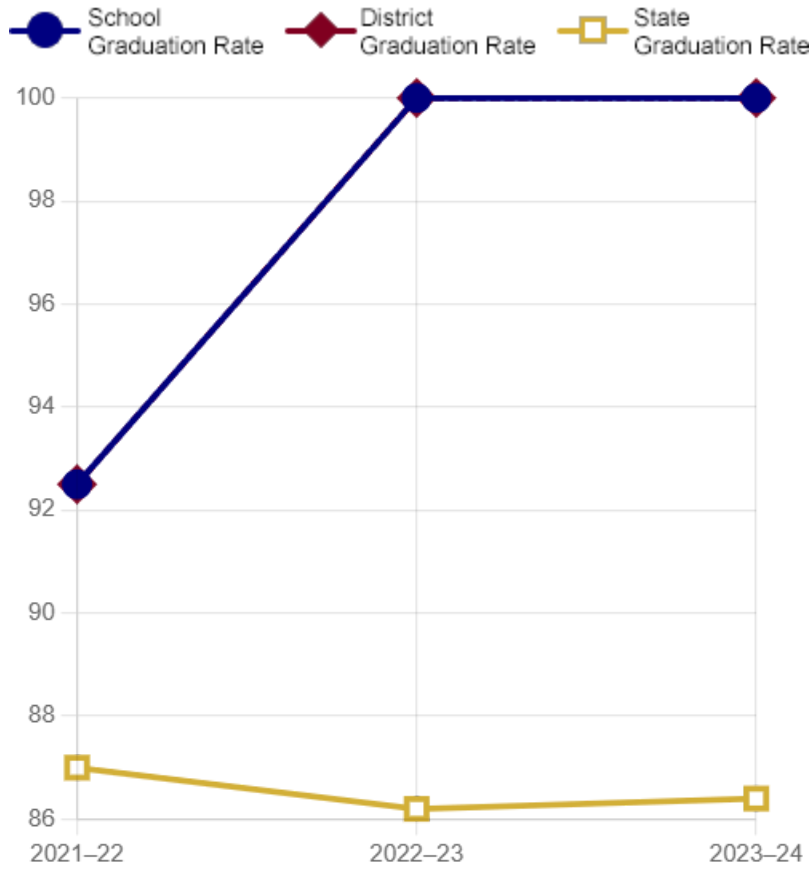
- Chronic Absenteeism

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

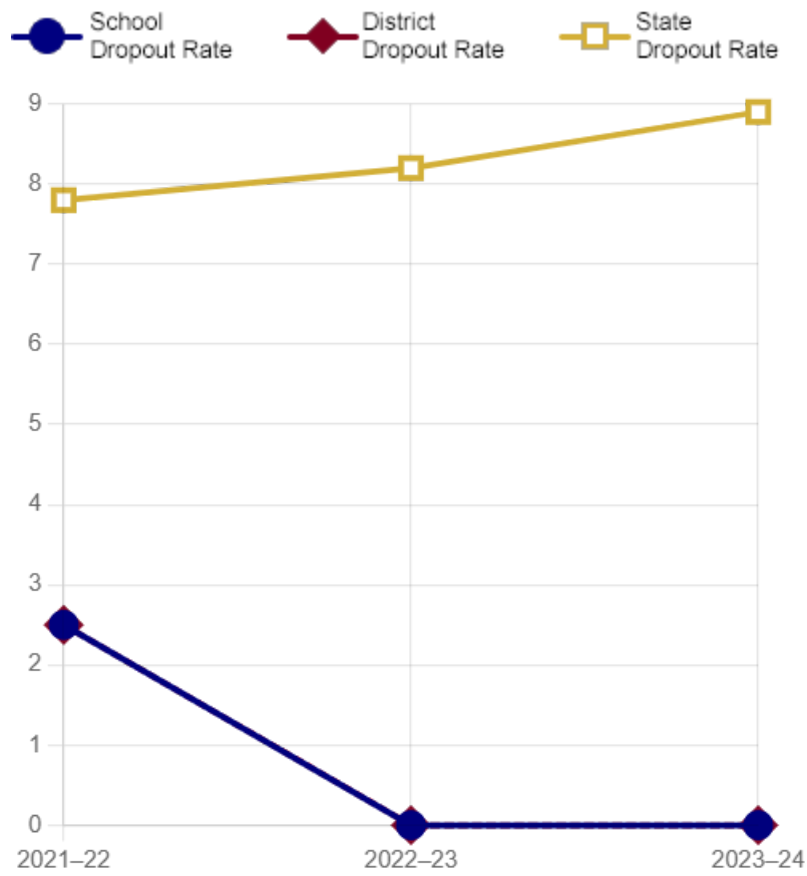
Indicator	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Graduation Rate	92.5%	100.0%	100.0%	92.5%	100.0%	100.0%	87%	86.2%	86.4%
Dropout Rate	2.5%	0.0%	0.0%	2.5%	0.0%	0.0%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	35	35	100.0%
Female	17	17	100.0%
Male	18	18	100.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	24	24	100.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	12	12	100.0%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	27	27	100.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	551	531	82	15.4%
Female	259	254	39	15.4%
Male	292	277	43	15.5%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	5	5	1	20%
Asian	16	16	3	18.8%
Black or African American	11	11	0	0%
Filipino	0	0	0	0%
Hispanic or Latino	448	433	68	15.7%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	3	3	1	33.3%
White	66	61	8	13.1%
English Learners	160	150	32	21.3%
Foster Youth	9	9	1	11.1%
Homeless	18	18	6	33.3%
Socioeconomically Disadvantaged	448	437	77	17.6%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	100	94	21	22.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	2.04%	2.63%	0.00%	2.04%	2.63%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.19%	0.00%	0.73%	0.19%	0.00%	0.73%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.27%	0.73%
Female	1.54%	0.77%
Male	4.79%	0.68%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	6.25%	0%
Black or African American	9.09%	0%
Filipino	0%	0%
Hispanic or Latino	3.35%	0.89%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	1.52%	0%
English Learners	1.88%	0.63%
Foster Youth	0%	0%
Homeless	5.56%	0%
Socioeconomically Disadvantaged	3.35%	0.89%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	4%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

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

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

- Protect the safety and welfare of students
- Provide a safe and coordinated response to emergencies
- Protect the school's facilities and property
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide coordination between the school and local emergency services when necessary

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

Our Student-Parent Handbook is also setting clear academic and behavioral expectations. Teachers meet with their students to review the Parent/ Student Handbook that explains their standards and expectations, including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also offers adequate supervision during transitions and breaks.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	3		
1	15.00	2		
2	19.00	2		
3	20.00	2		
4	17.00	2		
5	21.00	1	1	
6	19.00	2		
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	3	0	0
1	12.00	2	0	0
2	16.00	2	0	0
3	20.00	1	1	0
4	23.00	0	2	0
5	16.00	2	0	0
6	23.00	0	2	0
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11.00	3		
1	17.00	1	1	
2	18.00	1		
3	29.00		1	
4	21.00	1	1	
5	22.00		2	
6	21.00		2	
Other**				

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	22	3	
Mathematics	12.00	24	1	
Science	15.00	12	2	
Social Science	13.00	19		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	14	3	0
Mathematics	15.00	16	2	0
Science	21.00	8	3	0
Social Science	17.00	12	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	12	5	
Mathematics	16.00	14	5	
Science	19.00	8	4	
Social Science	18.00	10	3	

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	73

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00
Other**	1.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20504.32	\$5106.72	\$15397.59	\$80880.00
District	N/A	N/A	\$17882.00	\$113966.00
Percent Difference – School Site and District	N/A	N/A	-39.00%	-29.00%
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	-19.00%	-16.00%

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

Types of Services Funded (Fiscal Year 2023–24)

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

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

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

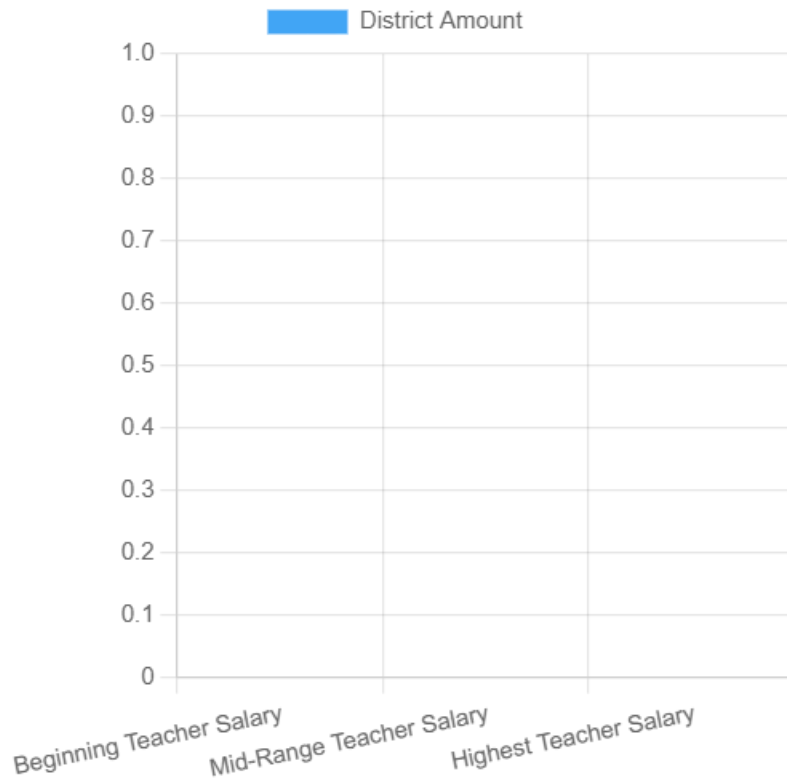
Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, fitness, and additional programs and activities support a well-rounded education.

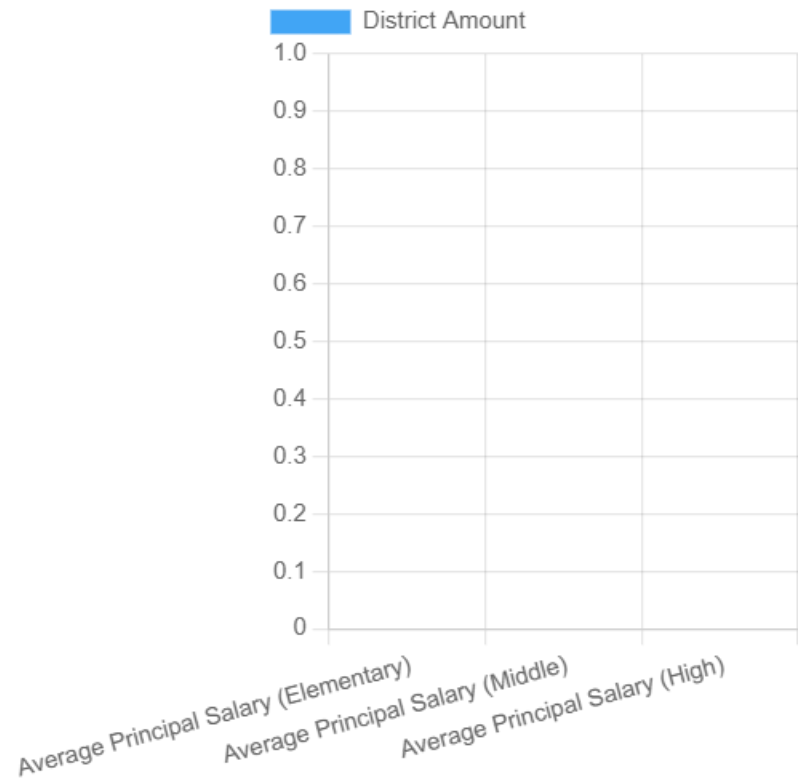
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

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

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 35.8 %

Subject	Number of AP Courses Offered*
Computer Science	3
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	1
Social Science	3
Total AP Courses Offered*	13

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

Professional Development

Professional Development

At Magnolia Science Academy Santa Ana, we prioritize ongoing professional development to enhance instructional practices and improve student outcomes. Our efforts include a mix of network-wide collaboration, site-specific training, and targeted feedback throughout the year.

- 1. MPS-wide Professional Learning Communities (PLCs)** – Conducted four times annually, these sessions bring together educators across Magnolia Public Schools to share best practices, analyze academic data, and align instructional strategies with school-wide goals. Guest speakers and expert-led workshops are often incorporated to provide fresh insights on teaching and learning.
- 2. Summer Inservice** – A multi-day program held MPS-wide, with additional days at individual school sites. These sessions prepare staff for the new academic year, aligning on new policies, reviewing existing ones, and establishing priorities to ensure a strong and consistent start.
- 3. Weekly Staff Meetings** – Held every Wednesday, these meetings rotate among **Academic Department Meetings** (subject-specific collaboration), **Grade Level Meetings** (student progress and cross-curricular alignment), and **General Staff Meetings** (school-wide updates and professional learning). Staff also receive targeted feedback from deans and college counselors, who analyze data and classroom observations to guide instructional improvement and goal setting.

These professional development opportunities ensure our educators are equipped with the tools, strategies, and feedback necessary to support student success and continuous school improvement.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	24	24	24

Magnolia Science Academy San Diego

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	6525 Estrella Ave. San Diego, CA , 92120-2707	Principal:	Megan Craig, Principal
Phone:	(619) 644-1300	Grade Span:	6-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Megan Craig, Principal

Principal, Magnolia Science Academy San Diego

Dear Parents, Guardians and Educational Partners,

Welcome to the SARC report for Magnolia Science Academy San Diego (MSA-San Diego). You can follow our school activities via our school's webpage at <https://msasd.magnoliapublicschools.org>. You can also visit our youtube page to watch our Daily Online News Uncut Though Streaming (DONUTS) hosted by our students and staff.

Thank you,

Megan Craig

MSA-San Diego Principal

About Our School



Contact

Magnolia Science Academy San Diego
6525 Estrella Ave.
San Diego, CA 92120-2707

Phone: (619) 644-1300

Email: mcraig@magnoliapublicschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	San Diego Unified
Phone Number	(619) 725-5506
Superintendent	Bagula, Fabiola
Email Address	fbagula@sandi.net
Website	www.sandiegounified.org

School Contact Information (School Year 2024–25)

School Name	Magnolia Science Academy San Diego
Street	6525 Estrella Ave.
City, State, Zip	San Diego, CA , 92120-2707
Phone Number	(619) 644-1300
Principal	Megan Craig, Principal
Email Address	mcraig@magnoliapublicschools.org
Website	www.msasd.magnoliapublicschools.org/
Grade Span	6-8
County-District-School (CDS) Code	37683380109157

School Description and Mission Statement (School Year 2024–25)

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 460 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. As of the 2017-18 School year, MSA-San Diego is serving the San Diego community at its brand new permanent campus in Allied Gardens. On Tuesday

December 3rd 2019 SDUSD approved MSA-San Diego's charter unanimously. Our next renewal meeting will be in 2027.

Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and much more. We also offer free Saturday school to close the achievement gap and a free summer school with enrichment classes. The Magnolia Science Academy San Diego (MSA-San Diego) has shown notable academic progress according to the California School Dashboard, particularly in English Language Arts (ELA) and Mathematics. As of the most recent dashboard data, MSA-San Diego has achieved a "Blue" status in both these subjects, indicating its highest performance. This accomplishment reflects Magnolia's commitment to academic excellence and its effective educational strategies in these key areas.

At Magnolia Science Academy-San Diego (MSA-San Diego), the integration of technology into the curriculum has been a transformative journey. Prior to the 2013-14 school year, the focus was on daily computer classes, where students honed their computer skills under the guidance of their core class teachers, applying these skills across various academic

subjects. This approach evolved significantly with the initiation of a 1:1 Chromebook program from the 2013-14 school year onwards, marking a strategic shift towards a more comprehensive blended learning model. This transition not only streamlined the integration of technology into everyday learning but also provided a platform for students to engage more interactively and creatively with their curriculum. MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students through Innovation, Connection, and Excellence.

Since the 2013-14 School year MSA-San Diego School Band, Robotics, Engineering, Archery teams won first place awards at multiple state and local competitions. In 2021, the California Department of Education recognized Magnolia Science Academy San Diego as one of 2021's California Distinguished Schools for its exceptional gains in implementing the academic content and performance standards for all students.

In 2023, Magnolia Science Academy-San Diego achieved a remarkable milestone by receiving the California PBIS (Positive Behavioral Interventions and Supports) Platinum Implementation Award. This prestigious recognition highlights the school's exemplary implementation of the PBIS framework, emphasizing the significant strides that our school has made in fostering a positive, supportive, and inclusive school environment.

In 2023, Magnolia Science Academy-San Diego (MSA-San Diego) received a significant accolade by being

awarded the California Community Schools Partnership Program (CCSPP) Planning Grant. This achievement underscores Magnolia's commitment to enhancing its educational approach and fostering deeper connections with our community. With the help of this grant MSA-San Diego will be able to plan and implement new strategies to transform into a community school, which involves integrating comprehensive academic, wellness, and support services for students and their families and providing resources to the local community to support all educational partners. In 2023 MSA-San Diego hosted its very first Community Resource Fair with its partners. In 2024, Magnolia Science Academy-San Diego (MSA-San Diego) received repeat honors as a California Distinguished School and the California PBIS (Positive Behavioral Interventions and Supports) Platinum Implementation Award again for the second time. In 2024, MSA-San Diego also had California State Archery boys and girls state champions.

VISION:

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

MISSION:

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

CORE VALUES

MPS has identified Excellence, Innovation, and Connection as its core anchor values, which are reinforced through the SEL curriculum, Schoolwide Learner Outcomes (SLOs), and all school activities. The MPS Home Office Academic Department and the Magnolia Science Academy leadership team will lead the effort to ensure alignment of the following core values to better align with the Portrait of a Graduate competencies:

INNOVATION

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

CONNECTION

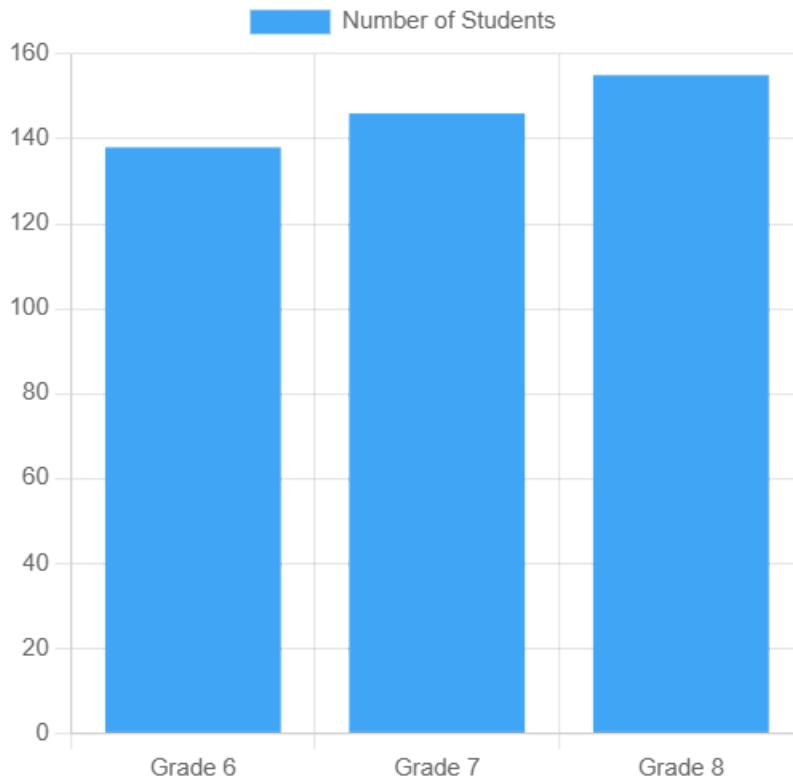
School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships,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

EXCELLENCE

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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	138
Grade 7	146
Grade 8	155
Total Enrollment	439



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	45.60%
Male	54.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	9.80%
Black or African American	7.30%
Filipino	1.40%
Hispanic or Latino	30.50%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	11.60%
White	38.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	4.30%
Foster Youth	0.00%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disadvantaged	32.60%
Students with Disabilities	17.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.90	92.67%	5313.50	88.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	51.00	0.85%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	3.11%	191.10	3.19%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	3.73%	194.90	3.25%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.50%	243.90	4.07%	18854.30	6.86%
Total Teaching Positions	16.00	100.00%	5994.60	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	89.74%	5336.60	88.47%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	66.90	1.11%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.56%	219.20	3.64%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	7.69%	219.20	3.63%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	189.70	3.15%	15831.90	5.67%
Total Teaching Positions	19.50	100.00%	6031.80	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	88.89%	5233.70	86.54%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	74.50	1.23%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	354.70	5.87%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	11.11%	221.00	3.65%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	163.60	2.71%	14303.80	5.15%
Total Teaching Positions	18.00	100.00%	6047.70	100.00%	277698	100%

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

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.50	0.00	0
Misassignments	0.00	0.50	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.50	0.50	0

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0.5
Local Assignment Options	0.60	0.50	1.5
Total Out-of-Field Teachers	0.60	1.50	2

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.70%	3.1%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill School Education	0
Mathematics	Into Math 6-8, Houghton Mifflin Harcourt Integrated Math I ,McGraw-Hill	0
Science	Science 6th - Integrated iScience, McGraw-Hill Science 7th - Integrated iScience, McGraw-Hill Science 8th - Integrated iScience, McGraw-Hill	0
History-Social Science	Glencoe Discovering Our Past, Glencoe/McGraw-Hill	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

MSA-San Diego is located on a 26,000-square-foot private facility on a 3.3 acre land with office space, staff lounges, an auditorium, after-school areas, 15 classrooms, Library and a physical education field. The campus is maintained by school maintenance staff. Classrooms are spacious and include 1-1 Chromebooks, projectors, document cameras and sound system. We also have a dedicated computer lab and an art classroom. The physical education field includes basketball courts and an artificial turf field. There are six drinking fountains and three hands-free water bottle filling stations.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: August 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2024

Overall Rating	Exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	63.01%	68.88%	53.76%	54.22%	46%	47%
Mathematics (grades 3-8 and 11)	54.66%	60.32%	43.15%	43.89%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	440	439	99.77%	0.23%	68.79%
Female	201	200	99.50%	0.50%	73.50%
Male	239	239	100.00%	0.00%	64.85%
American Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00%	0.00%	74.42%
Black or African American	32	32	100.00%	0.00%	46.88%
Filipino	--	--	--	--	--
Hispanic or Latino	134	134	100.00%	0.00%	53.73%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	52	100.00%	0.00%	82.69%
White	169	168	99.41%	0.59%	77.38%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	33	33	100.00%	0.00%	69.70%
Socioeconomically Disadvantaged	162	161	99.38%	0.62%	54.66%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	79	78	98.73%	1.27%	47.44%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	440	438	99.55%	0.45%	60.05%
Female	201	200	99.50%	0.50%	56.50%
Male	239	238	99.58%	0.42%	63.03%
American Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00%	0.00%	81.40%
Black or African American	32	32	100.00%	0.00%	31.25%
Filipino	--	--	--	--	--
Hispanic or Latino	134	134	100.00%	0.00%	45.52%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	52	100.00%	0.00%	63.46%
White	169	167	98.82%	1.18%	70.06%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	33	33	100.00%	0.00%	66.67%
Socioeconomically Disadvantaged	162	160	98.77%	1.23%	44.38%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	79	77	97.47%	2.53%	40.26%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	52.51%	64.43%	38.15%	37.78%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	151	150	99.34%	0.66%	64.43%
Female	73	72	98.63%	1.37%	56.94%
Male	78	78	100.00%	0.00%	71.43%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	19	100.00%	0.00%	26.32%
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00%	0.00%	48.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	16	16	100.00%	0.00%	86.67%
White	52	51	98.08%	1.92%	82.35%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	60	98.36%	1.64%	50.85%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	26	96.30%	3.70%	57.69%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	99.3%	93.7%	98.6%	98.6%	95.8%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

At Magnolia Science Academy (MSA) San Diego, we highly value and encourage the involvement of parents and relatives in the educational journey of their children. Research consistently shows that a supportive home environment is crucial for academic success. Our school offers numerous opportunities for parental engagement, ranging from participation in governance committees and special events to involvement in fundraising activities, parent organizations, and classroom assistance.

We urge parents to actively support their children at home by setting clear educational expectations and fostering a conducive learning environment. To strengthen the school-home connection, MSA San Diego implements an annual home visit program, where our teachers visit the homes of at least 15% of our students, deepening the ties between educators and families.

Parental participation is a cornerstone of our educational model at MSA-San Diego. Our Parent Task Force and Parent Advisory Committee, along with various other committees, provide platforms for parents to contribute their ideas and support. These groups, which include representation from all school

stakeholders - parents, teachers, staff, students, and community members - offer valuable input on school initiatives and policies, including graduation, the Local Control and Accountability Plan (LCAP), Wellness Policy, and the Comprehensive School Safety Plan.

To keep our families well-informed, we regularly publish 'Wizard Weekly Update,' a newsletter detailing school-wide news, events, and essential updates. Our school website is another vital communication tool, offering current information and updates on our activities and programs. We engage our families in the broader community through events like the College & Career Week, Multicultural Food Festival, Olympic Field Day, San Diego STEAM Expo, Holiday Expo, San Diego Festival of Science and Engineering, talent shows, and more.

MSA-San Diego also provides an online student information system, enabling parents and students to access assignments, grades, and behavior reports, ensuring transparency and ongoing engagement in the educational process.

Additionally, we host biannual student-led conferences. These conferences are an opportunity for students to set personal and academic goals and discuss their progress with their families and teachers, fostering a collaborative and inclusive educational environment.

State Priority: Pupil Engagement

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

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

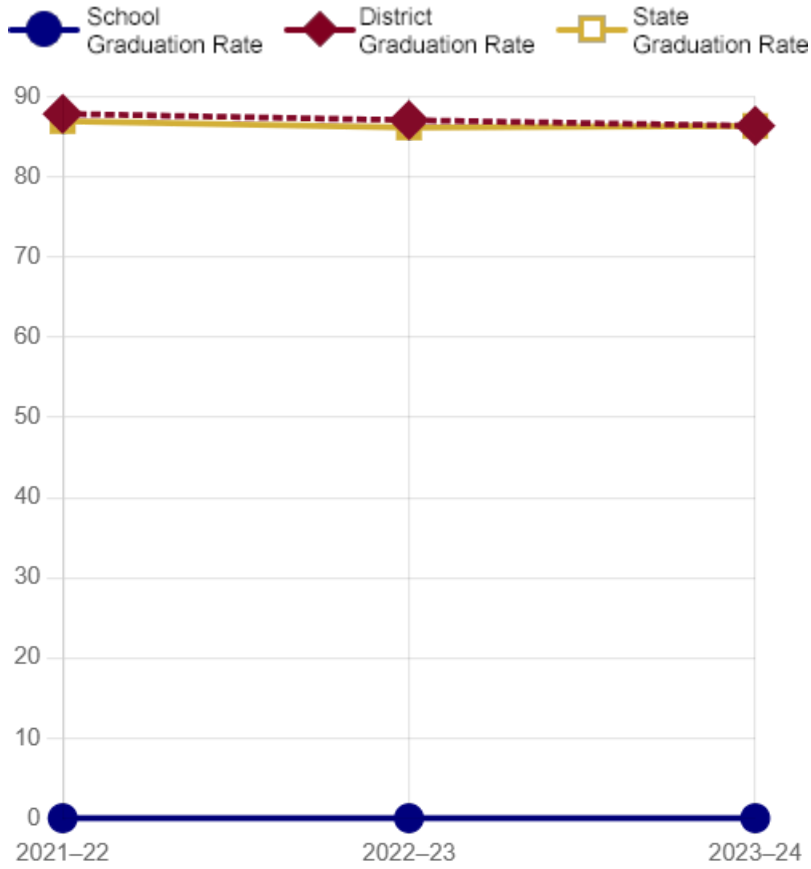
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

N/A

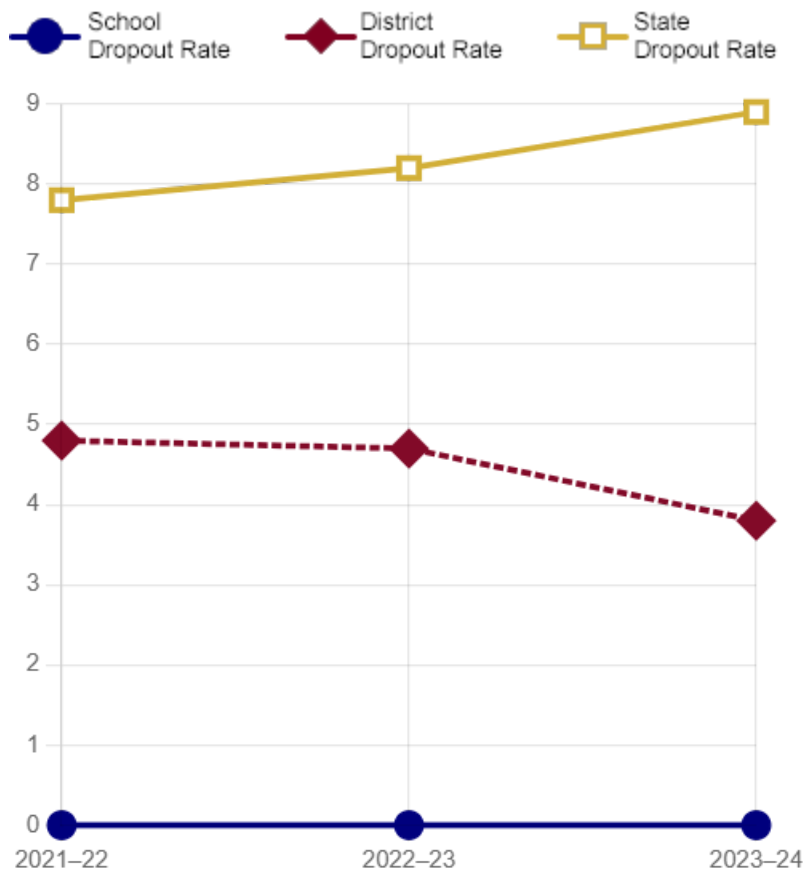
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				87.9%	87.1%	86.4%	87%	86.2%	86.4%
Dropout Rate				4.8%	4.7%	3.8%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

N/A

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

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	462	453	90	19.9%
Female	214	209	46	22%
Male	248	244	44	18%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	1	1	0	0%
Asian	43	43	6	14%
Black or African American	33	32	8	25%
Filipino	6	6	0	0%
Hispanic or Latino	146	140	36	25.7%
Native Hawaiian or Pacific Islander	4	3	0	0%
Two or More Races	52	52	8	15.4%
White	176	175	32	18.3%
English Learners	22	19	5	26.3%
Foster Youth	0	0	0	0%
Homeless	7	7	1	14.3%
Socioeconomically Disadvantaged	173	168	51	30.4%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	84	82	22	26.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	3.45%	2.46%	2.20%	2.51%	2.70%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.20%	0.00%	0.00%	0.10%	0.05%	0.03%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.2%	0%
Female	1.4%	0%
Male	2.82%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	6.1%	0%
Filipino	0%	0%
Hispanic or Latino	4.8%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	4.5%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	2.9%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	2.4%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

At MSA-San Diego, we prioritize campus safety above all. Our collaborative approach involves the Principal, administrators, teachers, support staff, the Parent Advisory Committee (PAC), and community organizations working in unison to prevent, prepare for, and respond to emergencies effectively.

Our approach to safety is dynamic and thorough, with an annually updated comprehensive school safety plan available on our website. Regular emergency-preparedness drills and response training are conducted to ensure staff readiness. We also place a strong emphasis on student education through regular substance abuse prevention programs.

To maintain a secure and nurturing environment, we have implemented robust policies and procedures. These include protocols for safe student entry and exit, addressing serious disciplinary issues, and upholding strict standards against discrimination, harassment, bullying, and child abuse reporting. Adherence to school dress codes is also monitored to promote a respectful learning atmosphere.

Ensuring vigilant supervision, our staff are present in classrooms and outdoor areas throughout the school day, including before and after school, during recess, lunch, and class transitions. Under the guidance of the Principal or site administrators, specific building security procedures are meticulously followed.

Additionally, Magnolia Public Schools' home office plays a pivotal role in reinforcing safety by reviewing and disseminating safety requirements, coordinating

services, and providing ongoing training and assistance.

At Magnolia, student safety extends beyond physical security. We implement continuous supervision bolstered by a blend of corrective discipline, restorative practices, the MTTTS Program, and the Wizard Way character education program. The MSA-San Diego student handbook provides detailed information on disciplinary actions, sexual harassment policies, dress codes, and general discipline policies. Furthermore, designated on-site staff members are specifically tasked with overseeing student safety.

We regularly conduct mandated drills, such as fire and earthquake drills, to ensure preparedness. Additionally, all staff members engage in active shooter training and emergency drill training during summer in-services, further solidifying our commitment to maintaining a secure and prepared campus

[Here is the link to MSA-San Diego's School Safety Plan](#)

[The Wizard Way School Wide Expectations:](#)

Wisdom

- Demonstrate critical thinking skills and the ability to analyze and evaluate information.
- Make informed decisions and show good judgment in various situations.
- Seek knowledge and understanding beyond the curriculum, showing a thirst for learning.

Integrity

- Being truthful and sincere in your words and actions.
- A lifelong value that helps build trust, respect, and strong character.

- Having the strength to stand up for what is right, even if it is challenging or unpopular. It means doing the right thing, even if it means facing criticism

Zeal

- Show enthusiasm and passion for learning and participating in school activities.
- Actively seek opportunities to get involved in extracurricular activities and clubs.
- Approach challenges with a positive attitude and a willingness to embrace new experiences.

Accountability

- Taking responsibility for our actions and academic performance.
- Apologizing and restoring relationships that you may have caused harm
- Seek help and clarification when needed, taking ownership of their learning.

Respect

- Treat peers, teachers, and staff with kindness and empathy.
- Embrace diversity and demonstrate tolerance and acceptance towards others.
- Follow school rules and guidelines, showing respect for the learning environment.

Determination

- Set goals and work diligently to achieve them.
- Persevere through obstacles and setbacks, maintaining a growth mindset.
- Take initiative and demonstrate a strong work ethic in their academic pursuits.

D. Other SARC information

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	25.00	0	5	0
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00		10	
Mathematics	28.00		9	1
Science	28.00		10	
Social Science	28.00		10	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	31.00	0	10	0
Mathematics	31.00	0	8	2
Science	31.00	0	9	1
Social Science	31.00	0	10	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00		10	
Mathematics	30.00		8	2
Science	30.00		9	1
Social Science	30.00		10	

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other**	0.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15048.71	\$2534.94	\$12513.77	\$75742.00
District	N/A	N/A	\$21088.00	\$99546.00
Percent Difference – School Site and District	N/A	N/A	-51.00%	-27.00%
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	-39.00%	-23.00%

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

Types of Services Funded (Fiscal Year 2023–24)

MSA-San Diego's charter petition and LCAP articulate our comprehensive school-wide goals, aligning with the eight state priority areas and additional locally identified priorities. This alignment ensures that all students, including those from low-income backgrounds, English learners, and foster youth, receive tailored support. The LCAP details necessary expenditures for each goal and action, emphasizing the use of additional funds to enhance services for these student groups.

Our strategic goals include:

1. **Basic Services for a High-Quality Learning Environment:**

This encompasses qualified teacher assignments, state-of-the-art instructional materials and technology, clean, safe learning facilities,

nutritious meals, and effective support services from our Home Office.

2. **Excellence:** We focus on providing a broad curriculum, professional development for quality instruction, Multi-Tiered Systems of Support (MTSS) for academic enrichment and student support, comprehensive English Language Development programs, and resources for students with disabilities.
3. **Innovation:** Our commitment to innovative education includes college/career readiness initiatives, STEAM and GATE programs, digital literacy, physical education, and diverse extracurricular activities promoting a well-rounded education.
4. **Connection:** We actively seek family input in decision-making, build partnerships for student outcomes, support students through MTSS - PBIS and SEL, conduct annual stakeholder surveys, and foster community outreach and partnerships.

Each school in Magnolia Public Schools receives a budget based on enrollment and program needs, in accordance with Board of Education policies, state laws, and external funding guidelines.

In addition to regular ADA funding, MSA-San Diego nurtures a culture of fundraising to support expansive student participation in extracurricular activities, such as the Museum of Tolerance, High Tech Fair, 6th grade camp, and the Washington D.C. trip.

The school benefits from the ASES grant, extending student engagement through various after-school

programs until 6 p.m.

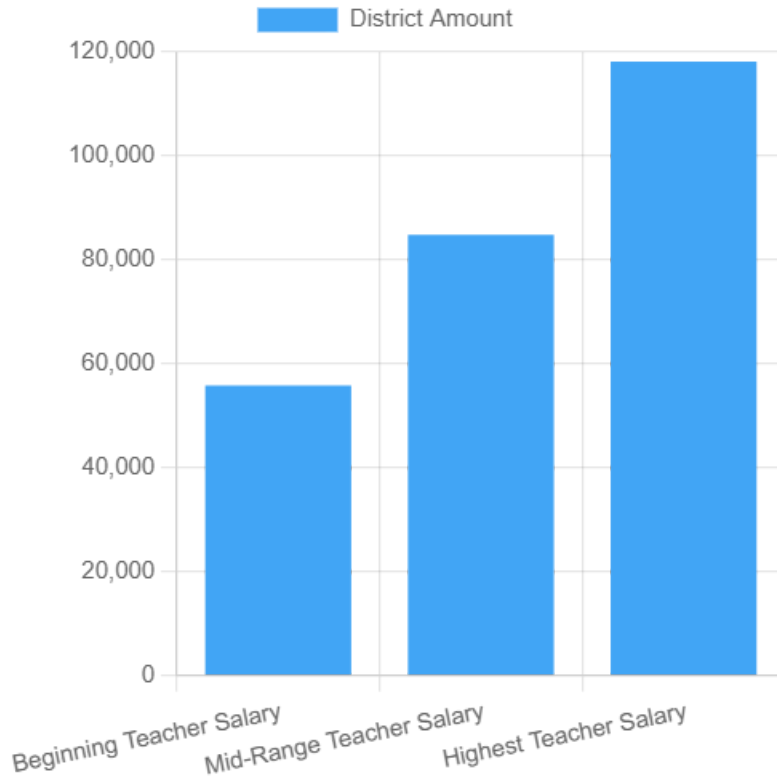
Crucially, MSA-San Diego has been awarded the Community Engagement Initiative Grant, a testament to our commitment to holistic education. This grant supports our endeavors in integrating health, mental health, and social services with academic excellence, aligning with our goals of innovation and connection. It enables us to expand our community partnerships and enhance the support systems for our students and their families.

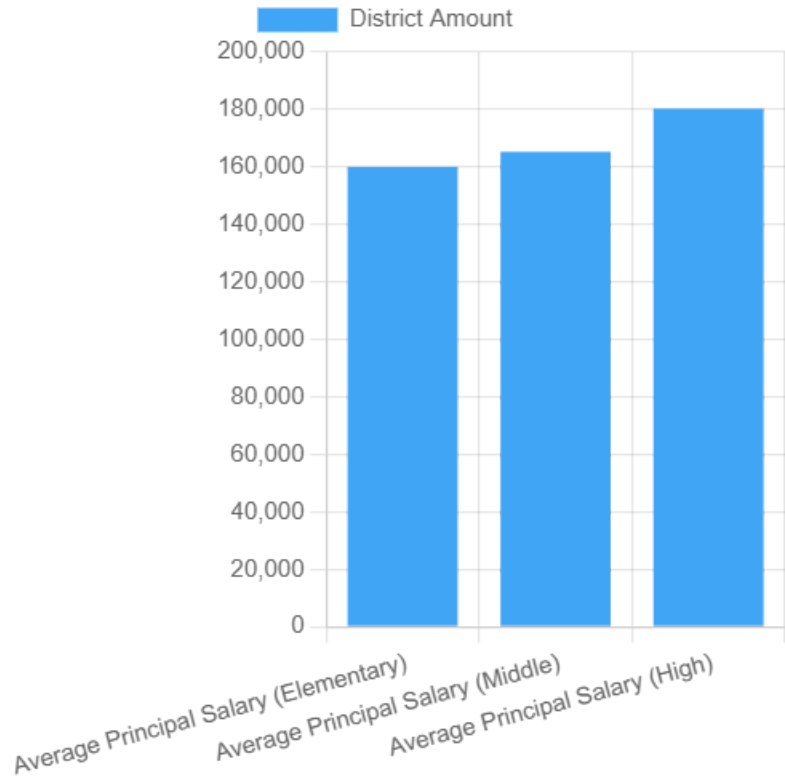
The financial oversight and guidance provided by the Magnolia Public Schools Home Office are instrumental in managing MSA-San Diego's finances, ensuring fiscal responsibility and the effective allocation of resources across our educational programs.

Teacher and Administrative Salaries (Fiscal Year 2022-23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55818.00	\$56572.74
Mid-Range Teacher Salary	\$84816.00	\$87185.69
Highest Teacher Salary	\$118143.00	\$119664.66
Average Principal Salary (Elementary)	\$159994.00	\$148486.09
Average Principal Salary (Middle)	\$165280.00	\$154835.19
Average Principal Salary (High)	\$180299.00	\$170007.96
Superintendent Salary	\$412500.00	\$338699.13
Percent of Budget for Teacher Salaries	33.00%	31.41%
Percent of Budget for Administrative Salaries	5.00%	4.86%

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses %

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

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

Professional Development

2021-2022

13 Full Days and 38 partial days

2022-23

12 Full Days and 42 Partial Days

2023-24

11 Full Days and 34 Partial Days

2024-25

10 Full Days and 48 Partial Days

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	54	45	58

Coversheet

Approval of MPS School Sponsored Field Trips and Cultural Excursions Policy

Section: IV. Action Items
Item: A. Approval of MPS School Sponsored Field Trips and Cultural Excursions Policy
Purpose: Vote
Submitted by:
Related Material: IV_A_MPS School Sponsored Field Trips and Cultural Excursions Policy.pdf



Agenda Item:	IV A: Action Item
Date:	January 16, 2025
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:	Magnolia Public Schools (MPS) School Sponsored Field Trips and Cultural Excursions Policy

Action Proposed:

I move that the Board approve Magnolia Public Schools (MPS) School Sponsored Field Trips and Cultural Excursions Policy and for staff to proceed with updating the 2024-25 MPS Student/Parent Handbook with that policy.

Purpose:

The purpose of the School Sponsored Field Trips and Cultural Excursions Policy is to enhance student learning by providing opportunities to engage with the broader community through educational, cultural, and extracurricular activities. These experiences are designed to support the organization’s mission while ensuring the safety and equity of all participants.

Background:

This policy was developed to ensure consistent and clear guidance for all schools to follow regarding field trips and cultural excursions. Previously, while forms and guidance met state requirements, they were not formalized in a policy format. The information was provided through handbooks but lacked an official Magnolia Public Schools (MPS) policy. By establishing this policy, MPS provides explicit guidance and expectations, creating a more systematic and standardized approach to planning and implementing field trips. This ensures alignment with state requirements, promotes equity and safety, and supports educational goals across all schools.



Impact:

Having a comprehensive School Sponsored Field Trips and Cultural Excursions Policy is essential for the following reasons:

1. **Enhancing Educational Outcomes:** Field trips provide experiential learning opportunities that extend classroom instruction, fostering deeper engagement and understanding of academic concepts.
2. **Promoting Equity:** A clear policy ensures all students have access to enriching experiences, regardless of financial or other barriers, supporting inclusivity and fairness.
3. **Ensuring Safety:** The policy outlines necessary safety measures, including supervision ratios, transportation requirements, and emergency protocols, to minimize risks and protect students.
4. **Clarifying Expectations:** By defining roles, responsibilities, and processes, the policy ensures consistency in planning and executing trips, reducing confusion for staff, parents, and volunteers.
5. **Legal and Financial Accountability:** It helps mitigate liability by establishing guidelines for permissions, waivers, and insurance, protecting the school and its educational partners from potential risks.
6. **Aligning with Educational Goals:** The policy ensures that all field trips are purposeful and directly connected to the school's mission and curriculum objectives, maximizing their impact on student growth.

Budget Implications:

Non-applicable

Exhibits:

- Magnolia Public Schools (MPS) School Sponsored Field Trips & Cultural Excursions Policy

MAGNOLIA PUBLIC SCHOOLS (MPS) SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

The Board of Directors of Magnolia Public Schools (“MPS” or the “Charter School”) recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS’s mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School’s goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School’s legal liability and financial cost.

Definition

- A “*field trip or cultural excursion*” involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS’s course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or cocurricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The Principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The Principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The Principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS’s educational objectives
2. The correct ratio of adult to students is met for supervision of the activity

3. A means of transportation to and from the activity is provided
4. Adequate restroom facilities, food and water will be available during the activity

The Principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student
2. Any medications the student is required to take with the time and dosage required
3. Any medications the student is allergic to
4. Any other medical information necessary to ensure the student's safety
5. Waiver as described above

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The Principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The Principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School-sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the Principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of-state field trips or excursions and all parents or guardians of pupils taking in-state or out-of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.
5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the Principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed.
5. Maps and directions from the teacher should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

Coversheet

Approval of Updated 2024-25 MPS Employee Handbook

Section: IV. Action Items
Item: B. Approval of Updated 2024-25 MPS Employee Handbook
Purpose: Vote
Submitted by:
Related Material: IV_B_Updated 2024-25 MPS Employee Handbook.pdf



Agenda Item:	IV B: Action Item
Date:	January 16, 2025
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 Updated 2024-25 MPS Employee Handbook

1. Action Proposed:

I move that the Board approve the 2024-25 Employee Handbook as presented with an effective date of January 1, 2025.

2. Background:

The MPS HR Department worked with legal counsel, Young Minney and Corr (“YM&C”) to revise the handbook to be compliant with labor codes and regulations.

3. Analysis:

Below is the summary of changes in the employee handbook.

- Criminal background checks: all certificated job applicants must undergo a comprehensive verification of prior school employment through which each of the applicant’s prior employers will be contacted. Applicants must disclose each prior school employer regardless of the amount of time that has passed.
- Professional Boundaries with Social Media: Employees must not communicate with students via an employee’s personal accounts such as email, and/or social media.
- Title IX notice of nondiscrimination policy: All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, Meagan Wittek, Director of Student Services who can be reached at mwittek@magnoliapublicschools.org.
- Conflict of Interest: details of expectation when conflict of interest arises when personal, financial, and professional relationships or activities interfere with, or have the potential to interfere with, the employee’s responsibilities to MPS.
- Artificial Intelligence (“AI”) Policy: The policy defines the appropriate use of AI for staff.
- Prohibited Conduct: Addition of further language; failure to disclose a pending action against the employee’s credential by the California Commission on Teacher Credentialing and failure to adequately supervise (e.g. employees must be free from distraction and are prohibited from personal cell phones while on supervision duty).
- Replacing 401K retirement plan with 403(b). The 403b retirement plan is available for all employees.



- Employment references/verifications: Schools must disclose when an employee has been dismissed for misconduct and/or reported to the CTC for allegations of misconduct upon request of another California school and confirmation that the employee has applied for employment with the organization.

4. **Budget Implications:**

N/A

5. **Exhibits:**

- Updated 2024-25 MPS Employee Handbook (clean)



EMPLOYEE HANDBOOK

2024-2025

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.
EMPLOYEE NAME: _____
I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.
I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.
I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.
I understand that other than the CEO or the CEO designee, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. Only the CEO has the authority to make any such agreement and then only in writing.
Employee's Signature: _____ Date: _____

Please review this Handbook carefully and acknowledge your receipt and understanding of it in Human Resources Information System.

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Magnolia Public Schools

The Vision

Graduates of Magnolia Public Schools (“MPS”) are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

The Mission

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

Core Values

MPS has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:

- Excellence
- Innovation
- Connection

Magnolia Science Academy Schools

<u>Magnolia Science Academy-1</u>	18238 Sherman Way Reseda, CA 91335	(818) 609-0507
<u>Magnolia Science Academy-2</u>	17125 Victory Blvd. Van Nuys, CA 91406	(818) 758-0300
<u>Magnolia Science Academy-3</u>	1254 East Helmick St., Carson, CA 90746	(310) 637-3806
<u>Magnolia Science Academy-4</u>	11330 W Graham Place Los Angeles, CA 90064	(310) 473-2464
<u>Magnolia Science Academy-5</u>	18238 Sherman Way Reseda, CA 91335	(818) 705-5676
<u>Magnolia Science Academy-6</u>	745 S Wilton Pl Los Angeles, CA 90005	(310) 842-8555
<u>Magnolia Science Academy-7</u>	18355 Roscoe Blvd. Northridge, CA 91325	(818) 221-5328
<u>Magnolia Science Academy-8 (Bell)</u>	6411 Orchard Ave Bell, CA 90201	(323) 826-3925
<u>Magnolia Science Academy-San Diego</u>	6525 Estrella Ave. San Diego, CA 92120	(619) 644-1300
<u>Magnolia Science Academy-Santa Ana</u>	2840 W 1 st St. Santa Ana, CA 92703	(714) 479-0115

INTRODUCTION

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees. Please review these policies carefully. If employees have any questions about the policies outlined in this Handbook, or if they have any other personnel related questions, whether related to policies specifically addressed in this Handbook or not, please consult the **MPS Home Office ("MERF") People and Culture ("P&C") Department**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

After reviewing this Handbook, please e-sign the employee acknowledgement form **in the Human Resource Management System Employee Self Service Portal**. This signed acknowledgement demonstrates to the School that the employee has read, understood and agrees to comply with the policies outlined in the Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including reproductive health decision making, an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. MPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. MPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents, whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

It is the policy of MPS that disputes with employees be resolved through arbitration to the extent authorized by law, consistent with MPS’s Employee Arbitration Agreement. The Employee Arbitration Agreement is provided to employees at the start of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

By acknowledging receipt of this Handbook, the employee acknowledges he/she is a childcare custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background check with the California Department of Justice and the Federal Bureau of Investigations. Further, all certificated job applicants must undergo a comprehensive verification of prior school employment through which each of the applicant's prior employers will be contacted. Applicants must disclose each prior school employer regardless of the amount of time that has passed. No background information will be permitted that may compromise the School's commitment to the safety and the well-being of students. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must report within one (1) workday of release to the Principal.

Tuberculosis Testing

All prospective employees and continuing employees must provide proof of clearance from active tuberculosis (TB) from a healthcare provider. Applicants must provide proof in the form of a clear TB test, skin test, or chest x-ray of the lungs. Returning employees of the School may submit a Risk Assessment Form signed off on by their healthcare provider, or any of the options approved for new hire employees. However, if a Risk Assessment Form is used by the employee and TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB.

The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial and continuing employment with the School.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

The employee will not be required to submit a new TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire. The cost of the examination required of existing and new-hire employees shall be a reimbursable expense. Employees should follow the [MPS Purchase Policies & Procedures Manual](#) while making their reimbursement requests.

The [County Health Department](#) may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this test may be announced by the School. Failure to maintain current TB test results may result in placement on inactive status for failure to meet the minimum conditions of employment, or disciplinary action, up to and including release from at-will employment.

Immigration Compliance

MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

If the employee has any questions or needs more information on immigration compliance issues, they should contact the Principal.

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to establish and enforce all rules and regulations governing student and employee behavior to create a safe, inclusive, and most learning-conducive environment possible.

Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Restraining a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when the employee is unsure if certain conduct is acceptable, is to ask, "Would I be engaged in this conduct if my family or colleagues, including someone from my People and Culture Department, were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Professional Boundaries with Social Media

Employees are at particular risk of a professional boundaries violation when interacting with students on social media. **It is prohibited for** employees **to** discuss or share information about, or images of, students on social media.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior;
- **Communication with students via an employee's personal accounts such as email, and/or social media.**
- Insulting students, calling students names, using swear words, or making intimidating gestures or comments.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence).

- Remarks about the physical attributes or development of anyone
- Excessive attention toward a particular student;
- Send emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if a conflict arises with a student;
- Informing the Superintendent about situations that have the potential to become more severe;

- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct, a high priority.

Certification and Licensure of Instructional Staff

All teachers are required to hold a current California teaching credential, certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. MPS complies with all requirements of the authorizers regarding the certification and licensure of instructional staff. Paraprofessional staff may also be required to provide documentation proving that they meet the requirements of paraprofessional staff. It is the responsibility and a condition of continued employment for all instructional staff, including teachers and paraprofessionals to provide any necessary licensure to a **direct supervisor** no later than the close of business prior to the first day the employee reports for duty. If an instructional staff employee believes that they are assigned to teach in a subject in which they do not have subject matter competence, the employee should immediately report the same to **their direct supervisor**. Staff who are required to possess state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the School. Failure to maintain the appropriate credential/certification required of the position may result in disciplinary action, up to and including release from at-will employment.

Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, discriminated against, or retaliated against by the School, based upon the characteristics noted above. These individuals are entitled to bring a complaint to the School under this policy.

MPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to forward any complaints of unlawful harassment to their Supervisor or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO), the Principal (if the complaint is about a school site employee), or the CEO or designee (if the complaint is about a Home Office employee), will review the allegations, the facts, and circumstances, and may conduct an investigation if appropriate. Any investigation must be fair, timely and thorough and provide all parties with an appropriate process and reach reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instance where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

The following examples are not an exhaustive list:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment is based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

MPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All employees will receive two (2) hours of sexual harassment prevention training within six (6) weeks of hire. Additionally, all returning employees will receive sexual harassment prevention training within six (6) weeks of the new school year. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained in how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Publicly reading, viewing, or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Reporting

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment, discrimination, and retaliation. Consequently, should any individual, particularly those with supervisory responsibilities, become aware of any conduct that may constitute a violation of this policy or any other prohibited behavior, they must take immediate action to address such conduct. Any employee who believes they have been harassed, discriminated against, or retaliated against, or who has witnessed such conduct, is encouraged to immediately report it to the Principal, the CEO, or the Board, as indicated above. See **Appendix A** for the "Harassment / Discrimination / Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form." See the MPS website for the "Title IX Complaint Policy."

Dispute Resolution through Arbitration

Employees of MPS agree, as a condition of employment, to resolve workplace concerns internally to the extent possible, and through binding and mandatory arbitration, where it cannot be handled internally. See **Appendix C** for the "Arbitration Agreement."

Title IX Notice of Nondiscrimination

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment 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.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, Meagan Wittek, Director of Student Services who can be reached at mwittek@magnoliapublicschools.org.

A copy of MPS's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within MPS's education program or activities and for pursuing available remedies, is available on the MPS's [website](#).

Whistleblower Policy

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation to their direct supervisor or to the MPS P&C Department if the concern is about the Supervisor. If the concern is being brought by a non-employee, it should be reported to the school site Principal. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, volunteers, and independent contractors, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other MPS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Employees involved in an accident or injury in relation to their work may be subject to mandatory drug or alcohol testing. If MPS assigns post-incident drug or alcohol testing, the employee must agree to submit to the testing for the safety of the workplace, or they may be subject to discipline for failing to comply with a necessary safety protocol.

This policy does not prohibit an employee's use of cannabis off the job and away from the workplace where expressly protected by California law unless the use impacts the work environment.

Confidential Information

All personnel information and information relating to students, including personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties or email addresses (including a private employee email). All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Employees at the worksite and teleworking must ensure confidential information is maintained in a secure location restricted from access by unauthorized third parties.

Conflict of Interest

All employees are expected to avoid situations that involve or may appear to involve an actual or potential conflict of interest. A conflict of interest arises when personal, financial, or professional relationships or activities interfere with, or have the potential to interfere with, the employee's responsibilities to MPS.

Disclosure Obligation

Employees must immediately and fully disclose any relationships, activities, or circumstances that may constitute a potential or actual conflict of interest. Disclosure should be made to the employee's immediate supervisor or any other appropriate supervisor. This allows MPS to assess the situation and determine whether a conflict exists. Failure to disclose facts related to a potential or actual conflict of interest may result in disciplinary action, up to and including termination of employment.

Priority of Organizational Work

Employees must prioritize their duties and responsibilities to MPS. While involvement in external activities or organizations is encouraged, such participation must not interfere with work responsibilities. Employees are expected to ensure that their primary focus remains on fulfilling their organizational commitments.

Personal Beliefs and Advocacy

Employees are entitled to their personal beliefs, opinions, and affiliations. However, it is important that these remain personal and do not conflict with or appear to conflict with MPS's organizational values, policies, or public standpoint. Employees must not use their role at MPS to advocate for political, social, or other causes that

could misrepresent the organization's stance or affect its reputation.

Any expression of personal beliefs during work hours, in MPS communication channels, or while representing the organization must align with MPS's mission, values, and policies. Employees are expected to maintain professional boundaries to ensure that their personal beliefs do not interfere with their responsibilities or create a perception of organizational endorsement.

Time Off for External Activities

If an employee needs to engage in any external activities or meetings during regular work hours, they must submit a time-off request in advance. All time-off requests must comply with MPS's attendance policy and must honor blackout and gray-out periods on the organizational calendar. This ensures absences are properly documented and managed.

No External Work During Work Hours

Engaging in external activities or volunteer work during regular work hours is not permitted. Such activities must be conducted outside of scheduled work hours to avoid conflicts with work obligations.

Relationships between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or their lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and avoid situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under their direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent actual or perceived conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

No Smoking

It is the policy of MPS to prohibit smoking and vaping on all School premises and at off-campus School-sponsored events. Additionally, smoking is prohibited within 250 feet of any facility or park where a School sports event is taking place.

GENERAL WORKPLACE POLICIES

Workplace Violence

The School takes the safety and security of its employees seriously and **therefore maintains a comprehensive Workplace Violence Prevention Plan.** The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Any act or threat of violence must be immediately reported **as required by the Workplace Violence Prevention Plan,** including to **the Principal for school site concerns and to the MPS P&C Department for Home Office concerns.**

Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review. Additionally, the School has adopted a reopening plan to address the safe reopening and operating of MPS schools following the school closure due to COVID-19. Employees must carefully review and comply with the reopening plan for which they will receive training and further instruction during Professional Development training and as needed.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Any potential health or safety hazards and all injuries or accidents must be immediately reported to a supervisor. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

MPS has developed guidelines to help maintain a secure workplace. Employees are encouraged to be aware of their surroundings and be on the lookout at all times for any unusual circumstances, such as unknown people loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious people or activities to **the Principal (or MERF P&C Department for MERF employees).** Employee desks and offices should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify **the Principal (or MERF P&C Department for MERF employees)** when keys are missing or if security access codes or passes have been breached.

Occupational Safety

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School employee and supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made

to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, the employee should request assistance from a supervisor. Unsafe conditions must be reported immediately. Employees shall be observant of any workplace conditions that may be a cause or contributor to the spread of illness caused by virus and disease, including unclean surfaces, personal illness or the possible illness of others, or work conditions that may seem unsanitary or in violation of any active public health or government order.

To maintain occupational safety, the School may adopt and enforce any government or agency approved measures for evaluating and enforcing employee health and wellness, including health screenings, assessments, or checks.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident, injury, or possible cause of COVID-19 occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. All School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee or employee permission. School property includes all desks, electronic devices, storage areas, workstations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to the School property to any person, including those who refuse to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it

interferes with access to facility premises, if it results in litter, or if it is conducted in areas where other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

Use of School Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, individual emails, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for nonbusiness use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School. Employees are prohibited from forwarding files, emails, or school owned resources to their personal email accounts **or any reason** or outside the MPS network for non-School use.

Employees should not use personal devices or email accounts for MPS-related communications. Such communications should only take place using MPS-issued devices and via the employee's MPS email account. **Employees are required to promptly respond to work emails and communications. Exempt and nonexempt employees must respond within one (1) business day.**

Additionally, the School uses technology protection measures that protect against internet access (by both minors and adults) to visual depictions that are obscene, pornographic, and/or harmful to minors. These measures may include, but are not limited to, using a spam filter, installing a blocking system to block specific internet sites, setting internet browsers to block access to adult sites, using a filtering system that will filter all internet traffic and report potential instances of misuse to the School.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide **the I.T. Coordinator** with all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify, or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright.

Employees are not permitted to use the School's communications equipment and technology to view content or images that are obscene, pornographic, and/or harmful to minors. The email system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs with little or no educational value may not be displayed or transmitted. The e-mail system and internet access are not to be used in any manner that is against the policies of the School,

contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Artificial Intelligence Policy

Introduction

Magnolia Public Schools ("School") is a forward-thinking educational organization that is dedicated to creating a transformative learning environment where Generative Artificial Intelligence ("AI") enhances education, fostering a more inclusive, innovative, and equitable experience for students.

The School supports the ethical and responsible use of AI to elevate traditional teaching methods by offering personalized learning experiences and targeted interventions for students, streamlining administrative processes, and providing creative ways to support learning by encouraging inquiry, curiosity, critical thinking, and problem-solving.

Definition

AI refers to the technology that enables machines to perform complex tasks typically requiring human intelligence. These tasks include learning, reasoning, problem-solving, perception, and language understanding. AI combines algorithms, data, and computational power allowing them to recognize patterns, make original decisions and improve over time through learning and adaptation. AI tools such as Bard, Bing Chat, Chat GPT, and Dall-E ("AI platforms") can produce new content and replicate existing content, such as text, images, or music, based on patterns recognized from training data. AI predicts likely outcomes but cannot guarantee accuracy or reliability. AI output can be inaccurate, misleading, or incomplete and must be used with caution. Content created by AI is intended to be a starting-point and must never be utilized as a final product due to the risk of inaccuracy or even infringement of rights of content owners.

Integrity and Avoidance of Plagiarism

"Plagiarism" is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. This includes claiming products generated by AI as one's own work. Pupils must not represent AI-generated content as their own original work. It can serve as a tool to stimulate their ideas and enrich their assignments while upholding the values of honesty and integrity.

Prohibited Use of AI

Utilizing an AI platform to access, create, or display content that is harmful, inappropriate, threatening, obscene, disruptive, or sexually explicit is prohibited. This also includes content that could be seen as harassment or bullying, or that disparages others based on their race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

Disclosing confidential or personally identifiable information about a student, staff member, or another individual is strictly prohibited. Personally identifiable information encompasses, but is not limited to, a person's full name, image, email address, phone number, Social Security number, medical information, or any other information, including AI generated images, that can be used to identify someone.

The School may discipline any employee who violates the parameters of this policy.

Telework Policy

Purpose

From time to time, in its discretion, MPS may assign certain staff members to telework based on the needs of the organization. If telework is assigned, or otherwise authorized, employees will comply with the requirements of this telework policy.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a Magnolia-wide benefit. This arrangement in no way alters or changes the terms and conditions of employment with Magnolia, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, Magnolia has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

MPS will designate at the beginning of employment whether a position is on-site, fully remote, or a hybrid of on-site and remote (also known as telework). Employees with telework assignments shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all Magnolia policies and procedures when teleworking, including all of the foregoing set forth in Magnolia's most recent Employee Handbook. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by Magnolia and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive prior written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of Magnolia and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of Magnolia;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of Magnolia data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet Magnolia's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, meetings, messages, etc., as applicable, to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other Magnolia stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, Magnolia stakeholders, and Magnolia generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

Telework space is considered an extension of Magnolia's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow Magnolia or its authorized agent to investigate and/or inspect the telework site as needed. Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, And Furniture

Magnolia will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. Magnolia will not provide office furniture for the workspace at home and the employees' homework-site must be minimally equipped to serve as a remote workspace.

Laptop devices and internet hotspots will be supplied and maintained by Magnolia, subject to availability. Any equipment provided by Magnolia to the employee shall remain the property of Magnolia. The equipment supplied by Magnolia is to be used for work purposes only. Employees must sign an inventory of all Magnolia property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of Magnolia property. Employees shall be held liable to Magnolia whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of Magnolia property. Upon cessation of a telework assignment, all Magnolia property must be returned to Magnolia.

All other necessary technology shall be supplied by the employee as approved by Magnolia. All technology supplied by the employee shall be maintained by the employee. Magnolia accepts no responsibility for damage or repairs to employee-owned equipment. Employees who supply personal technology for a Magnolia-related use shall be eligible for a reimbursement pursuant to the “Reimbursement” section below. Any employee who proposes to supply their own personal technology for Magnolia related work shall notify their supervisor of the same and provide an inventory of such personal technology.

Reimbursement

Magnolia shall reimburse employees for actual and necessary expenses incurred by the employee for purposes of carrying out Magnolia business when such expenses are expressly authorized and preapproved by Magnolia.

Employees who believe their expenses exceed the reimbursement amounts described above shall be required to submit copies of their expenses, such as the internet and/or cell phone bill at issue, for review. Such bills may be redacted as needed to remove any private/confidential information.

Information Security And Confidentiality

Employees must never provide any third parties access to Magnolia network or share network access passwords and must comply with all policies and procedures related to information security and network access, including policies and procedures contained in the Magnolia Employee Handbook.

Consistent with Magnolia’s expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure, and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any Magnolia materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and shall not be made accessible to any third parties, including the employee’s family members or guests. Steps which employees may take to increase security of Magnolia materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student’s family members, including as detailed in the “Professional Boundaries: Staff/Student Interaction” policy. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

Magnolia may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, Magnolia shall endeavor to provide seven (7) days’ notice of the modification or

termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at Magnolia following the COVID-19 pandemic.

Use of Personal Property

Employees are not encouraged to bring in personal property or materials for use in the School setting. If an employee has a personal property item they would like to bring in for School use, the employee must first gain approval by MPS. MPS will not be responsible or liable for the property item. The employee assumes all liability for any damage or injury caused by bringing in a personal property item.

The employee may be subject to discipline for a violation of this policy. The School will not be liable for lost, stolen or damaged personal property items, and such items are brought in at the employee's own risk.

Security Cameras on Campus

MPS has authorized the use of security cameras in public areas where there is no reasonable expectation of privacy, including in and around School buildings and on School property. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for students and staff, and to protect the community's investment in School owned or leased property and facilities.

Public areas may include school buses, building entrances, hallways, parking lots, front offices where students, employees, and parents come and go, break rooms, gymnasiums during public activities, cafeterias, and supply rooms. Private areas of campus, such as private employee offices (unless consent by the office owner is given), restrooms, and locker rooms will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.

The precise location of security cameras should be determined by MPS or by the School-site principal with the approval of the CEO. Input from employees may be sought to determine the most beneficial locations for security cameras. A diagram showing the wiring of the local server for the security cameras at the school sites shall be shared with the Board prior to the installation of the security monitoring system.

Security cameras will not be used to record audio or live footage, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed. Authorized personnel may view the security camera footage by accessing the pre-recorded footage saved to a digital file. While MPS will not use the security camera footage to evaluate employee performance, it may be used by MPS or law enforcement in cases of suspected illegal or inappropriate conduct. In such cases, MPS cannot guarantee that security camera footage will be kept private.

Under no circumstances will employees make unauthorized copies or duplicates of security camera footage.

Employees are prohibited from tampering with the MPS's security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage, or any attempt to interfere, block or prevent the security camera from recording footage. Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

Social Media

If an employee decides to post information on the Internet (i.e., TikTok, Snapchat Facebook, Instagram, etc.) that discusses any aspect of their workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
 - Employees may not use or post images of students or student information or work;
- Student and employee confidentiality policies must be adhered to;
 - Employees must make clear that the views expressed are their own and not those of the School;
 - Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
 - Employees are not authorized to publish any confidential information maintained by the School;
 - Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
 - Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings are disruptive to the School or violate this or other School policies.

Intellectual Property Rights

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and deemed a work made for hire and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must be acknowledged by the author or owner.

Media Contacts

All media inquiries regarding the School and its operations must be referred to the **Chief Impact Officer or designee**. Only the Chief Impact Officer or designee is authorized to make or approve public statements pertaining to the School or its operations, although public employees do not lose the right to speak on matters of public importance. No employee, unless specifically designated by the **Chief Impact Officer** or designee, is authorized to make statements to the media on behalf of the School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the Chief Impact Officer or designee before publication.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep **the Principal (or MERF P&C Department for MERF employees)** advised of changes that should be reflected in their personnel file by making the changes in the Human Resources Information System Employee Self Service Portal. Such changes include change in name, address, telephone number, personal information if required for insurance purposes (e.g., marital/domestic partnership status, number of dependents) and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information

contained in the personnel file must be directed to **the Principal (or MERF P&C Department for MERF employees)**. Only **the Principal and MERF P&C Department** or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement, or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee’s personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOURS OF WORK, OVERTIME AND ATTENDANCE

Employee Classifications

An employee’s salary and benefits depend on a wide range of factors, including base scale, qualifications, additional duties, and performance. Employees who have any questions about their salary, should speak to the Principal or the P&C Department for more details.

Classification Type	Definition	Eligible Benefits
Full-Time Salaried	Employed on a regularly scheduled 30+ hours per week basis for a non-specified period.	<ul style="list-style-type: none"> - STRS/PERS/401K Retirement Plan - Personal Necessity/Sick Leave/Floating Holiday - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement Program
Full-Time Hourly	Employed on a regularly scheduled 30+ hours per week basis for a non-specified period.	<ul style="list-style-type: none"> - STRS/PERS/401K Retirement Plan - Personal Necessity/Sick Leave Hours/Floating Holiday - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement
Part-Time Hourly	Employed on a regularly scheduled basis of 20.00 to 29.99 hours per week for a non-specified time.	<ul style="list-style-type: none"> - STRS/PERS Sick Leave
Part-Time Hourly	Employed on a regularly scheduled basis of 19.99 or less hours per week for a non-specified time.	<ul style="list-style-type: none"> - Sick Leave - Not eligible for any other benefits
Temporary/Seasonal Full-Time	Employed on a regularly scheduled basis of 30+ hour per workweek for a finite period of time (though they are still at will employees).	<ul style="list-style-type: none"> - Sick Leave - Some full-time temporary and seasonal employees may also be eligible for employer-sponsored health benefits, as required by law.

Temporary/Seasonal Part-Time	Employed on a regularly scheduled basis of 29 or less hours per week for a finite period of time (though they are still at-will employees).	- While this position may be eligible for Sick Leave, it is not eligible for any benefits.
Independent Contractor	Independent Contractors are non-employees.	Not eligible for any benefits.

Work Hours and Schedules

The School’s normal operating hours are from ***7:30 a.m. to 4:00 p.m.**, Monday through Friday. The work schedule for hourly nonexempt employees may vary. Each employee will be assigned a work schedule by their supervisor. *Typical working hours for hourly nonexempt employees may be as follows:

REGULAR WORKING HOURS*	
School Level: Full-time office staff	7:30 a.m. – 4:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) minute breaks)
School Level: All other full-time employees	7:45 a.m. – 4:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) minute breaks)
CMO Level: All full-time MERF employees	8:30 a.m. – 5:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) -minute breaks)

* Working hours may vary from one School site to another.

Employee work schedules and pay may fluctuate depending on the workload:

- Employees may have to work hours beyond their normal schedules as work demands require.
- Hourly employees will only be paid for the hours worked unless accrued paid leave is used or during a paid holiday for eligible employees.
- Employees are expected to attend weekly staff meetings and other mandatory training and meetings.
- Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time teacher is expected to offer at least two after school programs per week.
- As directed by the Principal, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
- As directed by the Principal, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of the normal school day, as indicated in the work year calendar. This required work is distinguishable from the employee’s involvement in non-work volunteer activities, which are not required by the employee’s employment.
- Employees are expected to perform other duties as requested by their direct supervisor.

Overtime

Whether an employee is exempt from or subject to overtime pay will be determined on a case by-case basis. Generally, teachers and administrators are exempt from earning overtime pay. Exempt employees may have to work hours beyond their normal schedules as work demands require, thus, no overtime compensation will be paid to exempt employees. Nonexempt employees may be eligible to earn overtime if required to work beyond the regularly scheduled workday or workweek. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules, however, the operational needs of the School are paramount. All overtime work must be previously authorized in writing by **the Principal (or MERF P&C Department for MERF employees.)** MPS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law.

Make Up Time

A non-exempt employee may make a written request to make up work time that is or would be lost as a result of another scheduled absence. It is at the sole discretion of the School to approve or reject the request. The hours of that make-up work may only be performed in the same workweek in which the work time was lost and may not result in the employee earning overtime. The makeup time must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week. The employee is responsible for recording the time worked and taking all applicable rest and meal breaks during make-up time. Make up time is not encouraged and is based on the availability of work.

Employees who are called to work on a scheduled day off, such as a holiday, may be provided a makeup day off during the same workweek, schedule permitting and with supervisor approval.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor. The School will comply with such legal procedures.

Employees are strongly encouraged to avoid such wage attachments and garnishments.

Meal and Rest Periods

All employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday, but by no later than the end of the fifth (5th) hour of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and MPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked **or major fraction thereof**, which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their

supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need lactation accommodation with the use of a room or other private location that is **clean and** located close to the employee's work area. Such room/location shall not be a bathroom **or contain toxic or hazardous materials**, and shall have electricity, **a surface to place a breast pump, and a place to sit.** Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodation should contact their supervisor to request accommodations.

Pay Days

Paydays are scheduled twice per month for **all employees**. The pay periods run from the 1st of the month to the 15th of the month (with paychecks available on the 20th of the month) and the 16th of the month to the end of the month (with paychecks available on the 5th of the following month). For 12-month employees, the School pays up to twenty-four (24) pay periods. For 11-month employees, the School pays up to twenty-two (22) pay periods. The total number of pay periods may vary depending on the starting and ending date of employment, and whether the employee performed work, used time from the accrued leave (paid sick leave, vacation leave, PTO), or is eligible for a paid holiday during the pay period. The last pay period of the school year ends on June 30th. Each paycheck will include earnings for all reported work performed through the end of the payroll period and is subject to regular withholdings. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay no later than the next day of work after the day(s) off.

Employees should promptly notify **the Principal (or MERF P&C Department for MERF employees)** with questions regarding the calculations of their paycheck. Any corrections will be noted and will appear on the following payroll check.

Payroll Withholdings

As required by law, the School shall make all required withholdings, including:

- **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.
- **State Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.
- **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
- **State Disability Insurance (SDI):** This state fund is used to provide benefits to those out of work because of illness or disability. **These contributions also cover Paid Family Leave (PFL) benefits to those out of work to care for a seriously ill family member or bond with**

a new child. SFI and PFL benefits are managed by California Employment Development Department (EDD) and are not determined by the School.

- **CalSTRS and CalPERS Contributions:** The School participates in the California State Teachers Retirement (CalSTRS) and the California Public Employee Retirement System (CalPERS), which are pension programs that provide defined benefits to qualifying members in retirement. Employees will have a percentage of their pay withheld to contribute to the CalSTRS and CalPERS, and the school will also make a monthly contribution on the employee's behalf.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every payroll deduction is explained on the check voucher. Employees are directed to contact Human Resources with questions.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF P&C Department for MERF employees) and by updating the Human Resources Information System Employee Self Service Portal**. The P&C Department also maintains a supply of forms.

It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF P&C Department for MERF employees) by updating his/her Human Resource Management System Employee Self Service Portal**.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

Salary Compensation for Partial Pay Period

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Pay Rate Schedule

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance. The School uses the Board approved employee pay raise scales to determine the salaries for **full-time teaching staff and non-classroom based academic personnel and school leaders**. MERF employees and classified employees pay are determined by the MPS Board approved salary band. Please refer to the scales for details. For school level classified employees, the pay is primarily determined by the work classification and individual performance.

Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. School and MPS organized In-Service and Professional Development days are considered regular working days, employees are expected to be present on those days. If it is necessary to be absent or late, the employee must arrange it in advance with a **direct supervisor**. If it is not possible to arrange the absence or tardiness in advance, the employee must notify a **direct supervisor** no later than one-half (1/2) hour before the start of the workday. Teachers are also responsible to have a substitute folder for use when they are absent from school. If the employee is absent from work longer than one day, they must keep their **direct supervisor** sufficiently informed of the situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, as shown below in the Disciplinary Action Chart for Tardiness.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment, except in certain documented emergency circumstances. The actual amount of time used during the tardiness will be subtracted from employee's vacation or sick leave hours (if related to a sick leave purpose) for each tardiness, in one (1) hour increment. Once all sick leave/vacation is used, employees' tardy hours will be reflected as unpaid time off.

CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES

	OCCURRENCES/DAYS	STEP AND ACTION
TARDINESS	1 -3 tardiness	Verbal Warning
	The 4th tardy	Written Warning.
	The 5th tardy	Employee may also be placed on an Improvement Plan.
	6th and subsequent tardiness	Disciplinary: The employee may be subject to further discipline or dismissal.

ABSENCES	After all sick leave/vacation days are used	For exempt employees, a full day of pay will be deducted for each full days' absence. For nonexempt employees, no deduction will be made, but the employee will not earn wages during their absence.
NO CALL/NO SHOW	3 consecutive days	Considered job abandonment, which can lead to termination.

Timecards and Records

By law, MPS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's timecard system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal within the same pay period to make the correction and such correction request must be approved by the Principal.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Mandatory Training and Meetings

Employees may be required to attend online/onsite trainings, lectures and meetings outside of regular working hours. All teaching staff and school administrators are required to attend summer in-services, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal**.

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours. All staff will be paid for the total hours of mandatory trainings plus travel time and mileage reimbursement (if applicable) with respect to MPS Reimbursement Policy.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay nonexempt employees for attendance at voluntary trainings. If the employee is unsure about the characterization of an offered training, lecture or meeting, they should contact their **direct supervisor** before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

Expense Reimbursements

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CBEST, RICA, CTEL, CLAD, CPACE, etc.) and other approved School business and profession related expenses. During the onboarding process for a new hire, fingerprint processing fees and TB test fees may be reimbursed up to 2 (two) fees upon the supervisor and/or the P&C Department's request and approval. Credential fees, university entrance exam fees, and US Constitution exam fees are not reimbursable. Please refer to the [MPS Tuition Reimbursement](#) policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the MERF's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF P&C Department for MERF employees)**.

MERF Purchase Policies and Procedures Manual requires all employee expense or purchase plans to be pre-approved by his/her supervisor.

All new and continuing tuition reimbursement requests must be pre-approved annually by employee's supervisor as stated in the MPS Tuition Policy.

STANDARDS OF CONDUCT

Personal Appearance/Standards of Dress

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
2. Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
3. Slacks and shorts are to be worn on the waist with no portion of an undergarment showing.
4. Shorts should be modest in length and should be no higher than three (3) inches above the knee.

5. Skirts and dresses should be no higher than three (3) inches above the knee.
6. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
7. For safety purposes, earrings must not dangle more than one (1) inch below the ear.
8. Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
9. Apparel of a controversial nature which is likely to be divisive or disruptive to students or interfere with MPS's neutral viewpoint work environment.
10. Due to safety concern, appropriate shoes must be worn at all times. For example; flip flops are not appropriate foot wear.
11. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.
12. Supervisors will inform employees of any specific dress requirements for their position.

Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees who behave with a disregard for school rules, mission, or vision will be disciplined accordingly. This includes employees who behave with a lack of courtesy and civility toward others, who do not prioritize their commitment to MPS, and who undermine or act against School programs, rules, and policies. MPS wishes to provide students with the best quality of education by committed school leaders with a student-centric mindset. MPS understands that not every person values and prioritizes a charter school education with the same level of commitment, and that is the prerogative of the individual. However, it is MPS's prerogative in an at-will employment relationship to seek to surround our students with committed advocates, and to end employment relationships with individuals who do not carry out the School's mission. Employees who are not committed to carrying out MPS's school mission, or who behave in a manner that is contrary to the goals of the School, may be deemed not a good fit for MPS and released from at-will employment on that basis. Similarly, employees who violate the spirit of this section, or the expressly written rules of conduct, may be released from at-will employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment relationship the employee has with the School nor does it prevent the School from releasing employees for any or no reason at all, consistent with the at-will employment relationship.

- Insubordination – willfully or negligently failing to perform a task or duty assigned or act in accordance with instructions provided by the School;
- Unprofessional conduct.
- Inefficiency - including willful or negligent restriction of output, carelessness or unnecessary wastes of time or material, neglect of job duties or responsibilities;
- Unacceptable or poor job performance;
- Privacy violations or release of confidential information without authorization;
- Violations of the attendance policy or other unexcused/unreported absence and/or lack of punctuality;
- Improper use or abuse of leave;
- Working unauthorized overtime or refusing to work assigned overtime;
- Misuse of School property or funds;

- Improper use of School equipment, materials, time or property;
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
- Failure to maintain a required license, certification or permit current and in good standing;
- Horseplay or other unnecessary or inappropriate physical contact;
- Sleeping, loitering, or malingering on the job;
- Refusal to communicate with students, parents, supervisors, or other employees;
- Conducting personal business during business hours and/or unauthorized use of School property for non-School reasons;
- Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings and is otherwise non offensive and appropriate for the workplace;
- Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;
- Failure to comply with the School's safety procedures;
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;
- Immoral or indecent conduct;
- Fighting or instigating a fight on School premises;
- Gambling on school premises;
- Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
- Possession of alcohol or illegal drugs and controlled substances at work, or reporting to work while under the influence of the same;
- Dishonesty;
- Falsification, fraud or omission of pertinent information when applying for a position;
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;
- Theft or embezzlement;
- Willful destruction of School property;
- Conviction of a crime making the employee unfit for the position, or failure to report a criminal charge or conviction to the School;
- Possession of firearms, or any other dangerous weapon, while on campus or while working for the School;
- Violation of the discrimination, harassment or retaliation policy;
- Engaging in sabotage or espionage (industrial or otherwise);
- Any willful act that endangers the safety, health or wellbeing of another individual;
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School; and
- Failure to respond to work-related communications within 1 day for exempt employees and 1 business day for nonexempt employees.
- Violations of federal, state or local laws affecting the organization or the employee's employment with the organization.
- Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.
- Failure to adequately supervise (e.g. employees must be free from distraction and are prohibited from personal cell phones while on supervision duty).

Off-Duty Conduct

While the School does not seek to interfere with the lawful off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at the School;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with the School;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with the School;
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of the School.

Employees who wish to engage in additional employment must submit a written request to the School explaining the details of the additional employment. The School will advise the employee of whether a conflict appears to exist based on the information provided. The School assumes no responsibility for this determination or the employee's other employment. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of the additional employment. Authorization to engage in additional employment can be revoked at any time if a conflict is suspected.

EMPLOYEE BENEFITS

Holidays and Vacations

School Holidays

The School recognizes the following holidays. All exempt and nonexempt **full-time** employees will receive the following paid holidays in 2024-2025:

School Holidays	Dates
Independence Day	July 4, 2024 (Thursday) <i>(for 12month employees)</i>
Labor Day	September 2, 2024 (Monday)
Veterans Day	November 11, 2024 (Monday)
Thanksgiving Day*	November 28, 2024 (Thursday)
Day after Thanksgiving*	November 29, 2024 (Friday)
Christmas Holiday**	December 25, 2024 (Wednesday)
Winter Break Holiday**	December 26, 2024 (Thursday)

Winter Break Holiday**	December 27, 2024 (Friday)
New Year’s Holiday**	December 31, 2024 (Tuesday)
New Year’s Holiday**	January 1, 2025 (Wednesday)
M. L. King Day	January 20, 2025 (Monday)
Presidents’ Day	February 14, 2025 (Friday) (Only MSA-SA & MSA-SD) February 17, 2025 (Monday) (All MPS & HO)
Cesar Chavez Day	March 31, 2025 (Monday)
Spring Break Holiday***	April 2, 2025 (Wednesday) (Only MSA-SD) April 9, 2025 (Wednesday) (Only MSA-SA) April 16, 2025 (Wednesday) (Only MSA1 to 8 & HO)
Spring Break Holiday***	April 3, 2025 (Thursday) (Only MSA-SD) April 10, 2025 (Thursday) (Only MSA-SA) April 17, 2025 (Thursday) (Only MSA1 to 8 & HO)
Memorial Day	May 26, 2025 (Monday)
Juneteenth Holiday	June 19, 2025 (Thursday)

* Falls during Thanksgiving Break

** Falls during Winter Break

*** Falls during Spring Break

School Breaks

All **full-time** exempt employees will receive the following paid school breaks (which may include, and are not in addition to, the School Holiday Schedule above):

- Thanksgiving Break (including Thanksgiving Day and the Day after Thanksgiving)
- Winter Break (including the Christmas Day, Winter Break Holiday, and New Year’s Day)
- Spring Break (including Spring Break Holiday)

Part-time, temporary, and seasonal employees, and independent contractors, are not compensated during School breaks.

Full-time **education specialists, school psychologists, college counselors, athletic directors, and school social workers** at the school sites will be treated as teaching staff for the purpose of holidays and vacation. If employees have any questions about their employment classification, they should consult with **MERF Human Resources**.

SCHOOL BREAKS	DATES
Full-time teaching staff:	
Thanksgiving Break	November 25 (Mon)-November 29 (Fri), 2024 (All MPS Schools & HO)

Winter Break	December 16, 2024 (Mon)–January 3, 2025 (Fri) (For MSA1-8 & SA & HO) December 23, 2024 (Mon)–January 3, 2025 (Fri) (For Only MSA-SD)
Spring Break	March 31, 2025 (Mon) - April 4, 2025 (Fri) (Only MSA-SD) April 7, 2025 (Mon) - April 11, 2025 (Fri) (For MSA-SA) April 14, 2025 (Mon) - April 18, 2025 (Fri) (For MSA1 to 8 & HO)
School administrators, classified exempt 12 month employees, and MERF employees:	
Thanksgiving Break	November 27 (Wed)-November 29 (Fri), 2024 (All MPS Schools & HO)
Winter Break	December 18, 2024 (Wed)–January 3, 2025 (Fri) (For MSA1-8 & SA & HO) December 25, 2024 (Wed)–January 3, 2025 (Fri) (For Only MSA-SD)
Spring Break	April 2, 2025 (Wed) - April 4, 2025 (Fri) (Only MSA-SD) April 9, 2025 (Wed) - April 11, 2025 (Fri) (For MSA-SA) April 16, 2025 (Wed) - April 18, 2025 (Fri) (For MSA1 to 8 & HO)

If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents’ week, etc., the general rule of thumb is that fulltime teaching staff will take the whole break off in the school calendar while the School administrators and MERF employees will have two (2) days less off. Full-time, hourly classified staff are only eligible for pay according to the School Holiday Schedule above.

Floating Holidays

All full-time MPS Employees are eligible to receive two (2) floating days each school year. Floating Holidays are not vacation days, and cannot be paid out, cashed out, and cannot be rolled over. Floating holidays are provided at the start of each school year.

Vacation

The School provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Vacation is provided to prevent overworking. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All **full-time 12-month** employees accrue vacation from the date of hire at the following accrual rates:

*ELIGIBLE EMPLOYEES	VACATION ACCRUAL	MAX CAP
School Administrators	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours
School Classified Employees	Hours will accrue per pay period up to 120 hours (6 hours per pay period) per year	200 hours
MERF Employees	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours

As a benefit to employees, eligible employees will accrue the maximum vacation time prior to the end of the year to facilitate their use of vacation time before the end of the year. This accelerated accrual does not entitle eligible employees to vacation time above and beyond their yearly accrual, as indicated in the chart above. Vacation time may not be utilized before it is earned. Vacation is rolled over from year to year and is capped at 240 hours for administrators and MERF employees, and 200 hours for fulltime classified employees. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. Employees who have non-sick related partial or full day absences will have vacation time deducted from their vacation bank commensurate with their time off.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence when the employee returns to work.

On termination of employment, the eligible employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.

All vacations must be approved in advance by **the direct supervisor of the employee**, who will make reasonable efforts to accommodate employee requests. Vacation requests must be made at least two (2) weeks prior to the desired vacation time. Job requirements will always have precedence over vacation schedules. The School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services.

All 11 month employees, including non-classroom based academic employees and teaching staff, do not accrue vacation.

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Any accrued but unused vacation will not be paid out at the end of the school year. Nonetheless, all employees are entitled to have their unused vacation time paid out upon separation from the School.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally, employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, siblings), or a designated person (i.e., one who is designated by the employee at the time the leave is requested) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

All full-time and part-time staff will be credited with forty-eight (48) hours of sick leave at the start of the school year. In addition to the credited forty-eight (48) hours, all 11 and 12-month full-time employees will accrue two (2) sick leave hours per pay period. The maximum accrued sick leave is eighty (80) hours per year. Paid sick leave can be used by all MPS employees who work for at least thirty (30) days within the span of a single calendar year from the commencement of employment.

Employees may roll over up to eighty (80) hours of paid sick leave from year to year.

MPS EMPLOYEE SICK HOURS			
	BEGINNING	ACCRUAL	MAXIMUM ACCRUAL
11-MONTHS FULL-TIME	48 hours	2 hours per pay period	80 hours
12-MONTHS FULL-TIME	48 hours	2 hours per pay period	80 hours
PART-TIME	48 hours	X	N/A
SEASONAL/TEMPORARY	0	1 hour for every 30 hours worked	80 hours

Employees cannot use paid sick leave until the thirtieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of one (1) hour.

Sick leave is intended to be used only for the qualifying purposes stated above. MPS will not tolerate abuse or misuse of sick leave. If an employee is absent longer than five (5) days due to illness, medical evidence of the illness and/or medical certification of the employee's fitness to return to work may be required.

It is integral to the operation of MPS programs, and the education of students, that MPS receive proper advance notice of paid sick leave absences. Unless the delay in reporting was unavoidable, employees must make advance requests for paid sick leave so coverage can be provided for their role, and student programs are not unnecessarily disrupted by a sudden absence. An employee who has an authorized reason for an absence, but no justifiable reason for failing to report it in advance as required by the attendance policy, may be subject to discipline for violation of this section. Employees who are absent for a paid sick leave related reason must request paid sick leave, as supervisors will not assume sick leave is appropriate and enter it on the employee's behalf.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, the employee will not be paid for time not worked. Employee requests for unpaid medical leave must be approved in advance by the School.

The School may offer to buy back unused paid sick leave days at \$250 per day, at the School's discretion, by the end of June. Employees must work for the School for at least ninety (90) days of their work year before they may be eligible for the School to buy back their paid sick leave. For employees who do not complete ninety (90) days by June 30 and are therefore ineligible for the buy back, their paid sick leave will roll over up to the maximum cap. The School will not buy back any paid sick leave from new or continuing employees who (1) fail to work for the School for ninety (90) consecutive days of the new work year, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

Personal Necessity Leave:

A full-time employee may elect to use up to five (5) days of accumulated sick leave each school year for personal necessity including any of the following specific reasons:

- Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- Appearance in court as a litigant, or as a witness under official order;

- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;
- Business matters which cannot reasonably be conducted outside the workday (does not include vacations or similar voluntary activities).

Employees must request personal necessity leave at least one (1) day in advance, unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

MERF Offered Benefits Chart

	Full-Time						Part-Time (20-29.99hr/week)	Part-Time (less than 20hr/week)	Temporary/Seasonal			
Status	School Admin Home Office	Classified				Teacher		Classified		Teacher Classified		
Duration	12-Month	12-Month		11-Month		11-Month		Part-Time		Part-Time	Full-Time	
Salary Type	Salaried	Salaried	Hourly	Salaried	Hourly	Salaried	Hourly	Hourly		Hourly	Salaried	Hourly
Bereavement Hours	40	40	40	40	40	40	40	40	40	40 (Unpaid)	(40 Unpaid)	(40 Unpaid)
Floating Hours	16	16	16	16	16	16	16	NO	NO	NO	NO	NO

Sick Hours	80	80	80	80	80	80	80	48	48	1 hr per 30 hrs worked	1 hr per 30 hrs worked	1 hr per 30 hrs worked
Vacation Hours	160	120	120	NO	NO	NO	NO	NO	NO	NO	NO	NO
Health Benefits (Health, Dental, Vision)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	<input type="checkbox"/>	<input type="checkbox"/>
Retirement (STRS, PERS or 401K)	YES	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO
Tuition Reimbursement (BTSA, Master's, Ph.D.)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO
Paid Time Off (Fall, Spring, Winter Breaks)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO

Temporary/seasonal employees may be eligible for health benefits and sick leave depending on the length of the assignment and the hours worked, as specified in the Health Benefits section and Paid Sick Leave section of this Handbook.

INSURANCE BENEFITS

Health Insurance

Full-time employees are entitled to health insurance benefits in accordance with applicable law and the School’s health insurance plan. The School will cover one-hundred (100%) percent of the premium for employees who chose the HMO option and one-hundred (100%) percent of the premium to enroll legal dependents in the same program. The employee’s portion of monthly premiums will be deducted from the employee’s paycheck for employees who select the PPO selection or a greater amount of insurance coverage. The School may provide the employee a stipend payment at the rate of \$150 per month if employee is enrolled in a separate health insurance benefit program *and declines all employer-sponsored health insurance benefits* (i.e. medical, vision, and dental) in writing by no later than within the month of August of each year. MPS will not provide a stipend to employees

who will receive or have employer sponsored health insurance coverage through an actively working partner spouse of MPS.

After the end of the open enrollment or once the employee selects a plan, employee may not cancel or convert from HMO to PPO or vice versa until the next open enrollment unless there is a qualifying event such as birth of a child, loss of coverage, marital status.

Part-time, and temporary/seasonal employees working less than 30 hours per week are not entitled to health benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

Eligibility Coverage Start Date

Subject to health insurance carrier approval, employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. The employee is responsible for logging into MPS's Human Resources Information System and properly enrolling in any selected plans within the first thirty (30) days of their start date.

Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are out of work related to an injury, subject to SDI eligibility requirements. The employee must contact SDI for specific rules and regulations relating to SDI eligibility, and the **MERF P&C Department** may be available to assist.

Family Leave Insurance

Employees covered by the SDI may also be covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to eight (8) weeks of wage replacement benefits from the State of California when they suffer a wage loss for taking time off to care for a seriously ill or injured qualifying family member or to bond with a new child within one (1) year of birth or placement of the child with the employee. Specific rules and regulations relating to Family Leave Insurance are available from SDI, and the **MERF P&C Department** may be able to assist.

Life Insurance

Employee life insurance is provided by MERF. All full-time employees will be covered upon hire, subject to program eligibility requirements. Employees should contact the P&C Department for coverage details.

Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

COBRA Benefits

Continuation of Benefits:

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making the employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's partner and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and their partner become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but the employee's partner has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, partners and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. MPS will then notify the employee or dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

Premiums for continued coverage are not paid within thirty (30) days of the due date;

- The employee (or their partner or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or their partner or child, as applicable) may have;

- MPS stops providing group health benefits;
- The employee (or their partner or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that the employee is no longer disabled.

LEAVES OF ABSENCE

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria:

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

Events that may Entitle an Employee to FMLA/CFRA Leave:

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents (or legal guardians) are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
- Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy);
 - A “serious health condition” is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or partner of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits them to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
- To care for a partner, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. “Designated person” refers to any individual related by blood or whose association with the

employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.

- When an employee is providing care to a partner, child, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
- For any “qualifying exigency” because the employee is the partner, child, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken:

- FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
- In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the partner, child, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
- The “twelve-month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
- If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave:

- **FMLA and CFRA leave are unpaid by MPS.** An employee on FMLA/CFRA leave may use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
- An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
- If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave. If the employee’s leave coincides with a paid holiday, the employee must have returned to work prior to the start of the paid holiday to be eligible for holiday pay.
- The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits:

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage

would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if employee works less than thirty (30) days after returning from FMLA/CFRA leave; and
- The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority:

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority they had when the leave commenced. An employee who was absent from work while fulfilling their covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon their return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA covered service.

Medical Certifications:

- An employee requesting FMLA/CFRA leave because of their own or a relative’s serious health condition must provide medical certification from the appropriate health care provider. MPS will provide a medical certification form for this purpose. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
- The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate a certification as needed.
- If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave:

- An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be given a copy of the School’s then-current FMLA/CFRA leave policy.
- Employees should provide not less than thirty (30) days’ notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their qualifying family member. Failure to provide such

notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
- When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- Before an employee will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.
- If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

No employee on leave, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria:

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave:

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to themselves, the successful completion of the pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave:

- **Pregnancy disability leave is unpaid by the employer.** An employee on pregnancy disability leave may use all accrued paid sick leave or vacation time at the beginning of any otherwise unpaid leave period.
- The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits:

MPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. MPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- The employee fails to return from leave after the designated leave period expires.

- The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority:

Employees on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When employees return from pregnancy disability leave, they will return with the same seniority they had when the leave commenced.

Medical Certifications:

- An employee requesting a pregnancy disability leave must provide medical certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave:

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (and MERF P&C Department for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, they must be reinstated to a comparable position unless one of the following is applicable:
 - The employer would not have offered a comparable position to the employee if they would have been continuously at work during the pregnancy disability leave.

- There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.
A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
- When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above)
- In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of five (5) days or more, the employee must obtain a certification from the healthcare provider that the employee is able to resume work.
- If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Unpaid Leave of Absence

MPS recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Funeral/Bereavement Leave

All MPS employees excluding temporary/seasonal employees will be allowed up to **five (5)** paid working days off within the same school year to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a parent, spouse, children, sibling, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner. All other employees who have worked for at least thirty (30) days, such as seasonal and temporary employees, are entitled to up to five (5) days of unpaid bereavement leave for the death of an immediate family member. Employees should contact the Principal or the P&C department to request bereavement leave. All bereavement requests should be in writing to the Principal and P&C department.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may request to use accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School. Bereavement pay will not be used in computing overtime pay.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Military and Military Spousal Leave of Absence

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee’s health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military partner leave within two (2) business days of receiving official notice that the employee’s military partner will be on leave from deployment, and (2) documentation certifying that the employee’s military partner will be on leave from deployment during the time that the employee requests leave.

Advance notice of leave is required. Please inform **the Principal (or MERF P&C Department for MERF employees)** of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at the employees request and health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by the employee. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Drug and Alcohol Rehabilitation Leave

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify themselves as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF P&C Department**. The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of their current use of alcohol or drugs, is unable to perform their duties or cannot perform the duties in a manner that would not endanger their health or safety or the health or safety of others.

Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF P&C Department**. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

School Appearance and Activities Leave

As required by law, MPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Employees must notify **the Principal (or MERF P&C Department for MERF employees)** of their commitment to act as an election official as far in advance as possible.

Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. The employee must notify **the Principal (or MERF P&C Department for MERF employees)** of their commitment to serve on a jury or as a witness as far in advance as possible.

Victims of Abuse Leave

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MERF P&C Department one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, MPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request accommodation under this policy, an employee should contact **MERF Human Resources**.

Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given reasonable time off from work in accordance with the law. Employees are requested to alert **the Principal (or MERF P&C Department for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF P&C Department for MERF employees)** before leaving the School's premises.

Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact **the Principal (or MERF P&C Department for MERF employees)** to request and schedule time off to vote.

Industrial Injury Leave (Workers' Compensation)

MPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure the employee receives any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. MPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, they will go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (“EMS”) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School’s insurance carrier. Failure by an employee to report a work-related injury by the end of their could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but they are still required to go to the School’s approved medical center for evaluation. All job related injuries must be reported to the appropriate State Workers’ Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School’s approved medical facility before returning to work.
- Any time there is a job-related injury, the School’s policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave (“Donor Leave”), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that they are a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor’s return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give **the Principal (or MERF P&C Department for MERF employees)** thirty (30) days’ notice before returning from leave. Whenever the School is notified of an employee’s intent to return from a leave, the School will attempt to place the employee in their former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-

employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult **MERF P&C Department**.

RETIREMENT

Certificated Staff Members

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers' Retirement System (STRS).

Classified Staff Members

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides, are eligible to participate in the Public Employees' Retirement System (PERS).

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

All non-credentialed employees also contribute to Social Security.

MPS Home Office Staff Members

Full-time Home Office staff members may be eligible to participate in the Public Employees' Retirement System (PERS), the State Teachers' Retirement System (STRS) or **403(b)** Retirement Plan.

Oversight of Benefits

The P&C Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. MERF will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, workers' compensation, and other payroll obligations.

All withholdings from employees and the MERF will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. MERF will submit all retirement data and will comply with all policies and procedures for payroll reporting. MERF assures that it will provide retirement information in a format required by the Counties.

EMPLOYMENT EVALUATION AND SEPARATION

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their **direct supervisor**. MERF may utilize secure online staff evaluation platform to evaluate staff performances. Performance evaluations will be

conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or job retention. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, employees will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that the employee discussed it with their **direct supervisor**, and that they are aware of its contents. Employees may also acknowledge receipt of performance evaluations through the online platform provided by MERF. The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

Newly hired employees may have their performance goals reviewed by **their direct supervisor** within the first **ninety (90)** days of employment.

Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions and/or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. These policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

Voluntary Termination

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview may be scheduled by **your direct supervisor or the P&C Department**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment.

Pay at Time of Separation

Employees separated from employment will be paid for time worked according to applicable laws. For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back all unused sick leave days from employees at the rate of \$ 250 per day. The School will not buy back any paid sick leave from new or continuing employees who fail to work for the School for ninety (90) days of the new work year. Additionally, employees who are terminated based on misconduct or unprofessionalism, or who resign under suspicion of misconduct or unprofessionalism, are not eligible to have paid sick leave paid to them upon their separation from employment. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

Pay for earned but unused vacation time will be provided to full-time employees at time of separation at the employee's current rate of pay.

Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law. Only employees who are not terminated for misconduct or other related conduct are eligible to be paid for sick leave under the policy.

Employment References/Verifications

All requests for references and employment verifications must be promptly directed to the employee's **direct supervisor and/or the P&C Department**. When contacted for an employment verification, the School will provide information concerning dates of employment, the title of the last position held and length of service. Pursuant to a new California law, the School **must** disclose when an employee has been **dismissed for misconduct and/or** reported to the CTC for allegations of misconduct **upon request of another California school and confirmation that the employee has applied for employment with the organization**. Other employees may not provide any employment verifications or provide a professional reference on behalf of the School for another employee. MPS strongly advises supervisors not to provide letters of recommendation on MPS letterhead.

INTERNAL COMPLAINT REVIEW & OPEN DOOR

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes employee questions, suggestions or complaints relating to work, conditions of employment, the School or the treatment of employees. Other than in situations involving harassment (as outlined and described above), the employee must contact **the Principal (or MERF P&C Department for MERF employees)** with questions or concerns. If the situation is not satisfactorily resolved, the employee should contact **MERF P&C Department**, preferably in writing, who may further review the issue.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to **the CEO or Board of Directors** to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints:

(Complaints by Employees against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the employee’s **direct supervisor**. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by **the Principal (or the Chief People Officer (or designee) for MERF employees)**:

- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to **the Chief People Officer and President of the School’s Board of Directors**, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. **The Board President or investigator will report their findings to the Board for review and action, if necessary.**

Policy for Complaints Against Employees:

(Complaints by Third Parties against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of **the Principal or the Chief People Officer** (if the complaint concerns the Principal and/or Home Office employees) or **the Board President** (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, **the Principal (or the Chief People Officer, Board President, or designee)** shall abide by the following process:

- The **person charged with handling the complaint** shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the **investigator** finds that a complaint against an employee is valid, the **matter may be referred to the employee’s supervisor** for appropriate disciplinary action, **if the supervisor determines it is appropriate.**
- The decision **of the person charged with handling** the complaint shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

- Resolution: The Board (if a complaint is about the CEO) or the Chief People Officer (if a complaint is about the Principal or MERF employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer. Any modification replaces any pre-existing policies and Handbooks to the extent they are in conflict.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Chief People Officer, Principal, MERF Human Resources, or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B
INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

Appendix C
ARBITRATION AGREEMENT

This ARBITRATION AGREEMENT (“Agreement”) is made by and between Magnolia Public Schools (“MPS”) and _____ (“Employee”). The purpose of this Agreement is to establish final and binding arbitration for all disputes arising out of Employee’s relationship with MPS from the inception of the employment relationship, including, but not limited to, Employee’s employment or the termination of Employee’s employment, to the fullest extent permitted by applicable law. Employee and MPS desire to arbitrate their disputes on the terms and conditions set forth below to gain the benefits of a speedy, impartial dispute-resolution procedure, and pursuant to the Federal Arbitration Act (“FAA”). Employee and MPS agree to the following:

1. Claims Covered by the Agreement.

1.1 Employee and MPS both agree to exclusively and finally resolve by binding arbitration **any and all claims or controversies** (“claims”) that MPS may have against Employee or that Employee may have against MPS or against its past, present, or future predecessors, successors, assigns, affiliates, parent and subsidiary companies, joint ventures, pension or benefit plans, administrators, vendors, contractors, and their respective past, present, or future officers, directors, employees, stockholders, representatives, managers, members, partners, partnerships, agents, guests, parents, students, clients, suppliers, vendors, educational advisors, business advisors, financial advisors, attorneys, and accountants, insurers, and indemnitees (collectively, “MPS”), relating to, resulting from, or in any way arising out of this Agreement or the enforcement, interpretation or validity of this Agreement, including the determination of the scope or applicability of this Agreement, any aspect of Employee’s relationship with MPS, any aspect of Employee’s employment relationship with MPS (pre-hire through post-termination), and/or the termination of Employee’s employment relationship with MPS, and/or any act or omission between Employee and MPS to the extent permitted by law. **This Agreement does not cover any claim, cause of action, or actions pursuant to workers’ compensation laws, unemployment insurance benefits with the Employment Development Department, or any other dispute if an agreement to arbitrate such a dispute is prohibited by law.** Further, nothing in this Agreement precludes Employee from pursuing any administrative agency claims, including, but not limited to, claims with the Civil Rights Division, the Equal Employment Opportunity Commission, the Division of Labor Standards Enforcement, the Department of Labor, and/or the California Public Employment Relations Board.

2.1 The scope of this Agreement is intended to be broad and comprehensive and includes, without limitation, claims for wages or other compensation, including reimbursements, due; claims for penalties or premiums; claims for violations of the California Labor Code; claims for breach of any contract or covenant (express or implied); tort claims (including, but not limited to, those relating to performance or reputation); claims for discrimination, harassment, and/or retaliation (including, but not limited to, race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations); claims for violation of any leaves of absence or accommodations laws; claims for wrongful termination or whistleblowing; claims for benefits (except where an employee benefit or pension plan specifies that its claims procedure shall culminate in an arbitration procedure different from this

one); claims for violation of trade secret, proprietary, or confidential information laws; claims for unfair business practices; claims for invasion of privacy; and claims for violation of any public policy, federal, state, or other governmental law, statute, regulation, or ordinance.

- 3.1 To the fullest extent permitted by law, MPS and Employee agree that for any claim brought on an individual basis, including under the Private Attorneys General Act of 2004, California Labor Code § 2698, *et seq.* (“PAGA”), any such dispute shall be resolved in arbitration on an individual basis (*i.e.*, to resolve whether Employee has personally been aggrieved or subject to any violations of law). To the extent there are any PAGA claims to be litigated in a court of competent jurisdiction, including any representative claims, the MPS and Employee agree that litigation of those claims shall be stayed pending the outcome of any individual claims in arbitration, regardless of which claims or actions were filed first. If any provision of this section is found to be unenforceable or unlawful for any reason, the unenforceable provision shall be severed from this arbitration provision and severance of the unenforceable provision shall have no impact whatsoever on the Agreement as a whole, which shall remain enforceable as to all other terms.

2. Arbitration Procedures.

- 1.1 Required Notice of Claims and Statute of Limitations. Employee may initiate arbitration by serving or mailing a written notice to the Chief Executive Officer of MPS at MPS’s principal place of business. MPS may initiate arbitration by serving or mailing a written notice to Employee at the last address recorded in Employee’s personnel file. The written notice must specify with reasonable particularity the claims asserted against the other party. Notice of any claim sought to be arbitrated must be served within the limitations period established by applicable federal or state law. After demand for arbitration has been made by serving written notice, the party demanding arbitration shall file a demand for arbitration with the Office of JAMS located within 50 miles of (i) the last address recorded in Employee’s personnel file or (ii) the JAMS closest to the last MPS worksite with which Employee most regularly communicated, whichever is closer. The location of the arbitration is determined in accordance with Section 2.8. Applicable law is determined in accordance with Section 2.6.
- 2.1 Selection of Arbitration and Applicable Rules. The arbitrator shall be selected within sixty (60) days of the party initiating arbitration under Section 2.1 from the panel of JAMS and the arbitration shall be conducted pursuant to JAMS policies and procedures. Except as provided herein, all rules governing the arbitration shall be the then-applicable rules set forth by JAMS. If the dispute is employment-related, the dispute shall be governed by JAMS’s then-current version of the national rules for the resolution of employment disputes, with the exception that discovery and motions for summary judgment will be governed by Sections 2.3 and 2.4 of this Agreement. JAMS’s then-applicable rules governing the arbitration may be obtained from JAMS’s website, which currently is www.jamsadr.com.
- 3.1 Discovery and Motions. The parties shall be entitled to engage in all types of discovery (e.g., depositions, interrogatories, request for production of documents, etc.) regarding and relevant to the subject matter of the dispute submitted to arbitration pursuant to the Federal Rules of Civil Procedure (“FRCP”), including but not limited to, FRCP 26. A copy of the FRCP may be obtained from the website of the United States Courts, which is currently <http://www.uscourts.gov/rules-policies/current-rules-practice-procedure/federal->

[rules-civil-procedure](#). The arbitrator is authorized to rule on discovery motions brought under the FRCP. All discovery must be completed no later than twenty (20) days prior to the date set for the arbitration hearing; provided, however, that no discovery may be initiated until after the dispute has been formally submitted to arbitration and an arbitrator has been mutually agreed-upon.

- 4.1 Dispositive Motions. Either party may file a motion for summary judgment with the arbitrator in accordance with Rule 56 of the FRCP.
- 5.1 Offers Of Judgment. Either party may serve an offer of judgment consistent with the FRCP.
- 6.1 Applicable Law and Arbitrator Authority. The arbitrator shall apply the substantive law (and the law of remedies, if applicable) of the state in which the claim arose, or federal law, or both, as applicable to the claim(s) asserted. **The arbitrator shall have exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable.**

_____ **(Employee's Initials Acknowledging Arbitrator's Exclusive Authority)**

- 7.1 Arbitration Decision. The arbitrator's decision will be final and binding. The arbitrator shall issue a written arbitration decision revealing the essential findings and conclusions upon which the decision and/or award is based within thirty (30) calendar days after the hearing's completion. A party's right to appeal the decision is limited to grounds provided under applicable federal or state law.
- 8.1 Place of Arbitration. The arbitration shall take place at a mutually convenient location (preference shall be provided to a JAMS office) that must be within fifty (50) miles of Employee's last known address with MPS. If the parties cannot agree upon a location, or if a JAMS office is not within fifty (50) miles of Employee's last known address with MPS, then the arbitration shall be held at the JAMS office closest to the last MPS worksite with which Employee most regularly communicated. If Employee worked remotely, then the arbitration shall be held at the JAMS office closest to MPS's worksite where Employee was "assigned," even though Employee did not physically work at the worksite.
3. Application for Emergency Injunctive and/or Other Equitable Relief. Claims by MPS or Employee for emergency injunctive and/or other equitable relief relating to unfair competition and/or the use and/or unauthorized disclosure of trade secrets or confidential information shall be submitted to JAMS for emergency treatment. The parties agree that the JAMS administrator may select a neutral hearing officer (subject to conflicts) to hear the emergency request only. The hearing officer should be experienced in considering requests for emergency injunctive and/or other equitable relief. The hearing officer shall conform his/her consideration and ruling with the applicable legal standards as if this matter were heard in a court of law in the applicable jurisdiction for such a dispute.
4. Severability. Should any portion of this Agreement be found unenforceable, such portion will be severed from this Agreement, and the remaining portions shall continue to be enforceable.

5. Effective Date. This Agreement is retroactively effective to the date that Employee's employment with MPS initially began. This Agreement to arbitrate shall survive the termination of Employee's employment.
6. Construction. This Agreement shall be construed and enforced pursuant to the FAA. The Arbitrator, and not any federal, state, or local court or agency, shall have the exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable. Any disputes regarding the enforceability or validity of this Agreement or any of its provisions shall be resolved as if the arbitrator or other decision-maker, if any, is acting as a federal district court judge applying the FAA and its precedent.

_____ **(Employee's Initials Acknowledging the FAA)**

7. Consideration. For employees who are currently employed, MPS's offer to make Employee eligible for promotions, raises, bonuses, gifts and prizes in the future, and the promises by MPS and Employee to arbitrate differences, rather than litigate them before courts or other bodies, provide consideration for each other to enter into this Agreement. For newly hired employees, MPS and Employee agree that in addition to the above consideration, MPS's offer of employment (at-will or otherwise) provides adequate consideration for each other to enter into this Agreement.
8. Signatures. A facsimile, scanned, copy, digital, or photographic signature shall have the same force and effect as an original signature.
9. Representation, Fees, and Costs. Each party may be represented by an attorney or other representative selected by the party. Each party shall be responsible for its own attorneys' or representatives' fees. However, if any party prevails on a statutory claim that affords the prevailing party's attorneys' fees, or if there is a written agreement providing for fees, the arbitrator may award reasonable fees to the prevailing party subject to written evidence of such fees and applicable law. MPS shall be responsible for the arbitrator's fees and costs to the extent they exceed any fee or cost that Employee would be required to bear if the action were brought in court.
10. **Waiver of Jury Trial/Exclusive Remedy. EMPLOYEE AND EMPLOYER KNOWINGLY WAIVE ANY CONSTITUTIONAL RIGHT TO HAVE ANY DISPUTE BETWEEN THEM DECIDED BY A COURT OF LAW AND/OR BY A JURY IN COURT.**

_____ **(Employee's Initials Acknowledging Waiver of Jury Trial)**

11. **Waiver of Representative/Class Action Proceedings. TO THE FULLEST EXTENT PERMITTED BY LAW, EMPLOYEE AND EMPLOYER KNOWINGLY AGREE TO BRING ANY CLAIMS GOVERNED BY THIS AGREEMENT IN HIS/HER/ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF, CLASS MEMBER OR REPRESENTATIVE IN ANY PURPORTED CLASS OR REPRESENTATIVE ACTION. THEY FURTHER AGREE TO WAIVE ANY RIGHT TO PARTICIPATE IN ANY REPRESENTATIVE OR CLASS ACTION PROCEEDING RELATED TO ANY CLAIMS GOVERNED BY THIS AGREEMENT. EMPLOYER AND EMPLOYEE ALSO AGREE THAT THE ARBITRATOR MAY NOT CONSOLIDATE MORE THAN ONE INDIVIDUAL'S CLAIMS, AND MAY NOT OTHERWISE PRESIDE OVER ANY FORM OF REPRESENTATIVE OR CLASS ACTION PROCEEDING, INCLUDING, BUT NOT LIMITED TO, ANY**

REPRESENTATIVE ACTION UNDER CALIFORNIA BUSINESS AND PROFESSIONS CODE SECTIONS 17200 ET SEQ. THIS SECTION DOES NOT APPLY TO ANY REPRESENTATIVE ACTIONS BROUGHT UNDER PAGA, AS ADDRESSED IN SECTION 1.3 ABOVE.

_____ **(Employee’s Initials Acknowledging Waiver of Representative/Class Action)**

- 12. Sole and Entire Agreement. This Agreement expresses the entire Agreement of the parties and shall supersede any and all other agreements, oral or written, concerning arbitration. This Agreement is not, and shall not be construed to create, any contract of employment, express or implied.

- 13. Acknowledgment. Employee acknowledges that Employee has carefully read this Agreement, understands its terms, and agrees that all understandings and agreements between MPS and Employee relating to the subjects covered in the Agreement are contained in it. Employee has knowingly entered into the Agreement without reliance on any provisions or representations by MPS, other than those contained in this Agreement. Employee further acknowledges that Employee has been given the opportunity to discuss this Agreement with Employee’s private legal counsel and Employee has utilized that opportunity to the extent desired.

Date: _____

Employee’s Signature

Employee’s Printed Name

On behalf of Magnolia Public Schools

Date: _____

MPS’s Signature

MPS Representative’s Printed Name & Title

Coversheet

Approval of Board Resolution for Creation of Position(s) for Magnolia Science Academy-4

Section: IV. Action Items
Item: C. Approval of Board Resolution for Creation of Position(s) for Magnolia
Science Academy-4
Purpose: Vote
Submitted by:
Related Material:
IV_C_Resolution 20250116-01 Creation of Position for Magnolia Science Academy (MSA)-4.pdf



Agenda Item:	IV C: Action Item
Date:	January 16, 2025
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 Elizabeth Rizzuto, Principal
RE:	Approval of Board Resolution for Creation of Position(s) for Magnolia Science Academy (MSA)-4 for the Improvement of Educational Programs for Students

Action Proposed:

I move that the Board approve board resolution #20250116-01 for the creation of a Dean of Students position at Magnolia Science Academy-4 to enhance the school’s educational programs and support services for students.

Purpose:

The creation of the Dean of Students (DoS) position is critical to strengthening MSA-4’s administrative and support structure. The DoS will provide direct support to students by managing behavioral interventions, fostering a safe and inclusive environment, and leading restorative justice practices that build and strengthen the school community.

In addition, the DoS will mitigate the burden on teachers by handling behavioral issues and providing necessary guidance, allowing educators to focus on instruction and improving classroom outcomes. By managing operational responsibilities, the DoS will enable the principal to work closely with the college counselor to expand academic interventions, enhance college readiness initiatives such as dual enrollment programs and college application workshops, and ensure targeted support for students who need it most. To ensure comprehensive support for all students, the SPED coordinator will also collaborate to address the unique needs of special education students, aligning support services, and maintaining compliance with individualized education programs (IEPs).



Filling this position is essential to maintaining the effectiveness of MSA-4's support system. It ensures the school can continue to meet the diverse needs of its students, achieve academic and operational goals, and foster a supportive learning environment.

Budget Implications:

Based on the 2024-25 First Interim Report, MSA 4 is projecting an operating deficit of \$99,438. The addition of the Dean of Students is estimated to be approximately \$104,000 annually. Since this position would be filled mid way during the year, that expenditure would be approximately \$52,000 for 2024-25. The Finance Department will need to work closely with MSA 4 staff to ensure that other offsets are made to the MSA 4 budget in order to reduce the operating deficit. We will provide an additional during the Second Interim Report that will be presented to the board on Mar 13, 2025.

Exhibits:

- Board Resolution #20250116-01
- Dean of Students Job Description
- MSA-4 Organizational Chart

Resolution #20250116-01

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTION

**CREATION OF POSITION FOR
FOR MAGNOLIA SCIENCE ACADEMY-4 (“MSA-4”) 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-4 educational programs to provide the greatest targeted benefit to students with an emphasis on hands-on learning and support; and

WHEREAS, MERF has determined that adding a Dean of Student position is in the best interest of the school; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of MERF (the “Board”) that:

1. MSA-4 will hire one (1) full time Dean of Students.
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 16th day of January, 2025, by the following vote:

AYES:

NOES:

RECUSE:

ABSENT:

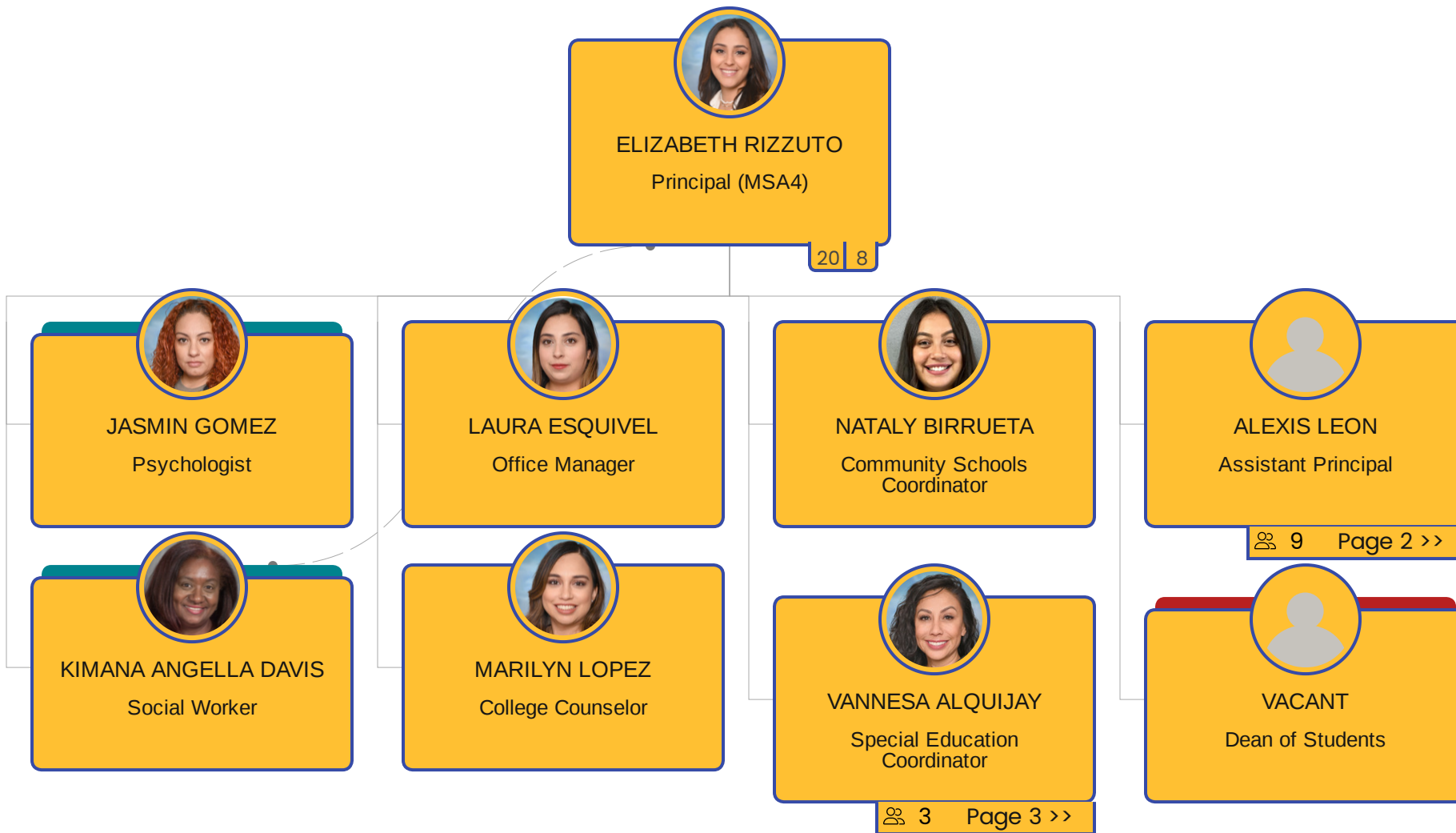
The undersigned Board Chair does hereby certify that the foregoing is a full, true, and correct copy of the Resolution adopted by the said Board at its meeting on the above date and by the vote above stated, which resolution is on file in the office of MERF.

Board Chair

DEAN OF STUDENTS JOB DESCRIPTION


This position reports directly to the principal.

1. Assist and oversee the development and improvement of curriculum, lesson plans, and instruction in the classroom.
2. In collaboration with the Admin team, conducts teacher orientation, in-service training and other professional development throughout the year.
3. Coordinate teacher and student involvement in after-school academic enrichment, Saturday school and other academic enrichment opportunities. Create student and teacher schedules and assist in coordinating logistics for the programs.
4. Conduct formal and informal teacher observations utilizing the appropriate MPS evaluation tools.
5. Conference with teachers on academic/behavioral issues in the classroom.
6. Attends and participates in weekly administration meetings.
7. Oversee student attendance records and assist with truancy issues.
8. Lead in safety drill practices and inspections and include updates and revise school safety plan with local law enforcement collaboration for approval by MPS executive board
9. Oversee student service programs in the areas of gifted and talented, child welfare and attendance, discipline procedures, school safety, assure compliance of laws, education codes, and regulations, and Title IX matters.
10. Assist students develop positive behavior through a student discipline management system in a process aligned with restorative justice practices.
11. Hold conferences with parents/guardians related to student and school matters.
12. In collaboration with the administrative team, create an academic success plan for struggling students. Remains current in MPS policies regarding academic and behavior probation for students and applies the policies appropriately.
13. Collaborate with the special education team to develop and sustain intervention strategies for students with IEPs and 504 Plans, especially in matters of disciplinary actions that result in a suspension or expulsion.
14. Supervise at transition periods, break, lunch, before school and after school.
15. Assist in coordination and preparing mandated reports for charter authorizing agencies and their visits to school sites. (Charter School Division, WASC, Public School Choice, etc.)
16. Follow through with communication to all stakeholders especially when involving safety, behavior, and attendance.
17. Communicate directly with the school principal regarding all major incidents that may result in suspension/expulsion.
18. Any other duties as assigned by the principal and MPS.






ALEXIS LEON
Assistant Principal




RUSSEL HOWARD
Physical Education Teacher



BERSABE MARTINEZ
English Teacher




CHRISTOPHER MARTEN
Science Teacher




SUSANN CHACON
History Teacher



CANDACE KITCHEN
English Teacher



MICHAEL ROBERT DUNSON
Math Teacher



AUSTIN LEE SCHMIDT
Math Teacher



VACANT
Multiple Subject Teacher



KAREN BARBERENA
Spanish Teacher

<< Page 1



VANNESSA ALQUIJAY
Special Education
Coordinator

3



ESMERALDA PEREZ
Sped Aide



ADALBERTO MARCELO
Sped Aide



VACANT
Education Specialist

Coversheet

Approval of Magnolia Science Academy-3 Action Plan for Success

Section: IV. Action Items
Item: D. Approval of Magnolia Science Academy-3 Action Plan for Success
Purpose: Vote
Submitted by:
Related Material: IV_D_MSA-3 Action Plan for Success.pdf



Agenda Item:	IV D: Action Item
Date:	January 16, 2025
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 Magnolia Science Academy-3 Action Plan for Success

Action Proposed:

I move that the Board approve the updated Magnolia Science Academy-3 Action Plan for Success for the 2024-25 school year and beyond. Incorporating new data, interventions, and research-based practices to ensure continuous improvement in academic performance, attendance, and student well-being

Purpose:

The MSA-3 site leadership and staff, in collaboration with MPS Home Office teams, conducted a thorough review of the school’s data and developed a comprehensive action plan aimed at improving student outcomes. This plan focuses on enhancing academic achievement in Math, and the College and Career Indicator (CCI), reducing chronic absenteeism and suspension rates, and addressing the performance gaps among African-American, Hispanic, and socioeconomically disadvantaged students.

Key components of the plan include targeted academic programs, professional development for teachers, mental health support initiatives, and data-driven strategies, all anchored in the PDSA (Plan-Do-Study-Act) cycle to ensure continuous improvement.

The purpose of this initiative is to foster increased student engagement, boost academic performance, and support student well-being by addressing key challenges such as math proficiency, CCI, absenteeism, and suspensions. The plan aims to ensure equitable access to quality education and success for all students, particularly those from historically underinvested backgrounds.



The updated action plan is informed by current California Dashboard data and incorporates evidence-based strategies designed to address challenges and improve outcomes for all student groups.

Background:

On September 12, 2024, the MPS Board approved the initial MSA-3 Action Plan for Success based on 2022-2023 California Dashboard data. The data highlighted varied performance levels, with significant challenges in math proficiency, chronic absenteeism, and suspension rates. Despite these obstacles, the 2023-2024 academic year demonstrated measurable progress, including improved student proficiency in both Reading and Mathematics and steady gains across other key performance areas. Notable achievements included consistently high proficiency in Grade 11 Reading, although Grade 11 and Grade 6 Mathematics remained areas requiring focused attention. Encouraging growth was also observed in other academic indicators, such as science scores, reflecting the impact of targeted interventions and the school's commitment to continuous improvement.

In response to feedback from stakeholders and the release of updated California Dashboard data, the revised action plan integrates the latest metrics, replacing preliminary data. Additionally, it incorporates evidence-based practices and research-backed references to strengthen the rationale for its strategies and actions, ensuring alignment with proven methods to enhance academic and behavioral outcomes.

Analysis:

MSA-3's Action Plan for Success, developed in collaboration with MPS leadership, focuses on key areas such as improving math performance, reducing chronic absenteeism, and lowering suspension rates. Significant efforts are being made to enhance student outcomes through existing programs like Power Math classes, Saturday School, and targeted interventions, along with the adoption of a new math curriculum and instructional rounds. Preliminary data from the 2023-24 school year shows improvements in math performance and reductions in chronic absenteeism and suspension rates, indicating that these strategies are proving effective. For the 2024-25 academic year and beyond, the school will further strengthen its focus on math proficiency through targeted after-school interventions, professional development for teachers,



and continued use of the PDSA cycle to refine and improve instructional practices. Additionally, the African American Success Coordinator role and a Family Success Coordinator position ensures consistent engagement with African American students and their families, addressing specific challenges in academic achievement and attendance. MSA-3's commitment to data-driven instruction, ongoing collaboration with MPS leadership, and targeted support systems will drive continued progress in academic outcomes and student well-being.

Impact:

The comprehensive action plan for MSA-3 is designed to achieve measurable improvements in academic and behavioral outcomes, particularly for African-American, Hispanic, and socioeconomically disadvantaged students. Targeted interventions in math, such as after-school support, Saturday School, and rigorous professional development for teachers, are expected to help students attain grade-level proficiency and demonstrate sustained academic growth.

The addition of the African American Success Coordinator and Family Success Coordinator will strengthen family engagement, ensure consistent support, and provide targeted monitoring for African-American students. These roles, alongside other equity-focused initiatives, are anticipated to reduce chronic absenteeism, lower suspension rates, and expand participation in advanced coursework and dual enrollment programs, ultimately enhancing students' College and Career Indicator (CCI) performance.

The continued application of the Plan-Do-Study-Act (PDSA) cycle will offer a systematic framework to evaluate and refine strategies, ensuring MSA-3 adapts to the evolving needs of its students. Collectively, these initiatives foster an equitable and supportive learning environment, driving academic excellence and promoting student well-being for all.

Budget Implications:

There are no new budget implications compared to the board approved budget approved by MPS Board of trustees.

Exhibits:

- MSA-3 Action Plan for Success

MAGNOLIA SCIENCE ACADEMY 3 ACTION PLAN FOR SUCCESS

FOCUS AREA #1: MATH PERFORMANCE

GOAL #1: Magnolia Science Academy (MSA-3) students will demonstrate grade-level proficiency and growth in math, schoolwide and for all statistically significant student groups. This goal, measured by the CAASPP assessment, reflects our dedication to advancing our students' mathematical skills and critical thinking abilities, building upon the continuous growth observed in previous years.

Outcome #1: Schoolwide and all statistically significant student groups in grades 6-8 and 11 will demonstrate **grade-level proficiency** on the CAASPP-Mathematics assessments.

Metric/Method for Measuring: (LCAP Metric 2.8) Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (*Source: CDE DataQuest*)

	<u>Baseline (2023-24)</u>	<u>Target for 2025-26</u>	
All Students (Schoolwide)	17.19%	≥ 20.00%	(About 1.41 percentage points increase per year)
English Learners*	0.00%	≥ 7.00%	(About 3.50 percentage points increase per year)
Socioeconomically Disadvantaged	15.03%	≥ 20.00%	(About 2.49 percentage points increase per year)
Students with Disabilities*	3.70%	≥ 10.00%	(About 3.15 percentage points increase per year)
African American	15.84%	≥ 20.00%	(About 2.08 percentage points increase per year)
Hispanic	16.81%	≥ 20.00%	(About 1.60 percentage points increase per year)

Outcome #2: All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate **growth** on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.

Metric/Method for Measuring: (LCAP Metric 2.9) Distance from Standard (DFS) on the CAASPP-Mathematics assessments (*Source: CA School Dashboard*)

	<u>Baseline (2024 Dashboard)</u>	<u>Target for 2026 Dashboard</u>	
All Students (Schoolwide)	92.6 points below standard	82.6 points below standard	(5 points increase per year)
English Learners*	104.0 points below standard	94.0 points below standard	(5 points increase per year)
Socioeconomically Disadvantaged	95.5 points below standard	85.5 points below standard	(5 points increase per year)
Students with Disabilities*	149.9 points below standard	133.9 points below standard	(8 points increase per year)
African American	94.2 points below standard	84.2 points below standard	(5 points increase per year)
Hispanic	93.6 points below standard	83.6 points below standard	(5 points increase per year)

Outcome #3: All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Mathematics assessment (Grades 6-11).

Metric/Method for Measuring: (LCAP Metric 2.10) Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (*Source: NWEA MAP*)

	<u>Baseline (2023-24)</u>	<u>LCAP Target for 2026-27</u>
		Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year.
All Students (Schoolwide)	55.4%	≥ 50.0%
English Learners*	64.3%	≥ 50.0%
Socioeconomically Disadvantaged	57.6%	≥ 50.0%
Students with Disabilities*	58.5%	≥ 50.0%
African American	46.2%	≥ 50.0%
Hispanic	61.8%	≥ 50.0%

* Please note that MSA-3 had fewer than 30 students in the English Learners and Students with Disabilities student groups for the CAASPP-Mathematics assessment/Dashboard Academic Indicator and fewer than 30 students are not considered as numerically significant for accountability purposes. However, MSA-3 closely monitors the progress of and sets targets for all our student groups, numerically significant or not.

Existing Programs and Interventions (2023-24):

- **Embedded Power Math Class¹:** This specialized course is tailored for Middle School students who are in the "Nearly Met" range on the SBAC exam. It focuses on enhancing their math skills through targeted instruction.
- **Saturday School²:** Offered to students of all grade levels, Saturday School provides additional academic support, with a focus on Math and enrichment activities, beyond regular school hours.
- **New Math Curriculum³:** The adoption of the HMH math curriculum includes bimonthly teacher training sessions to ensure successful implementation and integration into our teaching practices.
- **Intersessions and Summer School⁴:** We provide Winter Intersessions and Summer School programs to extend learning opportunities and address any gaps in understanding.
- **Instructional Rounds⁵:** The MPS home office and MSA-3 administration team conduct classroom walkthroughs, offering feedback to improve teaching and learning outcomes.

¹ TNTP. (June, 2022). *Instructional coherence: A tool for school improvement*. Retrieved from <https://tntp.org/wp-content/uploads/Tools/instructional-coherence.pdf>

² Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2004). The effectiveness of out-of-school-time strategies in assisting low-achieving students in reading and mathematics: A research synthesis (No. ED483021). Mid-continent Research for Education and Learning (McREL). <https://files.eric.ed.gov/fulltext/ED483021.pdf>

³ EdReports. (2019). *Why materials matter*. Retrieved from https://storage.googleapis.com/edreports-206618.appspot.com/impact/wmm/download/EdReports_WhyMaterialsMatter_100119_LR.pdf

⁴ Lynch, K., An, L., & Mancenido, Z. (2023). *The Impact of Summer Programs on Student Mathematics Achievement: A Meta-Analysis*. Review of Educational Research, 93(2), 275-315. <https://doi.org/10.3102/00346543221105543>

⁵ Hanover Research. (2022). *August 2022 quarterly bulletin: Instructional rounds brief*. Virginia Department of Education. Retrieved from https://content.govdelivery.com/attachments/VADOE/2022/08/10/file_attachments/2241391/August%202022%20QT%20Bulletin%20%20Hanover%20Brief.pdf

Data Supporting Effectiveness (2023-24 School Year):

The 2023-24 SBAC results indicate significant improvement in Math performance, with MSA-3 students projected to achieve a 17.19% proficiency rate and score 92.6 points below the standard. This represents an 8.69% increase in Math CAASPP proficiency and a 16.9-point improvement compared to the previous year.

Planned Changes and Activities for 2024-25 and Beyond:

- **Targeted After-School Math Intervention:** Math intervention sessions will be offered twice a week for 6th and 7th grade students, providing additional support to reinforce classroom learning.⁶ IES recommends small-group explicit and systematic instruction to support struggling math students. This is aligned with after-school and Saturday intervention sessions for 6th and 7th graders in the action plan.
- **Saturday School (Targeted Math Intervention):** Saturday School will focus specifically on providing extra math support and reviewing the claims and content and skills in The Number System, Ratios & Proportional Reasoning, and Expressions and Equations for 6th and 7th grade students. These targeted interventions are designed to reinforce classroom instruction and address gaps in foundational mathematical understanding, helping students develop the critical skills necessary for success in higher-level math courses.
- **Rigor Professional Development⁷:** This initiative aims to cultivate a learning environment where all math teachers are encouraged to challenge students to grow and perform at high levels. Research highlights that effective teacher coaching and professional development improve instructional practices and student outcomes.
- **MPS TOSA Support:** Teachers on special assignment (TOSAs) in mathematics for middle and high school will support the adoption of innovative math instruction approaches. These TOSAs will also provide professional development for MSA-3 math teachers, aimed at enhancing math teachers' ability to engage and motivate students to boost student engagement and motivation, leading to improved academic outcomes.
- **Instructional Rounds:** Continued instructional rounds will foster collaboration and reflective practice among math teachers. This process emphasizes student learning, promotes consistency in instruction, and provides immediate feedback, all contributing to ongoing professional development and teaching improvements.

FOCUS AREA #2: CHRONIC ABSENTEEISM

GOAL #2: MSA-3 students will have a high student attendance rate, schoolwide and for all statistically significant student groups. This goal, measured by the CA School Dashboard chronic absenteeism rate, reflects our dedication to creating a welcoming environment where our students want to show up to campus daily and engage with all aspects of school including academics, sports and activities.

Outcome #1: MSA-3 will maintain a low chronic absenteeism rate.

Metric/Method for Measuring: (LCAP Metric 4.6) Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

⁶ Institute of Education Sciences. (n.d.). *Improving mathematical problem-solving in grades 4 through 8: A practice guide (NCEE 2012-4055)*. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/26>

⁷ Institute of Education Sciences. (n.d.). *Effective teacher professional development and coaching*. Retrieved from <https://ies.ed.gov/ncee/rel/Products/Resource/100828>

	<u>Baseline (2024 Dashboard)</u>	<u>Target for 2026 Dashboard</u>	
All Students (Schoolwide)	27.3%	≤ 22.0%	(About 2.7 percentage points decrease per year)
Socioeconomically Disadvantaged	31.4%	≤ 26.0%	(About 2.7 percentage points decrease per year)
Students with Disabilities*	20.8%	≤ 20.0%	(About 0.4 percentage points decrease per year)
African American	33.0%	≤ 26.0%	(About 3.5 percentage points decrease per year)
Hispanic	22.2%	≤ 20.0%	(About 1.1 percentage points decrease per year)

* Please note that MSA-3 had fewer than 30 students in the English Learners and Students with Disabilities student groups for the Dashboard Chronic Absenteeism Indicator and fewer than 30 students are not considered as numerically significant for accountability purposes. However, MSA-3 closely monitors the progress of and sets targets for all our student groups, numerically significant or not.

Existing Programs and Interventions (2023-24):

A- Basic Needs Support⁸

- **Transportation Assistance:** LA METRO TAP cards and bus tokens are provided to ensure students have reliable transportation to school.
- **Food Assistance:** Food is provided to families through LACOE giveaways to address food insecurity.
- **Uniform Support:** Extra school uniforms are available for students in need.
- **Referrals to External Agencies:** Families are referred to outside agencies for additional support as needed.

B- Welcoming Environment

Clear communication of objectives and expectations improves learning outcomes. Hattie's findings are echoed by Fendick (1990), who identified a strong relationship between teacher clarity and student achievement.⁹

- **Teacher and Staff Greeting:** Teachers greet students at the door, and staff welcome them as they enter the campus.
- **Expectations Posters:** Clear expectations are displayed in each hallway, classroom, and outside building to promote a positive school culture.
- **Mental Health Check-ins:** Psychologist and Social worker greet the students before school to provide morning SEL support.

C- Student Engagement

Recognizing attendance through rewards and fostering a welcoming atmosphere connects to higher student motivation and participation. MSA-3's programs and strategies align with Ryan & Deci's (2000) self-determination theory.¹⁰

⁸ WestEd. (2018). *To Address Chronic Absenteeism, Dig Into the Data*. Retrieved from <https://www.wested.org/blog/to-address-chronic-absenteeism-dig-into-the-data-2/>

⁹ Fendick, F. (1990). The correlation between teacher clarity of communication and student achievement gain: A meta-analysis. *Dissertation Abstracts International*, 51(3), 1008A.

¹⁰ Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. doi:10.1037/0003-066X.55.1.68

- **Expanded Extracurriculars:** Broadened club and sports offerings to increase student participation beyond academics.
- **Attendance Announcements:** Weekly reminders about the importance of attendance during school-wide announcements.
- **Grade-Level Attendance Contests:** Encouraging friendly competition between classes for the highest ADA percentage.
- **Perfect Attendance Rewards:** Recognition and rewards for students with perfect attendance at the end of each semester.
- **Student Tracking:** Providing students with attendance tracking sheets to help monitor their tardiness and absences.
- **Home Visit Program:** Magnolia Public Schools will leverage home visits to target students with chronic absenteeism. Home visits will focus on building relationships with students and families, understanding the root causes of absenteeism, and providing direct support and resources to help improve attendance.

D- Academic Support

- **Tutoring Services:** Academic tutoring is available to support students who need extra help.
- **Viper Success Plans:** Tailored success plans are developed for students who receive Truancy Letter #2.
- **Weekly Admin Team Meeting:** The administrative team meets weekly to strategize support for chronically absent students, ensuring they have access to necessary resources.

E- SEL/Mental Health Support

- **School Counseling:** Dedicated counseling services are provided for students experiencing mental health challenges.
- **Social Worker and Psychologist:** On-site support is available from a social worker and psychologist to address students' mental health needs. We also have the benefit of two Social Worker interns.

F- Family Engagement

We plan strategies, such as home visits and regular communication with families, that align with IES findings that partnering with families is effective in reducing chronic absenteeism. Research shows that engaging families through consistent communication and involvement can significantly decrease absentee rates.¹¹

- **Orientation Attendance Review:** Attendance expectations are clearly communicated to the school community during student orientation.
- **Automated Attendance System:** A system is in place allowing parents to easily review and address absences and attendance issues.
- **Monthly Newsletter:** Includes an attendance graphic reminder to keep parents informed and engaged.
- **Ongoing Communication:** Attendance expectations are revisited regularly during "Coffee with the Admin" meetings.
- **Truancy Meetings:** In-person meetings are held with families of students who receive Truancy Letter #2 to review attendance expectations.
- **SART Process:** The Student Attendance Review Team (SART) involves parents, school staff, and home office staff to address attendance concerns.
- **Home Visit Program:** MPS will prioritize and target impacted students and families for home visits. These visits will serve as an opportunity to provide support, build connections, and address any barriers to regular attendance. The visits will focus on creating action plans to support students and improving their attendance rates.
- **Community Support:** Collaboration with the Community School Liaison (CSL) and Community School Coordinator (CSC) to enhance family support.

Data Supporting Effectiveness (2023-24 School Year):

¹¹ Institute of Education Sciences. (n.d.). *Engaging families to reduce chronic absenteeism*. Retrieved from <https://ies.ed.gov/EvidenceBased/absenteeism/families.asp>

- **Chronic Absenteeism:** The 2023-24 chronic absenteeism rate, as reported on the California Dashboard, stands at 27.3%, reflecting a decline in chronic absenteeism. MSA-3's chronic absenteeism rate decreased by 6.7% compared to the 2022-23 data.

Planned Changes and Activities for 2024-25 and Beyond:

- **Attendance Video Campaign:** We plan to introduce a video campaign to better capture parent attention. While text communication and graphics are regularly used, video content will offer an engaging alternative. This campaign is a specific request of our parent community and will focus on the importance of attendance.
- **Addition of Family Success Coordinator:** A new role will be introduced to enhance family engagement and support, with specific tasks focused on improving attendance and student success for our African- American students and families.¹²

FOCUS AREA #3: SUSPENSION

GOAL#3: MSA-3 students will have a low student suspension rate, schoolwide and for all statistically significant student groups. This goal, measured by the CA School Dashboard suspension rate, reflects our dedication to creating a welcoming environment where our students want to show up to campus daily and engage with all aspects of school including academics, sports and activities.

Outcome #1: MSA-3 will maintain a low student suspension rate.

Metric/Method for Measuring: (LCAP Metric 4.10) Student Suspension Rate (Source: CA School Dashboard, CALPADS)

	<u>Baseline (2024 Dashboard)</u>	<u>Target for 2026 Dashboard</u>
All Students (Schoolwide)	2.2%	≤ 2.0% (About 0.1 percentage points decrease per year)
English Learners	8.3%	≤ 5.0% (About 1.7 percentage points decrease per year)
Socioeconomically Disadvantaged	2.4%	≤ 2.0% (About 0.2 percentage points decrease per year)
Students with Disabilities	5.3%	≤ 5.0% (About 0.2 percentage points decrease per year)
African American	3.9%	≤ 3.5% (About 0.2 percentage points decrease per year)
Hispanic	1.3%	≤ 1.0% (About 0.2 percentage points decrease per year)

Existing Programs and Interventions (2023-24):

In line with evidence-based practices, Implementing programs like YVAPE and reflection stations, which focus on education and behavior correction rather than punitive measures address behavioral issues constructively, reducing suspension rates.¹³

¹² Learning Policy Institute. (2024). *Reducing Chronic Absenteeism: Lessons from Community Schools*. Retrieved from https://learningpolicyinstitute.org/product/chronic-absenteeism-community-schools-report?utm_source

¹³ Institute of Education Sciences. (n.d.). *Addressing behavioral issues constructively*. Retrieved from <https://ies.ed.gov/evidencebased/absenteeism/index.asp>

- **YVAPE Partnership:** MSA3 collaborates with the [YVAPE](#) program as an alternative to suspension for students involved in using, possessing, or distributing VAPE devices or paraphernalia. This program provides education and intervention rather than punitive measures.
- **Vector Solutions Consequence Platform:** MSA3 uses the program called [VectorSolutions](#) as an alternative to suspension. Students who commit suspendable offenses are given the opportunity to correct their behavior by completing assignments on this platform, fostering accountability and learning.
- **Saturday School Reflections:** As another alternative to suspension, Saturday School offers students the chance to reflect on their actions. Students make up missed class time and complete reflection assignments based on the offense committed.
- **Expanded Sports and Clubs Offerings:** MSA3 has increased the variety of extracurricular activities available, providing students with positive outlets to channel their energy and interests.
- **School-Wide Shared Vision:** A unified school vision centered around the new school logo and values has been established, promoting a strong school culture. This vision is reinforced through artwork displayed across the campus.
- **LAIRP Dean Mentoring Training Program:** The Dean of Students has participated in specialized training focused on key aspects of school-based leadership, including safety, Positive Behavioral Interventions and Supports (PBIS), and attendance.

Data Supporting Effectiveness (2023-24 School Year):

- **Suspension Rates:** Internal data shows a significant reduction in suspension rates, dropping from 6.8% in the 2022-23 school year to 2.2% in the 2023-24 school year.

Planned Changes and Activities for 2024-25 and Beyond:

- **Classroom Reflection Stations:** Each classroom will have a designated reflection station, allowing students to regulate their emotions and de-escalate behaviors, addressing classroom behavior issues before they escalate to more serious infractions.¹⁴
- **Grade Level Celebrations:** Monthly celebrations for Middle School (MS) and quarterly celebrations for High School (HS) will be introduced to recognize and reward positive behavior and achievements.
- **Consistent SEL Curriculum:** Social-Emotional Learning (SEL) curriculum will be consistently implemented across all grade levels to support student well-being and development. SEL programs help students manage emotions and improve behavior. Durlak et al. (2011) demonstrate the positive effects of SEL on student outcomes.¹⁵
- **Crisis Prevention (CPI) Training:** Staff will undergo Crisis Prevention Institute (CPI) training to better manage and de-escalate situations that could lead to behavioral issues.
- **CA-ISP Partnership:** A new partnership with CA-ISP (California Institute for School Performance) will be established to further enhance student support and intervention strategies.

¹⁴ Buckner, L. (2022). *Calming spaces in schools and classrooms*. California Safe and Supportive Schools. Retrieved from <https://ca-safe-supportive-schools.wested.org/wp-content/uploads/2022/10/Calming-Spaces-in-Schools-and-Classrooms.pdf>

¹⁵ Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. doi:10.1111/j.1467-8624.2010.01564.x

FOCUS AREA #4: 6TH GRADE PERFORMANCE

GOAL#4: MSA-3 sixth graders will demonstrate grade-level proficiency and growth in ELA and math. This goal, measured by the CAASPP assessment, reflects our dedication to advancing our students' literacy and mathematical skills and critical thinking abilities, building upon the continuous growth observed in previous years.

Outcome #1: Students in grade 6 will demonstrate **grade-level proficiency** on the CAASPP-ELA/Literacy assessments.

Metric/Method for Measuring: (LCAP Metric 2.4) Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (*Source: CDE DataQuest*)

	<u>Baseline (2023-24)</u>	<u>Target for 2025-26</u>
Grade 6	31.37%	≥ 36.00% (About 2.32 percentage points increase per year)

Outcome #2: Students in grade 6 will demonstrate **grade-level proficiency** on the CAASPP-Mathematics assessments.

Metric/Method for Measuring: (LCAP Metric 2.8) Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (*Source: CDE DataQuest*)

	<u>Baseline (2022-23)</u>	<u>Target for 2025-26</u>
Grade 6	15.69%	≥ 22.00% (About 3.16 percentage points increase per year)

Outcome #3: Students in grade 6 will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Reading and MAP-Mathematics assessments.

Metric/Method for Measuring: (LCAP Metrics 2.6 and 2.10) Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (*Source: NWEA MAP*)

	<u>Baseline (2023-24)</u>	<u>Target for 2026-27</u>
MAP-Reading		Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year.
Grade 6	46.5%	≥ 50.0%
MAP-Mathematics		Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year.
Grade 6	33.3%	≥ 50.0%

Existing Programs and Interventions (2023-24):

- **Saturday School:** Students receive homework support and additional academic assistance to reinforce classroom learning.
- **Power Math and ELA Classes:** Targeted support classes are offered for students who are close to meeting standards ("Nearly Met") in Math and ELA, providing them with extra help to bridge learning gaps.

- **Summer Bridge Program:** This program helps students develop study skills and provides tips on adjusting to middle school culture, ensuring a smoother transition for incoming students. Transition programs mitigate learning gaps during school transitions. Neild et al. (2008) discuss strategies to support students moving to middle school.¹⁶

Data Supporting Effectiveness (2023-24 School Year):

- **SBAC Results:** The California Dashboard highlights improvements in SBAC performance, with 31.37% of students meeting standards in Reading and 15.69% in Math. These results align with the target LCAP goals and represent a significant improvement compared to the previous year, when 23.34% of students met or exceeded standards in ELA and 10% in Math.
- **NWEA MAP:** Data from the NWEA MAP assessments is also used to monitor student progress and inform instructional adjustments.

Planned Changes and Activities for 2024-25 and Beyond:

As part of our ongoing efforts to enhance academic performance, we are introducing several initiatives to boost 6th-grade achievement, especially for students performing at level 2.

- **Power ELA and Power Math Courses:**
 - Target Audience: 6th-grade students performing at level 2.
 - Focus: These courses will address learning gaps identified through IXL diagnostics.
 - Resources: Teachers will use IXL diagnostic tools¹⁷ to identify specific areas for improvement and tailor instruction accordingly.
- **Targeted Math and English Interventions:**
 - 6th grade(African American) students
 - All African American Students, SWD, students with poor attendance
 - Will run concurrently with Saturday School.
 - Targeted After School Schedule Intervention sessions will be held after school bi-weekly
 - Student Identification: Students will be selected for these interventions based on their NWEA MAP reading and math scores.
- **Bridge Program Enhancements¹⁸:**
 - Math and ELA Integration: The summer Bridge program will now include embedded Math and ELA support, in addition to introducing students to the school culture, to better prepare students for the transition from elementary to middle school.
 - Increased Participation: Efforts will be made to boost student participation in the Bridge program, ensuring more students benefit from this critical support.
- **Intersession Programs:**
 - Winter and Spring Intersessions: Targeted Math and English support will be offered during these sessions, with a focus on 6th-grade students needing additional assistance.

¹⁶ Neild, R. C., Stoner-Eby, S., & Furstenberg, F. (2008). Connecting entrance and departure: The transition to ninth grade and high school dropout. *Education and Urban Society*, 40(5), 543–569. doi:10.1177/0013124508316438

¹⁷ Institute of Education Sciences. (n.d.). *Using data to inform instructional decisions*. Retrieved from <https://ies.ed.gov/EvidenceBased/absenteeism/data.asp>

¹⁸ Association for Middle Level Education (AMLE). (n.d.). *Transitioning young adolescents from elementary to middle school*. Retrieved from <https://www.amle.org/transitioning-young-adolescents-from-elementary-to-middle-school/>

FOCUS AREA #5: AFRICAN AMERICAN STUDENT GROUP PERFORMANCE

GOAL#5: MSA-3 African American student group will demonstrate growth on the following state indicators: Mathematics, College and Career Indicator (CCI), Chronic absenteeism, and Suspension. This goal, measured by the state indicators, reflects our dedication to advancing our students' literacy and mathematical skills and critical thinking abilities, building upon the continuous growth observed in previous years.

Outcome #1: MSA-3 African American student group will demonstrate **growth** on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.

Metric/Method for Measuring: (LCAP Metric 2.9) Distance from Standard (DFS) on the CAASPP-Mathematics assessments (*Source: CA School Dashboard*)

	<u>Baseline (2024 Dashboard)</u>	<u>Target for 2026 Dashboard</u>
African American	94.2 points below standard	84.2 points below standard (5 points increase per year)

Outcome #2: MSA-3 African American student group will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Mathematics assessment (Grades 6-11).

Metric/Method for Measuring: (LCAP Metric 2.10) Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (*Source: NWEA MAP*)

	<u>Baseline (2023-24)</u>	<u>Target for 2026-27</u>
African American	46.2%	Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year. ≥ 50.0%

Outcome #3: African American students graduating from MSA-3 will be “prepared for college and career” by earning a high school diploma and meeting at least one other criteria of the College and Career Indicator (CCI), i.e., meeting A-G requirements, earning College Credits, passing AP exams, taking dual enrollment college courses, receiving the State Seal of Biliteracy; Golden State Seal, etc.

Metric/Method for Measuring: (LCAP Metric 3.4) Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (*Source: CA School Dashboard*)

	<u>Baseline (2024 Dashboard)</u>	<u>Target for 2026 Dashboard</u>
African American*	50.0%	≥ 55.0% (About 2.5 percentage points increase per year)

*** Please note that MSA-3 had 17 students, i.e., fewer than 30 students in the African American student group for the 2023 Dashboard Chronic Absenteeism Indicator and fewer than 30 students are not considered as numerically significant for accountability purposes. However, MSA-3 closely monitors the progress of and sets targets for all our student groups, numerically significant or not.**

Outcome #4: MSA-3 African American student group will maintain a low chronic absenteeism rate.

Metric/Method for Measuring: (LCAP Metric 4.6) Chronic Absenteeism Rate (*Source: CA School Dashboard, SIS*)

	<u>Baseline (2024 Dashboard)</u>	<u>Target for 2026 Dashboard</u>
African American	33.0%	≤ 26.0% (About 3.5 percentage points decrease per year)
Outcome #5: MSA-3 African American student group will maintain a low student suspension rate.		
Metric/Method for Measuring: (LCAP Metric 4.10) Student Suspension Rate (Source: CA School Dashboard, CALPADS)		
	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
African American	3.9%	≤ 3.5% (About 0.2 percentage points decrease per year)

Existing Programs and Interventions (2023-24):**A- Math Support Programs**

- **Embedded Power Math Class:** This specialized class targets Middle School students who are in the "Nearly Met" range on the SBAC exam, providing focused instruction to strengthen their math skills.
- **Saturday School:** Available to all grade levels, Saturday School offers additional academic support, including Math homework assistance, outside of regular school hours.
- **New Math Curriculum:** The HMH math curriculum has been adopted, with bimonthly teacher training sessions to ensure effective implementation and integration into classroom practices.
- **Intersessions and Summer School:** Winter Intersessions and Summer School are offered to provide extended learning opportunities and address gaps in students' understanding.
- **Instructional Rounds:** The MPS home office and MSA-3 administrative team conduct classroom walkthroughs to provide feedback on teaching and learning practices.

B- College and Career Indicator (CCI)

- **Dual Enrollment¹⁹:** College courses are offered to students in grades 9 through 12, enabling African American students to take college courses early in their high school years.

¹⁹ Sullivan, D., & Smerdon, B. (2021). *Postsecondary outcomes of dual enrollment: National and state trends in participation and success*. Community College Research Center. Retrieved from <https://ccrc.tc.columbia.edu/publications/postsecondary-outcomes-dual-enrollment-national-state.html>

C- Chronic Absenteeism

Family Engagement²⁰

- **Orientation and Communication:** Attendance expectations are reviewed during student orientation and reinforced through an automated system that allows parents to address absences easily.
- **Monthly Newsletter:** An attendance graphic reminder is included to keep parents informed.
- **Coffee with the Admin:** Ongoing meetings where attendance expectations are reviewed.
- **Truancy Interventions:** In-person meetings with families of students who qualify for Truancy Letter #2, along with a School Attendance Review Team (SART) process involving parents, school staff, and home office staff.

Student Engagement

- **Expanded Extracurriculars:** Increased club and sports offerings to engage students in school activities.
- **Attendance Contests:** Grade-level contests to compete for the highest Average Daily Attendance (ADA) percentage, with rewards for Perfect Attendance each semester.
- **Self-Tracking:** Students are provided with attendance tracking sheets to monitor their own tardiness.

SEL / Mental Health Support

- **Counseling Services:** School counseling is provided to students experiencing mental health challenges, with additional support from a social worker and psychologist.

Creating a Welcoming Environment

- **Positive Interactions:** Teachers greet students at the door, and staff welcome students as they enter the campus.
- **Visible Expectations:** Expectations posters are displayed in hallways, classrooms, and outside the building.
- **Diverse Teaching Team:** A diverse middle school teaching team equips students with the social and cultural competencies needed to thrive in diverse communities and workplaces.

Academic Support

- **High Dose Tutoring²¹:** Available to support students academically both after school and during intersessions.
- **Viper Success Plans:** Personalized plans for students who qualify for Truancy Letter #2.
- **Strategic Meetings:** The admin team meets weekly to strategize on how to support chronically absent students with additional resources.

²⁰ Henderson, A. T., & Mapp, K. L. (2022). Understanding the multiple influences on Black parents' school involvement: A longitudinal perspective. *Parenting: Science and Practice*, 22(4), 243-264. <https://doi.org/10.1016/j.psych.2022.06.001>

²¹ Annenberg Institute for School Reform. (2021). Ed research for recovery: Design principles for scaling high-dosage tutoring. Brown University. Retrieved from https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf

- **Saturday School**²²: Supports all students, including African American students, in mastering Math and ELA concepts, which helps improve CAASPP ELA and Math scores.

Basic Needs Support

- **Transportation Assistance**: Provided through TAP cards and bus tokens.
- **Food Support**: Food provided to families through LACOE giveaways.
- **Uniform Assistance**: Extra school uniforms provided for students in need.
- **Referral Services**: Referrals to outside agencies for additional support.

Data Supporting Effectiveness (2023-24 School Year):

- **Math/ELA**: The California Dashboard indicates Magnolia Science Academy-3 had a significant increase in academic achievement among African American students in both ELA and Math. In the 2022-23 school year, African American students at Magnolia Science Academy-3 (MSA-3) scored 29.49% proficiency in ELA and 6.41% in Math. This improved in the 2023-24 school year to 32.67% in ELA and 15.84% in Math.

In terms of Distance from Standard, African American students at MSA-3 scored 94.2 points below the standard in Math, compared to the California state average of 102.2 points below the standard. For ELA, MSA-3 students were 47.2 points below the standard, while the state average was 58.9 points below the standard.

These results highlight MSA-3's commitment to closing the achievement gap in ELA and Math for African American students.

- **Suspension**: Internal data indicates that the suspension rate for African American students has decreased from 8.4% in the prior year to 3.9% this year.
- **Chronic Absenteeism**: The 2022-23 data shows a 32.9% chronic absenteeism rate for African American students. MSA-3's internal data shows a decrease to 26.5% for all students, and it is expected that this decline will also be reflected in the African American student population.
- **CCI**: MSA-3 has significantly increased the number of college courses offered, from four in the 2022-23 school year to 15 in the 2023-24 school year. This increase is expected to improve CCI scores for African American students.

D- Suspension and Culture of Belonging

We aim to promote cultural awareness and belonging through initiatives like Black History Month and diverse hiring aligns with practices that foster a supportive school climate.²³

²² Heller, D. E., & Karp, M. M. (2006). The effects of dual enrollment on college student success: A review of the research. *The Journal of Higher Education*, 77(4), 477-507. <https://doi.org/10.1086/444259>

²³ Institute of Education Sciences. (n.d.). *Promoting cultural competence to foster belonging*. Retrieved from <https://ies.ed.gov/EvidenceBased/absenteeism/climate.asp>

- **Black Student Union (BSU):** The BSU creates a supportive environment for African American students, offering opportunities to organize activities and trips, fostering a sense of belonging.
- **Black History Month:** School-wide participation in Black History Month activities enhances cultural awareness and inclusion, contributing to a sense of belonging among students.
- **Hiring Practices:** Efforts are made to diversify staff to reflect the student body and support a culturally responsive school environment. Culturally responsive practices foster inclusion and improve outcomes for marginalized groups. Gay (2000) explores the principles of culturally responsive pedagogy.²⁴

Planned Changes and Activities for 2024-25 and Beyond:

In addition to all the measures taken for the above items, MSA-3 admin will take the following measure to improve the MPOs of African American students in the area of MAP Math and SBAC Math, chronic absenteeism, suspension, CCI.

- The principal will designate an administrator to take on the additional responsibility of serving as the **African American Success Coordinator**, responsible for monitoring the progress of African American students on a weekly basis in key areas such as Math and ELA IAB scores, suspension rates, chronic absenteeism, and College and Career Indicator (CCI) data. All school leaders will support the African American Success Coordinator in analyzing this data and identifying trends. Together, they will collaborate to offer solutions that address any challenges, ensuring African American students receive the necessary support to succeed. This coordinated effort reflects our deep commitment to African American students' academic and personal growth.
- **The Family Success Coordinator**, in collaboration with grade-level chairs and teachers, will reach out to the parents of African American students regularly to ensure open communication and strong family engagement. This consistent contact will create a supportive network around each student, reinforcing our commitment to African American students' success and addressing their concerns proactively.
- The admin team and teachers will **continuously review the academic and behavioral data** for African American students through admin meetings, grade-level meetings, and department meetings. These reviews will ensure that interventions are timely and effective, as the school prioritizes the success of African American students by addressing challenges head-on.
- The MSA-3 admin team launched the **Plan-Do-Study-Act (PDSA) cycle** in June 2024 and will consistently evaluate and refine strategies to enhance the achievement of African American students. Adjustments will be made regularly based on data and feedback to ensure we meet our meaningful performance objectives (MPOs) for our African American students.
- CCI- The Dean of Academics will monitor the **dual enrollment participation data** with a specific focus on encouraging African American students to take advantage of these opportunities. We are committed to increasing the participation of African American students in advanced coursework and college-preparatory programs.

²⁴ Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

- Grade-level chairs will schedule **Academic Success Planning meetings** with African American students who are falling behind in their grades. These meetings will provide personalized support and actionable strategies for African American students to meet their academic goals.

Coversheet

Approval of 2023-24 Annual Audit Report for all Magnolia Science Academy Schools and the Home Office

Section: IV. Action Items
Item: E. Approval of 2023-24 Annual Audit Report for all Magnolia Science Academy Schools and the Home Office
Purpose: Vote
Submitted by:
Related Material: IV_E_Approval of the 2023-24 Annual Audit Report.pdf



Agenda Item:	IV E: Action Item
Date:	January 16, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhrajia Ed.D, Chief Financial Officer
RE:	Approval of the 2023-24 Annual Audit Report

Action Proposed:

I recommend for the Board to approve the 2023-24 Annual Audit Report for all Magnolia Science Academy (MSA) schools and the Home Office (MERF).

Purpose:

Based on the California Education Code, MPS is required to file annual audit reports each year to the State and authorizing entities. Education Code (EC) Sections 41020 through 41020.8, all charter schools must file their annual audit reports for the preceding fiscal year by December 15th, with the Los Angeles County Superintendent of Schools (County Superintendent), the California Department of Education (CDE), and the State Controller’s Office (SCO). The audit shall be conducted by an auditor from the list approved by the SCO and mutually agreeable to the authorizers of the Charter School.

Background:

The MPS Audit Report for 2023-24 notes that the MPS is in compliance with guidelines and protocols as follows.

- Compliance with all instructional minutes’ requirements (pages 32-37)
- No Adjustments or restatements to fund balance from Unaudited Actuals (page 38)
- Approximately \$46 million of Cash on hand (229 days) as noted on (page 51)
- Unmodified Report with no material weakness or findings (page 67 & 68)



- The corrective action plan was implemented for the prior year finding related to ASES (page 71)

Analysis:

The MPS Finance Department has reviewed the 2023-24 Audit Report and concurs with the above noted items. The audit represents our financial condition as of June 30, 2024 and represents an overall positive view of our financial protocols and procedures.

Exhibits:

2023-24 Audit Report Consolidated for each MPS school and MERF.



Consolidated Financial Statements
June 30, 2024 and 2023

Magnolia Educational & Research Foundation

(Operating Magnolia Science Academy #0438,
Magnolia Science Academy 2 #0906,
Magnolia Science Academy 3 #0917,
Magnolia Science Academy 4 #0986,
Magnolia Science Academy 5 #0987,
Magnolia Science Academy 6 #0988,
Magnolia Science Academy 7 #0989,
Magnolia Science Academy Bell #1236,
Magnolia Science Academy Santa Ana #1686, and
Magnolia Science Academy San Diego #0698)



Magnolia Educational & Research Foundation

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June 30, 2024 and 2023

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Independent Auditor's Report

Governing Board
Magnolia Educational & Research Foundation
Los Angeles, California

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the consolidated financial statements of Magnolia Educational & Research Foundation (the Organization) (a California Nonprofit Public Benefit Corporation), which comprise the consolidated statement of financial position as of June 30, 2024, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the accompanying consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying supplementary information such as the consolidated schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and other supplementary information on pages 26-55 are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and

certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the consolidated Schedule of Expenditures of Federal Awards and other supplementary information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Other Information

Management is responsible for the other information included in the financial statements. The other information comprises the Local Education Agency Organization Structure but does not include the consolidated financial statements and our auditor’s report thereon. Our opinion on the consolidated financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the consolidated financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 13, 2024 on our consideration of the Organization’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization’s internal control over financial reporting and compliance.

Report on Comparative Information

We have previously audited 2023 consolidated financial statements of the Organization, and we expressed an unmodified audit opinion on those audited consolidated financial statements in our report dated December 15, 2023. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2023, is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.



Rancho Cucamonga, California
December 13, 2024

Magnolia Educational & Research Foundation
Consolidated Statement of Financial Position
June 30, 2024 and 2023

	2024	2023
Assets		
Current assets		
Cash and cash equivalents	\$ 46,060,275	\$ 41,517,716
Receivables	11,173,689	18,773,554
Prepaid expenses	581,649	349,445
Total current assets	57,815,613	60,640,715
Non-current assets		
Security deposit	110,000	110,000
Restricted cash	2,320,183	2,314,749
Property and equipment	81,760,560	80,259,046
Operating lease right-of-use asset	405,650	1,447,990
Finance lease right-of-use asset	1,769,803	1,229,948
Total non-current assets	86,366,196	85,361,733
Total assets	\$ 144,181,809	\$ 146,002,448
Liabilities		
Current liabilities		
Accounts payable	\$ 10,508,635	\$ 12,393,549
Accrued compensated absences	485,766	473,788
Refundable advance	7,950,047	10,466,215
Current portion of notes payable	122,107	114,583
Current portion of bonds payable	800,000	760,000
Current portion of operating lease liability	407,642	429,321
Current portion of finance lease liability	313,018	292,752
Current portion of proposition construction loan	251,869	246,906
Total current liabilities	20,839,084	25,177,114
Long-term liabilities		
Notes payable, less current portion	29,147,666	31,624,377
Bonds payable, less current portion and net of unamortized bond issuance costs	25,638,241	26,399,347
Operating lease liability, less current portion	652,296	1,018,229
Finance lease liability, less current portion	728,275	953,651
Proposition construction loan, less current portion	8,799,916	7,077,514
Total long-term liabilities	64,966,394	67,073,118
Total liabilities	85,805,478	92,250,232
Net Assets		
Without donor restrictions	58,376,331	53,752,216
Total liabilities and net assets	\$ 144,181,809	\$ 146,002,448

Magnolia Educational & Research Foundation

Consolidated Statement of Activities
Year Ended June 30, 2024 and 2023

	<u>2024</u>	<u>2023</u>
	<u>Without Donor Restrictions</u>	<u>Without Donor Restrictions</u>
Support and Revenues		
Local Control Funding Formula	\$ 50,201,138	\$ 44,427,454
Federal revenue	4,737,585	7,495,567
Other state revenue	20,592,755	17,781,430
Local revenues	4,686,292	4,835,621
Interest income	65,249	485,432
Fundraising revenue	285,284	342,645
Total support and revenues	<u>80,568,303</u>	<u>75,368,149</u>
Expenses		
Program services	53,688,373	48,959,750
Management and general	22,255,815	20,352,757
Total expenses	<u>75,944,188</u>	<u>69,312,507</u>
Change in Net Assets	<u>4,624,115</u>	<u>6,055,642</u>
Net Assets, Beginning of Year	<u>53,752,216</u>	<u>47,696,574</u>
Net Assets, End of Year	<u><u>\$ 58,376,331</u></u>	<u><u>\$ 53,752,216</u></u>

Magnolia Educational & Research Foundation
Consolidated Statement of Functional Expenses
Year Ended June 30, 2024

	Program Services	Management and General	Total Expenses
Salaries	\$ 24,543,571	\$ 12,184,905	\$ 36,728,476
Employee benefits	5,020,333	87,561	5,107,894
Payroll taxes	7,297,340	2,581,633	9,878,973
Fees for services	-	3,197,030	3,197,030
Advertising and promotions	-	404,280	404,280
Office expenses	615,401	514,870	1,130,271
Information technology	482,712	-	482,712
Occupancy	411,752	1,359,942	1,771,694
Travel	-	172,199	172,199
Interest	4,256,660	-	4,256,660
Depreciation and amortization	2,526,379	-	2,526,379
Amortization of right-of-use asset	346,683	-	346,683
Insurance	-	694,991	694,991
Other expenses	3,276,322	1,058,258	4,334,580
Capital outlay	1,399,078	-	1,399,078
Special education	1,340,307	-	1,340,307
Instructional materials	1,340,183	-	1,340,183
Nutrition	332,012	-	332,012
District oversight fees	499,640	-	499,640
	<u>\$ 53,688,373</u>	<u>\$ 22,255,815</u>	<u>\$ 75,944,188</u>
Total functional expenses			

Magnolia Educational & Research Foundation

Consolidated Statement of Cash Flows
Year Ended June 30, 2024 and 2023

	2024	2023
Operating Activities		
Change in net assets	\$ 4,624,115	\$ 6,055,642
Adjustments to reconcile change in net assets to net cash from (used for) operating activities		
Depreciation and amortization expense	2,526,379	2,638,076
Finance lease amortization	346,683	308,774
Interest expense attributable to the amortization of bond issuance costs	38,893	38,893
Changes in operating assets and liabilities		
Receivables	7,599,865	(5,056,399)
Prepaid expenses	(232,204)	(290,032)
Accounts payable	(1,884,914)	6,158,188
Accrued compensated absences	11,978	(163,642)
Interest payable	-	(50,443)
Refundable advance	(2,516,168)	6,612,773
Operating lease assets and liabilities	180,897	1,437,192
Net Cash from (used for) Operating Activities	<u>10,695,524</u>	<u>17,689,022</u>
Investing Activities		
Purchases of property and equipment	(4,191,957)	(30,697,788)
Proceeds from the sale of property and equipment	164,062	-
Net Cash used for Investing Activities	<u>(4,027,895)</u>	<u>(30,697,788)</u>
Financing Activities		
Proceeds from proposition construction loan	1,976,367	-
Principal payments on notes	(115,834)	(109,583)
Principal payments on bonds	(720,000)	(685,000)
Principal payments on finance leases	(1,016,004)	(309,536)
Principal payments on proposition construction loan	(246,903)	(242,040)
(Loss) gain on sale and leaseback transaction	(1,997,262)	26,509,376
Net Cash from (used for) Financing Activities	<u>(2,119,636)</u>	<u>25,163,217</u>
Net Change in Cash, Cash Equivalents, and Restricted Cash	4,547,993	12,154,451
Cash, Cash Equivalents, and Restricted Cash, Beginning of Year	<u>43,832,465</u>	<u>31,678,014</u>
Cash, Cash Equivalents, and Restricted Cash, End of Year	<u>\$ 48,380,458</u>	<u>\$ 43,832,465</u>
Cash and cash equivalents	\$ 46,060,275	\$ 41,517,716
Cash restricted to Series 2014A and 2017A Bond Reserve Fund	<u>2,320,183</u>	<u>2,314,749</u>
Total Cash, Cash Equivalents, and Restricted Cash	<u>\$ 48,380,458</u>	<u>\$ 43,832,465</u>
Supplemental Cash Flow Disclosure		
Cash paid during the year in interest	<u>\$ 4,256,660</u>	<u>\$ 3,704,514</u>

See Notes to Financial Statements

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Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

Note 1 - Principal Activity and Significant Accounting Policies

Organization

Magnolia Educational & Research Foundation (the Organization) is a California not-for-profit organization. During the fiscal year ended June 30, 2024, the Organization operated ten charter schools currently serving approximately 3,715 students in grades kindergarten through twelve throughout California. The Organization is dedicated to inspiring students to choose career paths in science, technology, engineering, and math (STEM), while providing a robust, standards-based education program within a supportive culture of excellence.

To ensure students have the tools to succeed, the Organization offer the following programs, which are mostly free of charge:

- Academic programs
- Student support programs
- After school programs
- Parent involvement programs

The Organization operate under the approval of the California State Board of Education, Los Angeles County Office of Education, Los Angeles Unified School District and San Diego Unified School District. Each school receives public per-pupil funding from the State of California, in addition to grants from various government sources.

Magnolia Science Academy

Charter school number authorized by the State: 0438

Magnolia Science Academy (MSA) was approved by the State of California Department of Education in 2002, and is located in 18238 Sherman Way, Reseda, California, 91335. MSA opened on September 3, 2002, and currently serves approximately 714 students in grades six through twelve. MSA was granted an extension by Los Angeles County Office of Education through June 30, 2024. MSA receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 2

Charter school number authorized by the State: 0906

Magnolia Science Academy 2 (MSA 2) was approved by the State of California Department of Education in 2007, and is located in 17125 Victory Boulevard, Van Nuys, California, 91406. MSA 2 opened on September 5, 2007, and currently serves approximately 532 students in grades six through twelve. MSA 2 was granted an extension by Los Angeles County Office of Education through June 30, 2024. MSA 2 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

Magnolia Science Academy 3

Charter school number authorized by the State: 0917

Magnolia Science Academy 3 (MSA 3) was approved by the State of California Department of Education in 2007, and is located in 1254 East Helmick Street, Carson, California, 90746. MSA 3 opened on September 5, 2007, and currently serves approximately 389 students in grades six through twelve. MSA 3 was granted an extension by Los Angeles County Office of Education through June 30, 2024. MSA 3 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 4

Charter school number authorized by the State: 0986

Magnolia Science Academy 4 (MSA 4) was approved by the State of California Department of Education in 2008, and is located in 11330 West Graham Place, B-9, Los Angeles, California, 90064. MSA 4 opened on September 3, 2008, and currently serves approximately 124 students in grades sixth through twelve. MSA 4 was granted an extension by Los Angeles Unified School District through June 30, 2025. MSA 4 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 5

Charter school number authorized by the State: 0987

Magnolia Science Academy 5 (MSA 5) was approved by the State of California Department of Education in 2008, and is located in 18238 Sherman Way, Reseda, California, 91335. MSA 5 opened on September 3, 2008, and currently serves approximately 218 students in grades six through twelve. MSA 5 was granted an extension by Los Angeles County Office of Education through June 30, 2025. MSA 5 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy 6

Charter school number authorized by the State: 0988

Magnolia Science Academy 6 (MSA 6) was approved by the State of California Department of Education in 2009, and is located in 745 South Wilton Place, Los Angeles, California, 90005. MSA 6 opened on September 9, 2009, and currently serves approximately 111 students in grades six through eight. MSA 6 was granted an extension by Los Angeles Unified School District through June 30, 2026. MSA 6 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

Magnolia Science Academy 7

Charter school number authorized by the State: 0989

Magnolia Science Academy 7 (MSA 7) was approved by the State of California Department of Education in 2010, and is located in 18355 Roscoe Boulevard, Northridge, California, 91325. MSA 7 opened on September 13, 2010, and currently serves approximately 280 students in grades kindergarten through five. MSA 7 was granted an extension by Los Angeles Unified School District through June 30, 2026. MSA 7 receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy Bell

Charter school number authorized by the State: 1236

Magnolia Science Academy Bell (MSA Bell) was approved by the State of California Department of Education in 2010, and is located in 6411 Orchard Avenue, Bell, California, 90201. MSA Bell opened on September 10, 2010, and currently serves approximately 404 students in grades six through eight. MSA Bell was granted an extension by Los Angeles Unified School District through June 30, 2027. MSA Bell receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy Santa Ana

Charter school number authorized by the State: 1686

Magnolia Science Academy Santa Ana (MSA Santa Ana) was approved by the State of California Department of Education in 2014, and is located in 2840 West 1st Street, Santa Ana, 92703, California. MSA Santa Ana opened on August 1, 2014 and currently serves approximately 504 students in grades kindergarten through twelve. MSA Santa Ana was granted an extension by California Department of Education through June 30, 2026. MSA Santa Ana receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Science Academy San Diego

Charter school number authorized by the State: 0698

Magnolia Science Academy San Diego (MSA San Diego) was approved by the State of California Department of Education in 2005, and is located in 6525 Estrella Avenue, San Diego, 92120, California. MSA San Diego opened on September 6, 2005 and currently serves approximately 439 students in grades six through eight. MSA San Diego was granted an extension by San Diego Unified School District through June 30, 2027. MSA San Diego receives public per-pupil funding to help support their operations and is economically dependent on Federal and State funding.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

Other Related Entity**Magnolia Properties Management, Inc. (MPM Inc.)**

On January 12, 2012, MPM Inc., a separate 501(c)(3) nonprofit public benefit corporation, was formed for the primary purposes to facilitate the development of charter schools. Additional purposes are to lease, to own, manage and operate an educational institution, to provide charter school facilities and operational and other support to charter schools, to assist philanthropists and foundations in accelerating the growth of high quality charter schools, and to provide and otherwise obtain or assist in obtaining charter school financing. MPM Inc. was formed and is operated exclusively for the benefit of, to perform the functions of, and to carry out the purposes of the Organization.

MPM Sherman Way, LLC

The Organization formed the MPM Sherman Way, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The MSA makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA Reseda Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

MPM Santa Ana, LLC

The Organization formed the MPM Santa Ana, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. MSA Santa Ana makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA Santa Ana Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

MPM San Diego, LLC

The Organization formed the MPM San Diego, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The MSA San Diego makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA San Diego Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

MPM Sherman Winnetka, LLC

The Organization formed the MPM Sherman Winnetka, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

MPM 16600 Vanowen Street, LLC

The Organization formed the MPM 16600 Vanowen Street, LLC exclusively for the acquisition of property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of the Organization. MPM Inc. is the sole member of the LLC.

Principles of Consolidation

The consolidated financial statements include the accounts of the Organization and the Subsidiaries, of which include MSA, MSA 2, MSA 3, MSA 4, MSA 5, MSA 6, MSA 7, MSA Bell, MSA Santa Ana, MSA San Diego, MPM, Inc., MPM Sherman Way, LLC, MPM Santa Ana, LLC, MPM San Diego, LLC, MPM Sherman Winnetka, LLC, and MPM 16600 Vanowen Street, LLC. All significant intra-entity accounts and transactions have been eliminated in consolidation. Unless otherwise noted, these consolidated entities are hereinafter referred to as the Organization.

Comparative Financial Information

The accompanying consolidated financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America (GAAP). Accordingly, such information should be read in conjunction with the Organization's audited consolidated financial statements for the year ended June 30, 2023, from which the summarized information was derived.

Reclassification of Comparative Statements

Certain amounts in the prior period consolidated financial statements have been reclassified to conform to the presentation of the current period financial statements. These reclassifications had no effect on the previously reported net assets.

Basis of Accounting

The accompanying consolidated financial statements were prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as applicable to nonprofit organizations. Revenues are recognized as discussed below, and expenditures are recognized in the accounting period in which the liability is incurred.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor restrictions.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

Net Assets with Donor Restrictions – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. The Organization did not have net assets with donor restrictions for the year ended June 30, 2024.

Cash and Cash Equivalents

The Organization considers all cash including cash in County Investment Pool and highly liquid financial instruments with original maturities of three months or less, and which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents. Cash and highly liquid financial instruments restricted to bond reserve funds or other long-term purposes are excluded from this definition.

Restricted Cash

Non-current restricted cash in the amount of \$2,320,183 relates to the debt service reserve requirements related to the Charter School Revenue Bonds and is held as non-current to satisfy the long-term obligation.

Concentration of Credit Risk

The Organization maintains its cash in bank deposit accounts which exceed federally insured limits. Accounts are guaranteed by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 per depositor, per insured bank, for each account ownership category. At June 30, 2024, the Organization had approximately \$46,237,875, in excess of FDIC-insured limits.

Receivables and Credit Policies

Receivables consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable receivables based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Receivables are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding receivables as of June 30, 2024 are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

Intra-Entity Transactions

Intra-entity transactions results from a net cumulative difference between resources provided by the home office account to each charter school and reimbursement for those resources from each charter school to the home office account. Intra-entity transfers include certain costs of shared liabilities and shared assets between the Organization.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

Capital Contribution

MSA invested \$161,923 in a capital contribution to the MPM Sherman Way, LLC as an investment for the building improvement located at 18238 Sherman Way in the city of Reseda, CA 91335 for its campus location.

MSA Santa Ana invested \$75,554 in a capital contribution to the MPM Santa Ana, LLC as an investment for the building improvement located at 2840 West 1st Street in the city of Santa Ana, CA 92703 for its campus location.

MSA San Diego invested \$198,191 in a capital contribution to the MPM San Diego, LLC as an investment for the building improvement located at 6525 Estrella Avenue in the city of San Diego, CA 92120 for its campus location.

Property and Equipment

Property and equipment additions over \$5,000 are recorded at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2024.

Right of Use Leased Assets and Liabilities

Right-of-use leased assets and the related liabilities are recognized at the lease commencement date and represent the Organization's right-of-use an underlying asset and lease obligations for the lease term. Right-of-use leased assets are measured at the initial value of the lease liability plus any payments made to the lessor before the commencement of the lease term, less any lease incentives received from the lessor at or before the commencement of the lease term, plus any initial direct costs necessary to place the lease asset into service. Right-of-use leased assets are amortized over the shorter of the lease term or the useful life of the underlying asset using the straight-line method. The amortization period varies among the leases.

Revenue and Revenue Recognition

Operating funds for the Organization are derived principally from state and federal sources. The Organization receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. Contributions are recognized when cash or notification of an entitlement is received.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

A portion of the Organization's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the consolidated statement of financial position.

Debt Issuance Costs

Debt issuance costs are amortized over the period the related obligation is outstanding using the straight-line method, which is a reasonable approximation of the effective interest method. Debt issuance costs are included within bonds payable in the consolidated statement of financial position. Amortization of debt issuance costs is included in interest expense in the accompanying consolidated financial statements.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2024.

Functional Allocation of Expenses

The consolidated financial statements report categories of expenses that are attributed to program service activities or supporting services activities such as management and general activities and fundraising and development activities. The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates. The expenses that are allocated include salaries, employee benefits, payroll taxes, office expenses, occupancy, and other expenses, which are allocated on the basis of estimates of time and effort.

Income Taxes

The Organization is organized as a California nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), and qualifies for the charitable contribution deduction under Section 170(b)(1)(A)(vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. The Organization is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Organization is subject to income tax on net income that is derived from business activities that are unrelated to its exempt purposes. The Organization determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

Management believes that the Organization has appropriate support for any tax positions taken affecting its annual filing requirements, and as such, does not have any uncertain tax positions that are material to the consolidated financial statements. The Organization would recognize future accrued interest and penalties related to unrecognized tax benefits and liabilities in income tax expense if such interest and penalties are incurred.

Estimates

The preparation of consolidated financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Financial Instruments and Credit Risk

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by management to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from governmental agencies supportive of the Organization's mission.

Note 2 - Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	<u>2024</u>	<u>2023</u>
Cash and cash equivalents	\$ 46,060,275	\$ 41,517,716
Receivables	<u>11,173,689</u>	<u>18,773,554</u>
Total	<u>\$ 57,233,964</u>	<u>\$ 60,291,270</u>

As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due.

Magnolia Educational & Research Foundation
Notes to Consolidated Financial Statements
June 30, 2024 and 2023

Note 3 - Property and Equipment

Property and equipment consist of the following at June 30, 2024 and 2023:

	2024	2023
Land	\$ 26,531,646	\$ 26,531,646
Leasehold improvements	5,406,453	4,185,549
Building	54,212,960	53,698,460
Computer and equipment	6,570,390	6,402,530
Work in progress	4,377,754	2,253,123
Total property and equipment	97,099,203	93,071,308
Less accumulated depreciation and amortization	(15,338,643)	(12,812,262)
Total	\$ 81,760,560	\$ 80,259,046

Note 4 - Notes Payable

Notes payable consist of the following at June 30, 2024:

Note payable, due in monthly installments of \$42,708, principal and interest at 10%, collateralized by the Magnolia Science Academy Santa Ana school facility with a carrying value of \$11,389,575; maturing July 1, 2044.	\$ 3,658,334
Note payable, due in annual installments of \$4,420 principal and interest at 2%, collateralized by the Magnolia Science Academy San Diego school facility with a carrying value of \$98,502; maturing November 1, 2052.	\$ 95,702
Note payable, due in full up to \$24,000,000, principal and interest at 9.50%, maturing December 1, 2026, secured by property purchased, 7111 Winnetka Avenue, Winnetka, California and 18242-18244 Sherman Way, Reseda, California.	13,515,737
Note payable, due in full up to \$27,000,000, principal and interest at 9.50%, maturing February 1, 2028, secured by property purchased, 16600 Vanowen Street, Van Nuys, California.	12,000,000
Total	\$ 29,269,773

Magnolia Educational & Research Foundation
Notes to Consolidated Financial Statements
June 30, 2024 and 2023

Future maturities of notes payable are as follows:

Year Ending June 30,	Principal
2025	\$ 122,107
2026	131,742
2027	13,652,947
2028	12,119,347
2029	122,317
Thereafter	3,121,313
Total	\$ 29,269,773

Note 5 - Bonds Payable

Charter School Facilities Revenue Bonds, Series 2014A and 2014B

On June 26, 2014, the Organization issued \$6,020,000 in uncollateralized Charter School Facilities Revenue Bonds. The bonds mature on July 1, 2044, with interest rate ranging from 5.25 to 7.00 percent. Unamortized bonds issuance costs are amortized an effective interest rate of 5.25 percent. Proceeds of the bonds will be used for based on acquisition, construction renovation, improving, and equipping certain educational facilities. The bonds require the Organization to comply with certain financial and non-financial covenants.

\$ 5,145,000

Charter School Facilities Revenue Bonds, Series 2017A

On September 6, 2017, the Organization issued \$25,000,000 in uncollateralized Charter School Facilities Revenue Bonds. The bonds mature on July 1, 2044, with interest rate of 5.25 percent. Unamortized bonds issuance costs are amortized based on an effective interest rate of 5.25 percent. Proceeds of the bonds will be used for based on acquisition, construction renovation, improving, and equipping certain educational facilities. The bonds require the Organization to comply with certain financial and non-financial covenants.

22,110,000

Subtotal outstanding bonds

27,255,000

Bond issuance costs on Charter School Facilities Revenue Bonds,
Series 2014A and 2014B

(269,086)

Bond issuance costs on Charter School Facilities Revenue Bonds,
Series 2017A

(547,673)

Subtotal debt issuance costs on bonds

(816,759)

Total

\$ 26,438,241

Magnolia Educational & Research Foundation
Notes to Consolidated Financial Statements
June 30, 2024 and 2023

Future maturities of bonds payable are as follows:

Year Ending June 30,	Principal
2025	\$ 800,000
2026	845,000
2027	890,000
2028	935,000
2029	840,000
Thereafter	22,945,000
	27,255,000
Less unamortized debt issuance costs	(816,759)
Total	\$ 26,438,241

Note 6 - Leases

The Organization leases certain real property for the operations of the charter school and equipment at various terms under long-term non-cancelable operating lease and finance lease agreements. The leases expire at various dates through 2057 and provide for renewal options ranging from 1 year to 5 years. The Organization includes in the determination of the right-of-use assets and lease liabilities any renewal options reasonably certain to be exercised. The Organization's operating lease provides for increases in future minimum annual rental payments. Additionally, the operating lease agreement requires the Organization to pay real estate taxes, insurance, and repairs.

The weighted-average discount rate is based on the discount rate implicit in the lease. If the implicit rate is not readily determinable from the lease, the Organization estimates an applicable incremental borrowing rate. The incremental borrowing rate is estimated using the Organization's applicable borrowing rates and the contractual lease term.

The lease agreements also require the Organization to comply with certain covenants and to maintain certain financial ratios. As of June 30, 2024, the Organization was in compliance with all ratios and covenants.

The Organization has elected the short-term lease exemption for all leases with a term of 12 months or less for both existing and ongoing operating leases to not recognize the asset and liability for these leases. Lease payments for short-term leases are recognized on straight-line basis.

The Organization elected the practical expedient to not separate lease and non-lease components for real property and equipment leases.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

Total lease costs for the year ended June 30, 2024 were as follows:

Operating lease cost	\$ 472,971
Finance lease cost	353,420
Interest expense	61,290
Amortization of right-of-use assets	307,789
Gain (loss) on sale and leaseback transaction	(1,997,262)

The following table summarizes the supplemental cash flow information for the year ended June 30, 2024:

Cash paid for amounts included in the measurement of lease liabilities	
Operating cash flows from operating leases	\$ 449,973
Operating cash flows from finance leases	353,420
Financing cash flows from finance leases	330,855
Right-of-use assets obtained in exchange for lease liabilities	
Finance leases	\$ 96,609

The following summarizes the weighted-average remaining lease term and weighted-average discount rate:

Weighted-average remaining lease term	
Operating leases	4.66 Years
Finance leases	4.98 Years
Weighted-average discount rate	
Operating leases	4.95%
Finance leases	4.95%

The future minimum lease payments under noncancelable operating and finance leases with terms greater than one year are listed below as of June 30, 2024:

	June 30, 2024	
	Operating	Finance
2025	\$ 446,719	\$ 356,637
2026	202,979	356,132
2027	192,242	351,706
2028	195,014	45,592
2029	124,408	14,760
	<u>1,161,362</u>	<u>1,124,827</u>
Total lease payments	1,161,362	1,124,827
Less interest	<u>(101,424)</u>	<u>(83,534)</u>
Present value of lease liabilities	<u>\$ 1,059,938</u>	<u>\$ 1,041,293</u>

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

Note 7 - Proposition Construction Loans

MSA Santa Ana has been approved by the State of California's Charter School Facilities Program (CCSFP) for \$17,413,956 for constructing a new facility, which will cost the same amount. The State will fund 50% of the total amount of \$17,413,956; the State will fund 50% of the total project cost through a loan in the amount of \$8,706,990 and the other 50% through a grant in the amount of \$8,706,978. The loan has an annual interest rate of 3.00% and it matures 30 years after the completion of the project. The remaining balance as of June 30, 2024 was \$7,075,418.

MSA 5 has been approved by the State of California's Charter School Facilities Program (CCSFP) for \$3,952,734 for constructing a new facility, which will cost the same amount. The State will fund 50% of the total amount of \$3,952,734; the State will fund 50% of the total project cost through a loan in the amount of \$1,976,367 and the other 50% through a grant in the amount of \$1,976,367. The loan matures 30 years after the completion of the project. The remaining balance as of June 30, 2024 was \$1,976,367.

The future minimum payments are as follows:

Year Ending June 30,	Principal
2025	\$ 251,869
2026	256,931
2027	262,096
2028	267,364
2029	272,737
Thereafter	<u>7,740,788</u>
Total	<u>\$ 9,051,785</u>

Note 8 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)**Plan Description**

The Organization contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. If a participating employer stops contribution to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers as all plan assets are held by the plan and all benefit obligations are borne by the STRP.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2022, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Organization contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

The STRP provisions and benefits in effect at June 30, 2024, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	19.10%	19.10%
Required state contribution rate	10.828%	10.828%

Contributions

Required member, the Organization, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1% of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2024, are presented above and the Organization's total contributions were \$4,466,557.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. If a participating employer stops contribution to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers as all plan assets are held by the plan and all benefit obligations are borne by the STRP.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2022, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2024, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before December 31, 2012	On or after January 1, 2013
Hire date		
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	8.00%
Required employer contribution rate	26.680%	26.680%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Organization is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2024, are presented above and the total Organization's contributions were \$1,809,191.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Organization. These payments consist of State General Fund contributions to CalSTRS in the amount of \$2,397,721 (10.828% of annual payroll). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

Magnolia Educational & Research Foundation

Notes to Consolidated Financial Statements

June 30, 2024 and 2023

Social Security

Public sector employees who are not members of their employer's existing retirement system (CalSTRS or CalPERS) are covered by social security or an alternative plan. The Organization has elected to use the social security as its alternative plan.

Note 9 - Contingencies, Risks, and Uncertainties

The Organization has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

The Organization applied for and received loan forgiveness from the SBA on its PPP loan of \$5,461,600. In accordance with PPP loan requirements, the Organization is required to maintain PPP loan files and certain underlying supporting documents for periods ranging from three to six years. The Organization is also required to permit access to such files upon request by the SBA. Accordingly, there is potential the PPP loan could be subject to further review by the SBA and that previously recognized forgiveness could be reversed based on the outcome of this review.

The Organization's credit filings remain open for potential examination by the Internal Revenue Service through the statute of limitations, which has varying expiration dates extending through 2027. Any disallowed claims resulting from such examinations could be subject to repayment to the federal government.

Note 10 - Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 13, 2024, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.



Supplementary Information
June 30, 2024

Magnolia Educational & Research Foundation

Magnolia Educational & Research Foundation
Consolidated Schedule of Expenditures of Federal Awards
Year Ended June 30, 2024

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed Through California Department of Education			
Title I, Part A	84.010	14329	<u>\$ 1,212,466</u>
Special Education Cluster (IDEA)			
Special Education Grants to States - Basic Local Assistance	84.027	13379	<u>643,267</u>
Subtotal Special Education Cluster (IDEA)			<u>643,267</u>
English Language Acquisition State Grants - ISP	84.365	15146	2,074
English Language Acquisition State Grants - LEP	84.365	14346	<u>94,823</u>
Subtotal			96,897
COVID-19 ARP Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss			
	84.425U	10155	581,478
COVID-19 Elementary and Secondary School Emergency Relief III (ESSER III) Fund			
	84.425U	15559	903,284
COVID-19 Elementary and Secondary School Emergency Relief III (ESSER III) Fund: State Reserve, Emergency Needs			
	84.425U	15620	75,159
COVID-19 Elementary and Secondary School Emergency Relief III (ESSER III) Fund: State Reserve, Learning Loss			
	84.425U	15621	300,976
COVID-19 Elementary and Secondary School Emergency Relief III (ESSER III) Fund: State Reserve, Afterschool Programs			
	84.425U	15651	9,196
COVID-19 Elementary and Secondary School Emergency Relief III (ESSER III) Fund State Reserve Summer Learning Programs			
	84.425U	15752	653,438
COVID-19 ARP Homeless Children and Youth II (ARP HYC II)	84.425W	15566	<u>3,830</u>
Subtotal			<u>2,527,361</u>
Supporting Effective Instruction State Grants - Teacher Quality	84.367	14341	133,510
Student Support and Academic Enrichment Program	84.424	15396	<u>124,084</u>
Total U.S. Department of Education			<u>4,737,585</u>
Total Federal Financial Assistance			<u>\$ 4,737,585</u>

See Notes to Supplementary Information

Magnolia Educational & Research Foundation
Schedule of Average Daily Attendance
Year Ended June 30, 2024

Magnolia Science Academy

	Second Period Report 7963C2CF	Annual Report F10AAD07
Regular ADA		
Sixth	101.58	101.69
Seventh and eighth	225.39	226.81
Ninth through twelfth	335.72	334.98
	<u>662.69</u>	<u>663.48</u>
Total Regular ADA		
Classroom Based ADA		
Sixth	101.58	101.69
Seventh and eighth	225.14	226.60
Ninth through twelfth	335.68	334.93
	<u>662.40</u>	<u>663.22</u>
Total Classroom Based ADA		

Magnolia Science Academy 2

	Second Period Report 4336978F	Annual Report 36F41AC6
Regular ADA		
Sixth	94.45	93.87
Seventh and eighth	191.94	191.68
Ninth through twelfth	209.02	207.84
	<u>495.41</u>	<u>493.39</u>
Total Regular ADA		
Classroom Based ADA		
Sixth	94.24	93.73
Seventh and eighth	189.99	189.03
Ninth through twelfth	208.77	207.32
	<u>493.00</u>	<u>490.08</u>
Total Classroom Based ADA		

Magnolia Educational & Research Foundation
Schedule of Average Daily Attendance
Year Ended June 30, 2024

Magnolia Science Academy 3

	Second Period Report <u>2F071CC7</u>	Annual Report <u>314CFD4E</u>
Regular ADA		
Sixth	45.90	45.50
Seventh and eighth	109.82	109.69
Ninth through twelfth	<u>198.33</u>	<u>197.14</u>
Total Regular ADA	<u><u>354.05</u></u>	<u><u>352.33</u></u>
Classroom Based ADA		
Sixth	45.90	45.50
Seventh and eighth	109.82	109.69
Ninth through twelfth	<u>197.76</u>	<u>196.45</u>
Total Classroom Based ADA	<u><u>353.48</u></u>	<u><u>351.64</u></u>

Magnolia Science Academy 4

	Second Period Report <u>559B672C</u>	Annual Report <u>9C67C766</u>
Regular ADA		
Sixth	13.20	13.68
Seventh and eighth	9.95	10.23
Ninth through twelfth	<u>87.45</u>	<u>87.75</u>
Total Regular ADA	<u><u>110.60</u></u>	<u><u>111.66</u></u>
Classroom Based ADA		
Sixth	13.20	13.68
Seventh and eighth	8.72	8.63
Ninth through twelfth	<u>83.88</u>	<u>83.89</u>
Total Classroom Based ADA	<u><u>105.80</u></u>	<u><u>106.20</u></u>

Magnolia Educational & Research Foundation
Schedule of Average Daily Attendance
Year Ended June 30, 2024

Magnolia Science Academy 5

	Second Period Report A1149C87	Annual Report AD0B1468
Regular ADA		
Sixth	31.02	31.59
Seventh and eighth	61.55	62.54
Ninth through twelfth	103.07	102.54
Total Regular ADA	<u>195.64</u>	<u>196.67</u>
Classroom Based ADA		
Sixth	31.02	31.59
Seventh and eighth	60.93	61.89
Ninth through twelfth	103.01	102.50
Total Classroom Based ADA	<u>194.96</u>	<u>195.98</u>

Magnolia Science Academy 6

	Second Period Report 1D2F9BB7	Annual Report B4B4F403
Regular ADA		
Sixth	38.55	38.73
Seventh and eighth	65.03	65.60
Total Regular ADA	<u>103.58</u>	<u>104.33</u>
Classroom Based ADA		
Sixth	38.55	68.73
Seventh and eighth	65.03	65.60
Total Classroom Based ADA	<u>103.58</u>	<u>134.33</u>

Magnolia Educational & Research Foundation
Schedule of Average Daily Attendance
Year Ended June 30, 2024

Magnolia Science Academy 7

	Second Period Report 9FF5482D	Annual Report 3DDA174E
Regular ADA		
Transitional kindergarten through third	162.66	162.47
Fourth through fifth	99.57	99.21
Total regular ADA	262.23	261.68
Classroom Based ADA		
Transitional kindergarten through third	162.20	162.03
Fourth through fifth	99.17	98.87
Total classroom based ADA	261.37	260.90

Magnolia Science Academy Bell

	Second Period Report 1222FACF	Annual Report 7AC0FC79
Regular ADA		
Sixth	108.43	108.43
Seventh and eighth	262.61	262.46
Total Regular ADA	371.04	370.89
Classroom Based ADA		
Sixth	108.38	108.39
Seventh and eighth	262.53	262.40
Total Classroom Based ADA	370.91	370.79

Magnolia Educational & Research Foundation
Schedule of Average Daily Attendance
Year Ended June 30, 2024

Magnolia Science Academy Santa Ana

	Second Period Report 3240B578	Annual Report 276B7EA5
Regular ADA		
Transitional kindergarten through third	118.15	119.28
Fourth through sixth	121.38	121.31
Seventh and eighth	74.71	73.95
Ninth through twelfth	161.94	160.80
Total Regular ADA	476.18	475.34
Classroom Based ADA		
Transitional kindergarten through third	116.38	117.82
Fourth through sixth	120.71	120.62
Seventh and eighth	74.44	73.69
Ninth through twelfth	161.60	160.53
Total Classroom Based ADA	473.13	472.66

Magnolia Science Academy San Diego

	Second Period Report 91806698	Annual Report 665E1A90
Regular ADA		
Sixth	134.04	134.73
Seventh and eighth	279.01	277.47
Total Regular ADA	413.05	412.20
Classroom Based ADA		
Sixth	134.04	134.73
Seventh and eighth	279.01	277.47
Total Classroom Based ADA	413.05	412.20

Magnolia Educational & Research Foundation
 Schedule of Instructional Time
 Year Ended June 30, 2024

Magnolia Science Academy

Grade Level	1986-1987 Minutes Requirement	2023-2024 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		64,952	-	64,952	184	-	184	-	-	-	Complied
Grade 7		64,952	-	64,952	184	-	184	-	-	-	Complied
Grade 8		64,952	-	64,952	184	-	184	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		64,952	-	64,952	184	-	184	-	-	-	Complied
Grade 10		64,952	-	64,952	184	-	184	-	-	-	Complied
Grade 11		64,952	-	64,952	184	-	184	-	-	-	Complied
Grade 12		64,952	-	64,952	184	-	184	-	-	-	Complied

Magnolia Science Academy 2

Grade Level	1986-1987 Minutes Requirement	2023-2024 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		64,970	-	64,970	184	-	184	-	-	-	Complied
Grade 7		64,970	-	64,970	184	-	184	-	-	-	Complied
Grade 8		64,970	-	64,970	184	-	184	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		64,970	-	64,970	184	-	184	-	-	-	Complied
Grade 10		64,970	-	64,970	184	-	184	-	-	-	Complied
Grade 11		64,970	-	64,970	184	-	184	-	-	-	Complied
Grade 12		64,970	-	64,970	184	-	184	-	-	-	Complied

See Notes to Supplementary Information

Magnolia Educational & Research Foundation
 Schedule of Instructional Time
 Year Ended June 30, 2024

Magnolia Science Academy 3

Grade Level	1986-1987 Minutes Requirement	2023-2024 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		64,885	-	64,885	184	-	184	-	-	-	Complied
Grade 7		64,885	-	64,885	184	-	184	-	-	-	Complied
Grade 8		64,885	-	64,885	184	-	184	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		64,885	-	64,885	184	-	184	-	-	-	Complied
Grade 10		64,885	-	64,885	184	-	184	-	-	-	Complied
Grade 11		64,885	-	64,885	184	-	184	-	-	-	Complied
Grade 12		64,885	-	64,885	184	-	184	-	-	-	Complied

Magnolia Science Academy 4

Grade Level	1986-1987 Minutes Requirement	2023-2024 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		64,600	-	64,600	184	-	184	-	-	-	Complied
Grade 7		64,600	-	64,600	184	-	184	-	-	-	Complied
Grade 8		64,600	-	64,600	184	-	184	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		65,008	-	65,008	184	-	184	-	-	-	Complied
Grade 10		65,008	-	65,008	184	-	184	-	-	-	Complied
Grade 11		65,008	-	65,008	184	-	184	-	-	-	Complied
Grade 12		65,008	-	65,008	184	-	184	-	-	-	Complied

See Notes to Supplementary Information

Magnolia Educational & Research Foundation
 Schedule of Instructional Time
 Year Ended June 30, 2024

Magnolia Science Academy 5

Grade Level	1986-1987 Minutes Requirement	2023-2024 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		63,520	-	63,520	184	-	184	-	-	-	Complied
Grade 7		63,520	-	63,520	184	-	184	-	-	-	Complied
Grade 8		63,520	-	63,520	184	-	184	-	-	-	Complied
Grades 9 - 12	64,800										
Grade 9		64,880	-	64,880	184	-	184	-	-	-	Complied
Grade 10		64,880	-	64,880	184	-	184	-	-	-	Complied
Grade 11		64,880	-	64,880	184	-	184	-	-	-	Complied
Grade 12		64,880	-	64,880	184	-	184	-	-	-	Complied

Magnolia Science Academy 6

Grade Level	1986-1987 Minutes Requirement	2023-2024 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Status
Grades 6 - 8	54,000										
Grade 6		56,810	-	56,810	179	-	179	-	-	-	Complied
Grade 7		56,810	-	56,810	179	-	179	-	-	-	Complied
Grade 8		56,810	-	56,810	179	-	179	-	-	-	Complied

See Notes to Supplementary Information

Magnolia Educational & Research Foundation
 Schedule of Instructional Time
 Year Ended June 30, 2024

Magnolia Science Academy 7

Grade Level	1986-1987 Minutes Requirement	2023-2024		Total Minutes Offered	Number of Minutes Credited Form J-13A	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Status
		Actual Minutes	Minutes Offered									
Kindergarten	36,000	55,635	-	55,635	179	179	-	179	-	-	179	Complied
Grades 1 - 3	50,400											
Grade 1		55,635	-	55,635	179	179	-	179	-	-	179	Complied
Grade 2		55,635	-	55,635	179	179	-	179	-	-	179	Complied
Grade 3		55,635	-	55,635	179	179	-	179	-	-	179	Complied
Grades 4 - 5	54,000											
Grade 4		55,635	-	55,635	179	179	-	179	-	-	179	Complied
Grade 5		55,635	-	55,635	179	179	-	179	-	-	179	Complied

Magnolia Science Academy Bell

Grade Level	1986-1987 Minutes Requirement	2023-2024		Total Minutes Offered	Number of Minutes Credited Form J-13A	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Status
		Actual Minutes	Minutes Offered									
Grades 6 - 8	54,000											
Grade 6		60,815	-	60,815	179	179	-	179	-	-	179	Complied
Grade 7		60,815	-	60,815	179	179	-	179	-	-	179	Complied
Grade 8		60,815	-	60,815	179	179	-	179	-	-	179	Complied

See Notes to Supplementary Information

Magnolia Educational & Research Foundation
 Schedule of Instructional Time
 Year Ended June 30, 2024

Magnolia Science Academy Santa Ana

Grade Level	1986-1987		2023-2024		Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Status
	Requirement	Actual Minutes	Actual Minutes	Actual Minutes									
Kindergarten	36,000	59,315	59,315	59,315	-	179	-	179	-	-	-	179	Complied
Grades 1 - 3	50,400												
Grade 1		55,735	55,735	55,735	-	179	-	179	-	-	-	179	Complied
Grade 2		55,735	55,735	55,735	-	179	-	179	-	-	-	179	Complied
Grade 3		55,970	55,970	55,970	-	179	-	179	-	-	-	179	Complied
Grades 4 - 8	54,000												
Grade 4		55,970	55,970	55,970	-	179	-	179	-	-	-	179	Complied
Grade 5		55,970	55,970	55,970	-	179	-	179	-	-	-	179	Complied
Grade 6		55,970	55,970	55,970	-	179	-	179	-	-	-	179	Complied
Grade 7		64,235	64,235	64,235	-	179	-	179	-	-	-	179	Complied
Grade 8		64,235	64,235	64,235	-	179	-	179	-	-	-	179	Complied
Grades 9 - 12	64,800												
Grade 9		65,705	65,705	65,705	-	179	-	179	-	-	-	179	Complied
Grade 10		65,705	65,705	65,705	-	179	-	179	-	-	-	179	Complied
Grade 11		65,705	65,705	65,705	-	179	-	179	-	-	-	179	Complied
Grade 12		65,705	65,705	65,705	-	179	-	179	-	-	-	179	Complied

Magnolia Educational & Research Foundation
 Schedule of Instructional Time
 Year Ended June 30, 2024

Magnolia Science Academy San Diego

Grade Level	1986-1987 Minutes Requirement	2023-2024		Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days		Number of Actual Days		Total Days Offered	Number of Days Credited Form J-13A		Total Days Offered	Status
		Actual Minutes	Minutes			Days	Days	Days	Days		Days	Days		
Grades 6 - 8	54,000													
Grade 6		60,405	60,405	-	60,405	179	179	-	-	179	-	-	-	Complied
Grade 7		60,405	60,405	-	60,405	179	179	-	-	179	-	-	-	Complied
Grade 8		60,405	60,405	-	60,405	179	179	-	-	179	-	-	-	Complied

Magnolia Educational & Research Foundation
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
Year Ended June 30, 2024

There were no adjustments to the Unaudited Actual Financial Report, which required reconciliation to the audited financial statements at June 30, 2024.

Magnolia Educational & Research Foundation
Consolidating Statement of Financial Position
June 30, 2024 and 2023

	MERF	MSA	MSA 2
Assets			
Current assets			
Cash and cash equivalents	\$ 3,037,906	\$ 6,168,458	\$ 3,994,043
Receivables	24,951	3,276,968	1,580,371
Intra-entity receivable	997,815	474,853	42,839
Prepaid expenses	17,454	44,850	353,283
Total current assets	<u>4,078,126</u>	<u>9,965,129</u>	<u>5,970,536</u>
Non-current assets			
Security deposit	100,000	-	-
Capital contribution	-	161,923	-
Restricted cash	-	-	-
Property and equipment	13,010	6,556,414	206,277
Operating lease right-of-use asset	763,518	5,870,782	14,507
Finance lease right-of-use asset	-	17,652,472	22,858,160
Total non-current assets	<u>876,528</u>	<u>30,241,591</u>	<u>23,078,944</u>
Total assets	<u>\$ 4,954,654</u>	<u>\$ 40,206,720</u>	<u>\$ 29,049,480</u>
Liabilities			
Current liabilities			
Accounts payable	\$ 762,541	\$ 3,400,609	\$ 1,156,807
Accrued compensated absences	-	75,228	75,759
Refundable advance	-	2,160,477	1,075,577
Intra-entity payable	453,433	308,344	555,847
Current portion of notes payable	-	-	-
Current portion of bonds payable	-	-	-
Current portion of operating lease liability	147,122	69,687	3,636
Current portion of finance lease liability	-	487,997	212,736
Current portion of proposition construction loan	-	-	-
Total current liabilities	<u>1,363,096</u>	<u>6,502,342</u>	<u>3,080,362</u>
Long-term liabilities			
Notes payable, less current portion	-	-	-
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	-	-
Operating lease liability, less current portion	638,957	5,613,638	3,171
Finance lease liability, less current portion	-	16,840,864	20,212,811
Proposition construction loan, less current portion	-	-	-
Total long-term liabilities	<u>638,957</u>	<u>22,454,502</u>	<u>20,215,982</u>
Total liabilities	<u>2,002,053</u>	<u>28,956,844</u>	<u>23,296,344</u>
Net Assets			
Without donor restrictions	<u>2,952,601</u>	<u>11,249,876</u>	<u>5,753,136</u>
Total liabilities and net assets	<u>\$ 4,954,654</u>	<u>\$ 40,206,720</u>	<u>\$ 29,049,480</u>

Magnolia Educational & Research Foundation
Consolidating Statement of Financial Position
June 30, 2024 and 2023

	<u>MSA 3</u>	<u>MSA 4</u>	<u>MSA 5</u>
Assets			
Current assets			
Cash and cash equivalents	\$ 3,370,334	\$ 1,265,070	\$ 7,876,628
Receivables	1,148,526	441,608	771,854
Intra-entity receivable	8,771	106,952	179,086
Prepaid expenses	20,406	17,681	11,017
Total current assets	<u>4,548,037</u>	<u>1,831,311</u>	<u>8,838,585</u>
Non-current assets			
Security deposit	-	-	-
Capital contribution	-	-	-
Restricted cash	-	-	-
Property and equipment	125,571	14,647	2,637,814
Operating lease right-of-use asset	-	8,558	229,710
Finance lease right-of-use asset	16,597	7,700	7,700
Total non-current assets	<u>142,168</u>	<u>30,905</u>	<u>2,875,224</u>
Total assets	<u>\$ 4,690,205</u>	<u>\$ 1,862,216</u>	<u>\$ 11,713,809</u>
Liabilities			
Current liabilities			
Accounts payable	\$ 802,469	\$ 392,532	\$ 912,474
Accrued compensated absences	62,415	18,435	33,307
Refundable advance	440,126	97,618	790,530
Intra-entity payable	73,142	15,252	131,109
Current portion of notes payable	-	-	-
Current portion of bonds payable	-	-	-
Current portion of operating lease liability	-	3,546	229,710
Current portion of finance lease liability	5,054	1,502	1,502
Current portion of proposition construction loan	-	-	-
Total current liabilities	<u>1,383,206</u>	<u>528,885</u>	<u>2,098,632</u>
Long-term liabilities			
Notes payable, less current portion	-	-	-
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	-	-
Operating lease liability, less current portion	-	5,012	-
Finance lease liability, less current portion	11,543	6,198	6,198
Proposition construction loan, less current portion	-	-	1,976,367
Total long-term liabilities	<u>11,543</u>	<u>11,210</u>	<u>1,982,565</u>
Total liabilities	<u>1,394,749</u>	<u>540,095</u>	<u>4,081,197</u>
Net Assets			
Without donor restrictions	3,295,456	1,322,121	7,632,612
Total liabilities and net assets	<u>\$ 4,690,205</u>	<u>\$ 1,862,216</u>	<u>\$ 11,713,809</u>

Magnolia Educational & Research Foundation
Consolidating Statement of Financial Position
June 30, 2024 and 2023

	MSA 6	MSA 7	MSA Bell
Assets			
Current assets			
Cash and cash equivalents	\$ 2,773,148	\$ 3,182,955	\$ 7,305,692
Receivables	375,967	962,413	1,126,959
Intra-entity receivable	3,471	5,724	569,595
Prepaid expenses	16,945	42,507	19,342
Total current assets	<u>3,169,531</u>	<u>4,193,599</u>	<u>9,021,588</u>
Non-current assets			
Security deposit	10,000	-	-
Capital contribution	-	-	-
Restricted cash	-	-	-
Property and equipment	5,606	726,914	129,299
Operating lease right-of-use asset	-	10,520	-
Finance lease right-of-use asset	7,700	884,147	12,215
Total non-current assets	<u>23,306</u>	<u>1,621,581</u>	<u>141,514</u>
Total assets	<u>\$ 3,192,837</u>	<u>\$ 5,815,180</u>	<u>\$ 9,163,102</u>
Liabilities			
Current liabilities			
Accounts payable	\$ 245,764	\$ 583,641	\$ 795,585
Accrued compensated absences	32,305	42,097	45,989
Refundable advance	180,384	866,002	575,996
Intra-entity payable	60,153	73,420	58,015
Current portion of notes payable	-	-	-
Current portion of bonds payable	-	-	-
Current portion of operating lease liability	-	5,364	-
Current portion of finance lease liability	1,502	270,783	3,312
Current portion of proposition construction loan	-	-	-
Total current liabilities	<u>520,108</u>	<u>1,841,307</u>	<u>1,478,897</u>
Long-term liabilities			
Notes payable, less current portion	-	-	-
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	-	-
Operating lease liability, less current portion	-	5,156	-
Finance lease liability, less current portion	6,198	639,781	8,903
Proposition construction loan, less current portion	-	-	-
Total long-term liabilities	<u>6,198</u>	<u>644,937</u>	<u>8,903</u>
Total liabilities	<u>526,306</u>	<u>2,486,244</u>	<u>1,487,800</u>
Net Assets			
Without donor restrictions	<u>2,666,531</u>	<u>3,328,936</u>	<u>7,675,302</u>
Total liabilities and net assets	<u>\$ 3,192,837</u>	<u>\$ 5,815,180</u>	<u>\$ 9,163,102</u>

Magnolia Educational & Research Foundation
Consolidating Statement of Financial Position
June 30, 2024 and 2023

	MSA Santa Ana	MSA San Diego	MPM Inc. / LLC
Assets			
Current assets			
Cash and cash equivalents	\$ 3,138,622	\$ 1,736,889	\$ 2,210,530
Receivables	467,078	996,994	50,084,275
Intra-entity receivable	30,727	6,056	-
Prepaid expenses	20,567	17,597	-
Total current assets	<u>3,656,994</u>	<u>2,757,536</u>	<u>52,294,805</u>
Non-current assets			
Security deposit	-	-	-
Capital contribution	75,554	198,191	-
Restricted cash	-	-	2,320,183
Property and equipment	18,471,040	454,690	52,419,278
Operating lease right-of-use asset	6,511	240,463	-
Finance lease right-of-use asset	7,700	6,430,045	-
Total non-current assets	<u>18,560,805</u>	<u>7,323,389</u>	<u>54,739,461</u>
Total assets	<u>\$ 22,217,799</u>	<u>\$ 10,080,925</u>	<u>\$ 107,034,266</u>
Liabilities			
Current liabilities			
Accounts payable	\$ 807,108	\$ 649,105	\$ -
Accrued compensated absences	71,502	28,729	-
Refundable advance	598,607	714,696	450,034
Intra-entity payable	438,434	258,740	-
Current portion of notes payable	119,583	2,524	-
Current portion of bonds payable	-	-	800,000
Current portion of operating lease liability	6,511	240,463	-
Current portion of finance lease liability	1,502	174,461	-
Current portion of proposition construction loan	251,869	-	-
Total current liabilities	<u>2,295,116</u>	<u>2,068,718</u>	<u>1,250,034</u>
Long-term liabilities			
Notes payable, less current portion	3,538,751	93,178	25,515,737
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	-	25,638,241
Operating lease liability, less current portion	-	-	-
Finance lease liability, less current portion	6,198	6,314,488	-
Proposition construction loan, less current portion	6,823,549	-	-
Total long-term liabilities	<u>10,368,498</u>	<u>6,407,666</u>	<u>51,153,978</u>
Total liabilities	<u>12,663,614</u>	<u>8,476,384</u>	<u>52,404,012</u>
Net Assets			
Without donor restrictions	<u>9,554,185</u>	<u>1,604,541</u>	<u>54,630,254</u>
Total liabilities and net assets	<u>\$ 22,217,799</u>	<u>\$ 10,080,925</u>	<u>\$ 107,034,266</u>

Magnolia Educational & Research Foundation
Consolidating Statement of Financial Position
June 30, 2024 and 2023

	Eliminations	2024 Consolidated	2023 Consolidated
Assets			
Current assets			
Cash and cash equivalents	\$ -	\$ 46,060,275	\$ 41,517,716
Receivables	(50,084,275)	11,173,689	18,773,554
Intra-entity receivable	(2,425,889)	-	-
Prepaid expenses	-	581,649	349,445
Total current assets	<u>(52,510,164)</u>	<u>57,815,613</u>	<u>60,640,715</u>
Non-current assets			
Security deposit	-	110,000	110,000
Capital contribution	(435,668)	-	-
Restricted cash	-	2,320,183	2,314,749
Property and equipment	-	81,760,560	80,259,046
Operating lease right-of-use asset	(6,738,919)	405,650	1,447,990
Finance lease right-of-use asset	(46,114,633)	1,769,803	1,229,948
Total non-current assets	<u>(53,289,220)</u>	<u>86,366,196</u>	<u>85,361,733</u>
Total assets	<u>\$ (105,799,384)</u>	<u>\$ 144,181,809</u>	<u>\$ 146,002,448</u>
Liabilities			
Current liabilities			
Accounts payable	\$ -	\$ 10,508,635	\$ 12,393,549
Accrued compensated absences	-	485,766	473,788
Refundable advance	-	7,950,047	10,466,215
Intra-entity payable	(2,425,889)	-	-
Current portion of notes payable	-	122,107	114,583
Current portion of bonds payable	-	800,000	760,000
Current portion of operating lease liability	(298,397)	407,642	429,321
Current portion of finance lease liability	(847,333)	313,018	292,752
Current portion of proposition construction loan	-	251,869	246,906
Total current liabilities	<u>(3,571,619)</u>	<u>20,839,084</u>	<u>25,177,114</u>
Long-term liabilities			
Notes payable, less current portion	-	29,147,666	31,624,377
Bonds payable, less current portion and net of unamortized bond issuance costs and bond premium	-	25,638,241	26,399,347
Operating lease liability, less current portion	(5,613,638)	652,296	1,018,229
Finance lease liability, less current portion	(43,324,907)	728,275	953,651
Proposition construction loan, less current portion	-	8,799,916	7,077,514
Total long-term liabilities	<u>(48,938,545)</u>	<u>64,966,394</u>	<u>67,073,118</u>
Total liabilities	<u>(52,510,164)</u>	<u>85,805,478</u>	<u>92,250,232</u>
Net Assets			
Without donor restrictions	<u>(53,289,220)</u>	<u>58,376,331</u>	<u>53,752,216</u>
Total liabilities and net assets	<u>\$ (105,799,384)</u>	<u>\$ 144,181,809</u>	<u>\$ 146,002,448</u>

Magnolia Educational & Research Foundation
Consolidating Statement of Activities
Year Ended June 30, 2024 and 2023

	MERF	MSA	MSA 2
Support and Revenues			
Local Control Funding Formula	\$ -	\$ 10,304,929	\$ 7,578,904
Federal revenue	-	1,337,863	498,079
Other state revenue	232,206	3,476,216	2,133,192
Local revenues	9,516,776	428,947	148,693
Interest income	-	2,201	-
Rental income	-	-	-
Fundraising revenue	3,228	41,243	43,483
Total support and revenues	<u>9,752,210</u>	<u>15,591,399</u>	<u>10,402,351</u>
Expenses			
Program services	1,678,528	10,437,106	6,899,603
Management and general	6,534,767	4,910,202	3,391,872
Total expenses	<u>8,213,295</u>	<u>15,347,308</u>	<u>10,291,475</u>
Change in Net Assets before intra-entity transfers	<u>1,538,915</u>	<u>244,091</u>	<u>110,876</u>
Intra-Entity Transfers			
Transfer in	-	-	-
Transfer out	<u>(2,149,373)</u>	<u>-</u>	<u>-</u>
Change in Net Assets	<u>(610,458)</u>	<u>244,091</u>	<u>110,876</u>
Net Assets, Beginning of Year	<u>3,563,059</u>	<u>11,005,785</u>	<u>5,642,260</u>
Net Assets, End of Year	<u>\$ 2,952,601</u>	<u>\$ 11,249,876</u>	<u>\$ 5,753,136</u>

Magnolia Educational & Research Foundation
Consolidating Statement of Activities
Year Ended June 30, 2024 and 2023

	MSA 3	MSA 4	MSA 5
Support and Revenues			
Local Control Funding Formula	\$ 5,099,555	\$ 1,819,846	\$ 3,072,902
Federal revenue	354,773	139,153	496,566
Other state revenue	2,021,136	459,868	3,171,303
Local revenues	73,204	350,431	1,245
Interest income	-	-	6,012
Rental income	-	-	-
Fundraising revenue	32,926	5,388	13,762
Total support and revenues	<u>7,581,594</u>	<u>2,774,686</u>	<u>6,761,790</u>
Expenses			
Program services	4,869,920	2,043,755	2,907,368
Management and general	2,670,334	857,683	1,525,250
Total expenses	<u>7,540,254</u>	<u>2,901,438</u>	<u>4,432,618</u>
Change in Net Assets before intra-entity transfers	<u>41,340</u>	<u>(126,752)</u>	<u>2,329,172</u>
Intra-Entity Transfers			
Transfer in	-	-	-
Transfer out	-	-	-
Change in Net Assets	<u>41,340</u>	<u>(126,752)</u>	<u>2,329,172</u>
Net Assets, Beginning of Year	<u>3,254,116</u>	<u>1,448,873</u>	<u>5,303,440</u>
Net Assets, End of Year	<u><u>\$ 3,295,456</u></u>	<u><u>\$ 1,322,121</u></u>	<u><u>\$ 7,632,612</u></u>

Magnolia Educational & Research Foundation
Consolidating Statement of Activities
Year Ended June 30, 2024 and 2023

	MSA 6	MSA 7	MSA Bell
Support and Revenues			
Local Control Funding Formula	\$ 1,478,231	\$ 3,820,831	\$ 5,227,768
Federal revenue	201,409	307,132	506,898
Other state revenue	470,635	1,844,376	1,575,177
Local revenues	129,249	342,971	422,738
Interest income	-	-	8,994
Rental income	-	-	-
Fundraising revenue	5,767	11,953	4,369
Total support and revenues	<u>2,285,291</u>	<u>6,327,263</u>	<u>7,745,944</u>
Expenses			
Program services	1,625,922	4,048,004	4,738,038
Management and general	841,771	2,209,417	2,937,485
Total expenses	<u>2,467,693</u>	<u>6,257,421</u>	<u>7,675,523</u>
Change in Net Assets before intra-entity transfers	<u>(182,402)</u>	<u>69,842</u>	<u>70,421</u>
Intra-Entity Transfers			
Transfer in	-	-	-
Transfer out	-	-	-
Change in Net Assets	<u>(182,402)</u>	<u>69,842</u>	<u>70,421</u>
Net Assets, Beginning of Year	<u>2,848,933</u>	<u>3,259,094</u>	<u>7,604,881</u>
Net Assets, End of Year	<u>\$ 2,666,531</u>	<u>\$ 3,328,936</u>	<u>\$ 7,675,302</u>

Magnolia Educational & Research Foundation
Consolidating Statement of Activities
Year Ended June 30, 2024 and 2023

	MSA Santa Ana	MSA San Diego	MPM Inc. / LLC
Support and Revenues			
Local Control Funding Formula	\$ 7,231,078	\$ 4,567,094	\$ -
Federal revenue	702,129	193,583	-
Other state revenue	3,525,431	1,683,215	-
Local revenues	222,030	103,216	(3,831,335)
Interest income	25,199	22,843	-
Rental income	-	-	5,335,838
Fundraising revenue	68,763	54,402	-
Total support and revenues	<u>11,774,630</u>	<u>6,624,353</u>	<u>1,504,503</u>
Expenses			
Program services	8,202,526	4,773,705	2,683,033
Management and general	3,520,384	1,580,775	32,671
Total expenses	<u>11,722,910</u>	<u>6,354,480</u>	<u>2,715,704</u>
Change in Net Assets before intra-entity transfers	<u>51,720</u>	<u>269,873</u>	<u>(1,211,201)</u>
Intra-Entity Transfers			
Transfer in	-	-	2,249,373
Transfer out	(25,000)	(75,000)	-
Change in Net Assets	<u>26,720</u>	<u>194,873</u>	<u>1,038,172</u>
Net Assets, Beginning of Year	<u>9,527,465</u>	<u>1,409,668</u>	<u>53,592,082</u>
Net Assets, End of Year	<u>\$ 9,554,185</u>	<u>\$ 1,604,541</u>	<u>\$ 54,630,254</u>

Magnolia Educational & Research Foundation
Consolidating Statement of Activities
Year Ended June 30, 2024 and 2023

	Eliminations	2024 Consolidated	2023 Consolidated
Support and Revenues			
Local Control Funding Formula	\$ -	\$ 50,201,138	\$ 44,427,454
Federal revenue	-	4,737,585	7,495,567
Other state revenue	-	20,592,755	17,781,430
Local revenues	(3,221,873)	4,686,292	4,835,621
Interest income	-	65,249	485,432
Rental income	(5,335,838)	-	-
Fundraising revenue	-	285,284	342,645
Total support and revenues	<u>(8,557,711)</u>	<u>80,568,303</u>	<u>75,368,149</u>
Expenses			
Program services	(1,219,135)	53,688,373	48,959,750
Management and general	(8,756,796)	22,255,815	20,352,757
Total expenses	<u>(9,975,931)</u>	<u>75,944,188</u>	<u>69,312,507</u>
Change in Net Assets before intra-entity transfers	<u>1,418,220</u>	<u>4,624,115</u>	<u>6,055,642</u>
Intra-Entity Transfers			
Transfer in	(2,249,373)	-	-
Transfer out	2,249,373	-	-
Change in Net Assets	<u>1,418,220</u>	<u>4,624,115</u>	<u>6,055,642</u>
Net Assets, Beginning of Year	<u>(54,707,440)</u>	<u>53,752,216</u>	<u>47,696,574</u>
Net Assets, End of Year	<u><u>\$ (53,289,220)</u></u>	<u><u>\$ 58,376,331</u></u>	<u><u>\$ 53,752,216</u></u>

Magnolia Educational & Research Foundation
Foundation Only Comparative Statement of Financial Position
June 30, 2024 and 2023

	2024	2023
Assets		
Current assets		
Cash	\$ 3,037,906	\$ 1,880,254
Receivables	24,951	2,480,183
Intra-entity receivable	997,815	471,764
Prepaid expenses	17,454	25,872
Total current assets	4,078,126	4,858,073
Non-current assets		
Security deposit	100,000	100,000
Property and equipment	13,010	13,526
Operating lease right-of-use asset	763,518	903,794
Total non-current assets	876,528	1,017,320
Total assets	\$ 4,954,654	\$ 5,875,393
Liabilities		
Current liabilities		
Accounts payable	\$ 762,541	\$ 697,132
Intra-entity payable	453,433	711,847
Current portion of operating lease liability	147,122	158,987
Total current liabilities	1,363,096	1,567,966
Long-term liabilities		
Operating lease liability, less current portion	638,957	744,368
Total liabilities	2,002,053	2,312,334
Net Assets		
Without donor restrictions	2,952,601	3,563,059
Total liabilities and net assets	\$ 4,954,654	\$ 5,875,393

Magnolia Educational & Research Foundation
Foundation Only Comparative Statement of Activities
Year Ended June 30, 2024 and 2023

	2024	2023
Support and Revenues		
Other state revenue	\$ 232,206	\$ 148,875
Local revenues	9,516,776	7,710,514
Interest income	-	33,659
Fundraising revenue	3,228	54,838
Total support and revenues	<u>9,752,210</u>	<u>7,947,886</u>
Expenses		
Program services	1,678,528	1,222,726
Management and general	6,534,767	5,550,535
Total expenses	<u>8,213,295</u>	<u>6,773,261</u>
Change in Net Assets before intra-entity transfers	<u>1,538,915</u>	<u>1,174,625</u>
Intra-entity transfers		
Transfer in	-	37,677
Transfer out	<u>(2,149,373)</u>	<u>(40,106)</u>
Change in Net Assets	<u>(610,458)</u>	<u>1,172,196</u>
Net Assets, Beginning of Year	<u>3,563,059</u>	<u>2,390,863</u>
Net Assets, End of Year	<u><u>\$ 2,952,601</u></u>	<u><u>\$ 3,563,059</u></u>

Magnolia Educational & Research Foundation

Debt Covenants

Year Ended June 30, 2024

Debt Service Coverage

Net income	\$ 4,624,115
Depreciation and amortization	2,526,379
Management fees (50%)	3,232,268
Rent	3,065,272
Income Available for Coverage	13,448,034
Debt Service	3,065,272

Debt Service Coverage	4.39
Limit	1.10
Compliance	Yes

Consolidated Days Cash on Hand

Total Expenses	\$ 75,944,188
Depreciation and amortization	2,526,379
Cash Expenses	73,417,809
Expense/Day	201,145
Cash	46,060,275

Days Cash on Hand	229
Limit	45
Compliance	Yes

Magnolia Educational & Research Foundation
 Consolidating Schedule of Property and Equipment
 Year Ended June 30, 2024

MERF	MSA	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6
\$	\$	\$	\$	\$	\$	\$
-	-	-	-	-	-	-
-	4,723,676	-	-	-	28,750	-
-	648,676	10,061	-	-	-	-
134,513	860,707	924,214	710,540	304,072	430,937	263,305
-	1,625,486	149,067	-	-	2,581,846	-
134,513	7,858,545	1,083,342	710,540	304,072	3,041,533	263,305
(121,503)	(1,302,131)	(877,065)	(584,969)	(289,425)	(403,719)	(257,699)
\$ 13,010	\$ 6,556,414	\$ 206,277	\$ 125,571	\$ 14,647	\$ 2,637,814	\$ 5,606

See Notes to Supplementary Information

Magnolia Educational & Research Foundation
 Consolidating Schedule of Property and Equipment
 Year Ended June 30, 2024

	MSA 7	MSA Bell	MSA Santa Ana	MSA San Diego	MPM Inc. / LLC	2024 Consolidated	2023 Consolidated
Land	\$ -	\$ -	\$ -	\$ -	\$ 26,531,646	\$ 26,531,646	\$ 26,531,646
Leasehold improvements	57,753	-	372,324	223,950	-	5,406,453	4,185,549
Building	840,557	-	22,355,559	168,571	30,189,536	54,212,960	53,698,460
Computer and equipment	228,173	1,019,664	923,962	770,303	-	6,570,390	6,402,530
Work in progress	-	-	21,355	-	-	4,377,754	2,253,123
Total property and equipment	1,126,483	1,019,664	23,673,200	1,162,824	56,721,182	97,099,203	93,071,308
Less accumulated depreciation	(399,569)	(890,365)	(5,202,160)	(708,134)	(4,301,904)	(15,338,643)	(12,812,262)
Total	\$ 726,914	\$ 129,299	\$ 18,471,040	\$ 454,690	\$ 52,419,278	\$ 81,760,560	\$ 80,259,046

See Notes to Supplementary Information

Magnolia Educational & Research Foundation

Notes to Supplementary Information

June 30, 2024 and 2023

Note 1 - Purpose of Supplementary Schedules**Consolidated Schedule of Expenditures of Federal Awards**Basis of Presentation

The accompanying consolidated schedule of expenditures of federal awards (the schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2024. The information is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

The Organization has not elected to use the ten percent de minimis cost rate.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Organization. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at the Organization.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

The Organization must maintain their instructional minutes at the 1986-87 requirements, as required by *California Education Code* Section 47612.5.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets reported on the unaudited actual financial report to the audited financial statements.

Magnolia Educational & Research Foundation

Notes to Supplementary Information

June 30, 2024

Consolidating Statement of Financial Position and Consolidating Statement of Activities

The consolidating statement of financial position and consolidating statement of activities report the activities of the Organization and related entities and are presented on the accrual basis of accounting. Eliminating entries in the consolidating statement of financial position and consolidating statement of activities are for activities between the Organization and related entities.

Foundation Only Comparative Statements

The accompanying foundation only comparative financial statements report the individual program of Magnolia Education & Research Foundation and are presented on the accrual basis of accounting.

Debt Covenants

Some of the Organization's loan agreements are subject to covenant clauses, whereby the Organization is required to meet certain key financial ratios. This schedule provides information related to the debt covenant ratios and related information.

Consolidating Schedule of Property and Equipment

The accompanying consolidating schedule of property and equipment present the comparative balances for Organization and the Subsidiaries property and equipment.



Other Information
June 30, 2024

Magnolia Public Schools

Magnolia Educational & Research Foundation
Local Education Agency Organization Structure (Unaudited)
June 30, 2024

ORGANIZATION

The Organization operates ten schools in California. Each school is operated on the same tax identification number as the Organization. Charters were granted for each school for up to five years, with an opportunity for renewal. Charters may be revoked by the charter authorizer for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. As of June 30, 2024, the schools operated by the Organization were as follows:

Charter School Name	Charter Number	Sponsoring District	Charter Expiration	Grades Served	Students Served
Magnolia Science Academy	0438	Los Angeles County Office of Education	June 30, 2024	6 - 12	714
Magnolia Science Academy 2	0906	Los Angeles County Office of Education	June 30, 2024	6 - 12	532
Magnolia Science Academy 3	0917	Los Angeles County Office of Education	June 30, 2024	6 - 12	389
Magnolia Science Academy 4	0986	Los Angeles Unified School District	June 30, 2025	6 - 12	124
Magnolia Science Academy 5	0987	Los Angeles County Office of Education	June 30, 2025	6 - 12	218
Magnolia Science Academy 6	0988	Los Angeles Unified School District	June 30, 2026	6 - 8	111
Magnolia Science Academy 7	0989	Los Angeles Unified School District	June 30, 2026	K - 5	280
Magnolia Science Academy Bell	1236	Los Angeles Unified School District	June 30, 2027	6 - 8	404
Magnolia Science Academy Santa Ana	1686	California Department of Education	June 30, 2026	K - 12	504
Magnolia Science Academy San Diego	0698	San Diego Unified School District	June 30, 2027	6 - 8	439

Magnolia Educational & Research Foundation
Local Education Agency Organization Structure (Unaudited)
June 30, 2024

GOVERNING BOARD

MEMBER	OFFICE	TERM EXPIRES
Mekan Muhammedov	Chair	April 2025
Sandra Covarrubias	Vice Chair	August 2027
Umit Yapanel, Ph.D.	Member	October 2027
Salih Dikbas, Ph.D.	Member	December 2024
Diane Gonzalez	Member	December 2024
Esra Eldem-Tunc	Member	June 2027

ADMINISTRATION

Alfredo Rubalcava	Chief Executive Officer and Superintendent
Steve Budhreja	Chief Financial Officer



Independent Auditor's Reports
June 30, 2024

Magnolia Educational & Research Foundation



Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

Governing Board
Magnolia Educational & Research Foundation
Los Angeles, California

We have audited in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*), the consolidated financial statements of Magnolia Educational & Research Foundation (the Organization), which comprise the consolidated statement of financial position as of June 30, 2024, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated December 13, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered the Organization’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization’s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s consolidated financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the consolidated financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Eide Sully LLP".

Rancho Cucamonga, California
December 13, 2024



Independent Auditor’s Report on Compliance for the Major Federal Program; Report on Internal Control over Compliance Required by the Uniform Guidance

Governing Board
Magnolia Educational & Research Foundation
Los Angeles, California

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited Magnolia Educational & Research Foundation’s (the Organization) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on the Organization’s major federal program for the year ended June 30, 2024. The Organization’s major federal program is identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on the Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of the Organization’s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization’s federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

The image shows a handwritten signature in cursive script that reads "Eide Bailly LLP".

Rancho Cucamonga, California
December 13, 2024



Independent Auditor's Report on State Compliance and on Internal Control Over Compliance

Governing Board
Magnolia Educational & Research Foundation
Los Angeles, California

Report on Compliance

Opinions on State Compliance

We have audited Magnolia Educational & Research Foundation's (the Organization) compliance with the requirements specified in the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the Organization's state program requirements identified below for the year ended June 30, 2024.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2024.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*), and the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Organization's state programs.

Auditor’s Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization’s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization’s compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization’s compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances.
- Obtain an understanding of the Organization’s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization’s internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Organization’s compliance with the state laws and regulations applicable to the following items:

2023-2024 K-12 Audit Guide Procedures	Procedures Performed
Local Education Agencies Other Than Charter Schools	
Attendance	Not Applicable
Teacher Certification and Misassignments	Not Applicable
Kindergarten Continuance	Not Applicable
Independent Study	Not Applicable
Continuation Education	Not Applicable
Instructional Time	Not Applicable
Instructional Materials	Not Applicable
Ratio of Administrative Employees to Teachers	Not Applicable
Classroom Teacher Salaries	Not Applicable

2023-2024 K-12 Audit Guide Procedures	Procedures Performed
Early Retirement Incentive	Not Applicable
GANN Limit Calculation	Not Applicable
School Accountability Report Card	Not Applicable
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools	Not Applicable
K-3 Grade Span Adjustment	Not Applicable
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Not Applicable
District of Choice	Not Applicable
Home to School Transportation Reimbursement	Not Applicable
 School Districts, County Offices of Education, and Charter Schools	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not Applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Yes
 Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

The term “Not Applicable” is used above to mean either the Organization did not offer the program during the current fiscal year, the Organization did not participate in the program during the current fiscal year, the program did not exceed the threshold for testing, or the program applies to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.



Rancho Cucamonga, California
December 13, 2024



Schedule of Findings and Questioned Costs
June 30, 2024

Magnolia Educational & Research Foundation

Magnolia Educational & Research Foundation

Summary of Auditor's Results

Year Ended June 30, 2024

CONSOLIDATED FINANCIAL STATEMENTS

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to consolidated financial statements noted?	No

FEDERAL AWARDS

Internal control over major program	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	No

Identification of major programs

<u>Name of Federal Program or Cluster</u>	<u>Federal Financial Assistance Listing</u>
COVID-19 Education Stabilization Fund	84.425U, 84.425W
Dollar threshold used to distinguish between type A and type B programs	\$750,000
Auditee qualified as low-risk auditee?	No

STATE COMPLIANCE

Internal control over state compliance for programs	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for programs	Unmodified

Magnolia Educational & Research Foundation

Financial Statement Findings

Year Ended June 30, 2024

None reported.

Magnolia Educational & Research Foundation
Federal Awards Findings and Questioned Costs
Year Ended June 30, 2024

None reported.

Magnolia Educational & Research Foundation
State Compliance Findings and Questioned Costs
Year Ended June 30, 2024

None reported.

Magnolia Educational & Research Foundation

Summary Schedule of Prior Audit Findings

Year Ended June 30, 2024

Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Financial Statement Findings

None reported.

Federal Awards Findings

None reported.

State Awards Findings**2023-001 40000 – After School Education and Safety Program****Criteria or Specific Requirements**

According to the California *Education Code* Section 8482.4(c)(1), a charter that receives state funding for an after-school program must report attendance to the California Department of Education (CDE) semiannually. Such reporting must be supported by attendance records supporting student participation.

Condition

The Organization compiles monthly summaries of student attendance for submission to the CDE. However, in reviewing the Organization's monthly summary totals for the second semi-annual reporting period, it was noted that the Organization's monthly totals as summarized did not agree with what was reported on the semi-annual report. The CDE report for the first semi-annual report shows 151 and 7,235 students served for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively. In contrast, the monthly summary totals for July through December 2022 shows 666 and 7,221 students served for the Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively.

This resulted in the Organization misstated the number of students served by 501.

Charter School	Summarized Attendance Documentation	Attendance Reported to the CDE	Difference
Magnolia Science Academy 8	666	151	515
Magnolia Science Academy San Diego	7,221	7,235	(14)
			<u>501</u>

Magnolia Educational & Research Foundation
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2024

Cause

The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.

Effect

In addition, the Organization was not compliant with *Education Code* Section 8482.4(c)(1) for the 2022-2023 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.

Questioned Costs

Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.

Recommendation

For accurate attendance reporting, the Organization should review procedures used to report the number of students served to the CDE to methods are consistent to allow for accurate reporting. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE.

Current Status

Implemented.

Coversheet

Resolution Approving Charter Material Revision of Magnolia Science Academy- Orange County

Section: IV. Action Items
Item: F. Resolution Approving Charter Material Revision of Magnolia Science
Academy- Orange County
Purpose: Vote
Submitted by:
Related Material: IV_F_Material Revision of MSA-OC.pdf



Agenda Item:	IV F: Action Item
Date:	January 16, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Dr. Maria Czerner-Rowell, MSA-OC Founding Principal Fatima Cristerna-Adame, Senior Project Director of Growth & Expansion
RE:	Resolution Approving Charter Material Revision of Magnolia Science Academy – Orange County

Action Proposed:

I move that the Board approve Resolution #20250116-02 that authorizes the material revision submission of Magnolia Science Academy-Orange County’s Charter Petition to the Orange County Department of Education and authorize the MPS CEO and Superintendent to take the necessary actions needed to complete the revision process.

Purpose:

The Orange County Department of Education (OCDE) allows charter operators to amend their charter petitions if the school wishes to make any substantial changes to their educational program, governance, organizational structure, or location.

MSA-OC is currently in its planning year and preparing to open its first two of four campuses in 2025-26. Currently, the approved countywide benefit charter school includes MSA-OC’s tentative locations in Orange, Placentia-Yorba Linda, Irvine, and Saddleback.

After our outreach to families in Placentia Yorba-Linda, it is in MSA-OC’s best interest to add Anaheim Union High School District (AUHSD) and Anaheim Elementary School District (AESD) as a desired location for future campus locations based on our TK-12 approved petition.

We plan to open our first campus in the Placentia-Yorba Linda Unified School District (PYLUSD) using Prop 39 and our second site in Anaheim using a private facility in the 2025-2026 academic school year.



Background: The resolution being approved addresses the request for a material revision to MSA-OC's charter petition to reflect potential new locations for the four approved campuses. The first location was identified in the Placentia-Yorba Linda School District and the second in the Anaheim Union High School District (AUHSD) and Anaheim Elementary School District (AESD) areas.

Exhibits:

- Resolution Approving Charter Material Revision – Magnolia Science Academy - Orange County

**MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
BOARD RESOLUTION
Resolution No. 20250116-02**

**Concerning Submission to the Orange County Department of Education
a Request for Material Revision of the Magnolia Science Academy Orange County Charter**

**RESOLUTION APPROVING CHARTER MATERIAL REVISION – MAGNOLIA SCIENCE ACADEMY
ORANGE COUNTY**

WHEREAS, the Board of Directors (“Board”) of Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”), which operates the Magnolia Science Academy - Orange County charter school (“MSA-OC”), finds it in the best interest of MSA-OC and in furtherance of its educational and charitable purposes to submit a request for material revision of the MSA-OC charter, as authorized by the Orange County Department of Education for the term of July 1, 2024, to June 30, 2029, and with oversight provided by the Orange County Department of Education (collectively, the “County”) and as provided for in Education Code Section 47607.

NOW THEREFORE, BE IT RESOLVED, that MPS, together with MSA-OC, shall prepare a material revision of the MSA-OC charter for submission to the County; and

BE IT RESOLVED FURTHER, that MPS authorizes its Chief Executive Officer & Superintendent, Alfredo Rubalcava, to sign the request for a material revision, execute related documents, and otherwise act on behalf of MPS and MSA-OC with respect to the material revision application process; and

BE IT RESOLVED FURTHER, that MPS directs the Chief Executive Officer & Superintendent to work with the County on the details of the material revision submission, and authorizes the Chief Executive Officer and Superintendent to amend the material revision application, if necessary, based on the best interests of MSA-OC; and

BE IT RESOLVED FURTHER, that the nature and scope of the changes associated with the material revision of the MSA-OC charter are:

1. In addition to our four named sites we would like to add school site locations in Anaheim Elementary School District (AESD) and Anaheim Union High School District (AUHSD);
2. To update the MSA-OC charter for any new laws enacted since the charter was last renewed pursuant to Education Code Section 47607(b).

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 16 day of January 2025.

Board Member	Vote
Mr. Mekan Muhammedov	
Ms. Sandra Covarrubias	
Dr. Umit Yapanel	
Dr. Salih Dikbas	
Ms. Diane Gonzalez	

AYES:

NOS:

ABSTENTIONS:

ABSENT:

By: _____
Board Secretary

Coversheet

Approval of Revisions to the Employee Evaluation Protocols

Section: IV. Action Items
Item: G. Approval of Revisions to the Employee Evaluation Protocols
Purpose: Vote
Submitted by:
Related Material: IV_G_Approval of Revisions to the Employee Evaluation Protocols.pdf



Agenda Item:	IV G: Action Item
Date:	January 16, 2025
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 Fiorella Del Carpio, Chief People Officer
RE:	Approval of Revisions to the Employee Evaluation Protocols

Action Proposed:

I move that the Board approve the revisions to the Employee Evaluation Protocols.

Purpose:

MPS is in the process of revamping our employee evaluation protocols to better align evaluations with job descriptions and provide targeted support, coaching, and professional development. Based on extensive feedback from our staff and school leaders, we propose simplifying the current protocol by removing the annual Educational Partner Survey results and CA School Dashboard results from employees’ overall performance scores. The advantages of this change will be discussed in the following sections.

Background:

Original Evaluation Protocol

MPS has three distinct but aligned evaluation protocols for our employees: teaching staff, school leaders, and general staff. **Teaching staff** include classroom teachers; **school leaders** include principals, assistant principals, and deans; and **general staff** include classified staff, Home Office staff, and non-teaching certificated staff.

Teaching staff are evaluated based on their performance in the MPS Framework for Teaching (10 standards) and Teacher Professional Qualities, Dispositions, and Responsibilities (5 areas). School leaders are assessed using the California Professional Standards for Education Leaders (CPSELs) across 6 standards. General staff are evaluated based on their performance in the MPS Core Value Areas (10 areas).



Please refer to the following tables for a detailed overview of the evaluation standards and areas.

TEACHERS:

Teacher Performance on the MPS Framework for Teaching

Standards:

1. **Standard 1.** Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.
2. **Standard 2.** Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
3. **Standard 3.** Teacher understands and organizes subject matter for student learning.
4. **Standard 4.** Teacher plans instruction and designs learning experiences for all students.
5. **Standard 5.** Teacher sets the stage and effectively communicates learning expectations.
6. **Standard 6.** Teacher implements effective teaching strategies that engage students in learning.
7. **Standard 7.** Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.
8. **Standard 8.** Teacher differentiates instruction to meet the needs of diverse learners.
9. **Standard 9.** Teacher helps students become strategic learners and develop higher order thinking skills.
10. **Standard 10.** Teacher engages in professional growth.

Teacher Professional Qualities, Dispositions, and Responsibilities

Areas:

1. Professional, Legal, & Ethical Responsibilities
2. Work Ethics & Efficiency
3. Communication & Coordination
4. Collegiality & Professionalism
5. Other Professional Responsibilities



SCHOOL LEADERS:

School Leader Performance on the California Professional Standards for Education Leaders (CPSEL)

CPSELS:

1. **Standard 1. DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION**
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
2. **Standard 2. INSTRUCTIONAL LEADERSHIP**
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
3. **Standard 3. MANAGEMENT AND LEARNING ENVIRONMENT**
Education leaders manage the organization to cultivate a safe and productive learning and working environment.
4. **Standard 4. FAMILY AND COMMUNITY ENGAGEMENT**
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
5. **Standard 5. DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION**
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
6. **Standard 6. EXTERNAL CONTEXT AND POLICY**
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.



GENERAL STAFF:

Employee Performance on the MPS Core Values

Excellence:

1. **Area 1.** Effectiveness
2. **Area 2.** Efficiency
3. **Area 3.** Ethics & Professionalism
4. **Area 4.** Professional Growth

Innovation:

5. **Area 5.** Information Literacy & Technology Skills
6. **Area 6.** Critical Thinking & Problem Solving
7. **Area 7.** Initiative & Creativity

Connection:

8. **Area 8.** Communication
9. **Area 9.** Collaboration & Collegiality
10. **Area 10.** Community & External Context

Data Measures

Goals, job-specific functions and skills, student, family, and staff feedback, student performance, performance on the LCAP metrics and school/organizational goals, etc., are used to supplement and inform the employee's evaluation of the standards and areas listed in the tables above. The annual evaluation process involves frequent observations and feedback, collection of data and evidence to foster collaboration with the employee, and goal setting and monitoring.

In addition, the current evaluation protocols base 15% of the overall evaluation score on student, parent, and staff survey results and 20% on the school's performance on the CA School Dashboard.

Revisions to be Adopted by the Board

We propose that these two data metrics, which have a schoolwide score and are already considered by evaluators when rating the evaluation standards and areas for each individual employee, be removed as separate scores in the evaluations. Comprehensive data—encompassing and extending beyond survey and Dashboard results—are already considered when evaluating our staff. With this change, the overall scoring system will shift from a 100-point scale to a more commonly used 4.00 scale, where the ratings from the standards/areas will



be averaged to calculate the final rating. Please refer to the following tables for details on this change.

CURRENT:

Measure	Percentage
Teacher Performance on the MPS Framework for Teaching	55%
Teacher Professional Qualities, Dispositions, and Responsibilities	10%
Student, Parent, and Staff Voices	15%
Student Performance	20%

PROPOSED:

Measure	Percentage
Teacher Performance on the MPS Framework for Teaching	66.7%
Teacher Professional Qualities, Dispositions, and Responsibilities	33.3%
Teacher goals, job-specific functions and skills, student, family, and staff feedback, student performance, performance on the LCAP metrics and school/organizational goals, etc., will be used to supplement and inform the teacher’s evaluation on the “MPS Framework for Teaching” and “MPS Teacher Professional Qualities, Dispositions, and Responsibilities.”	Not assigned a separate percentage

CURRENT:

Teacher’s Overall Evaluation Rating (1-4)		
<input type="checkbox"/>	Highly Effective (HE)	85% - 100%
<input type="checkbox"/>	Effective (E)	65% - 84%
<input type="checkbox"/>	Developing (D)	50% - 64%
<input type="checkbox"/>	Ineffective (I)	Less than 50%

PROPOSED:

Teacher’s Overall Evaluation Rating (1-4)		
<input type="checkbox"/>	Highly Effective (HE)	3.50 - 4.00
<input type="checkbox"/>	Effective (E)	2.50 - 3.49
<input type="checkbox"/>	Developing (D)	1.50 - 2.49
<input type="checkbox"/>	Ineffective (I)	1.00 - 1.49



Analysis:

Why Remove Survey and Dashboard Results from Overall Evaluation Scores?

The following feedback and key points from our school leaders and staff have informed this proposal:

1. Evaluators Already Use Comprehensive Data

- Evaluators are already required to consider all relevant and available data and evidence when rating employees on the evaluation standards and areas.
- The inclusion of schoolwide survey and Dashboard scores as separate metrics in the overall evaluation score creates redundancy in the process.

2. Schoolwide Metrics Do Not Reflect Individual Performance

- Survey and Dashboard scores are schoolwide and do not account for individual roles, responsibilities, or the specific courses that teachers or non-teaching staff handle.
- This approach fails to differentiate between employees' individual contributions and the broader school context.

3. Outdated Data in Dashboard Scores

- Dashboard results are based on the previous year's performance and do not reflect current-year progress or efforts.
- Evaluators are encouraged to use real-time, internal interim data that reflects the current school year, making the Dashboard score an outdated and less relevant measure for individual evaluations.

4. Impact on Fairness and Morale

- When survey and Dashboard results are included as separate scores, employees can receive perfect ratings on all standards/areas yet still fall short of a perfect overall score.
- Historically, even highly effective employees have capped their scores around 92-93% due to low schoolwide metrics. In some cases, staff with exceptional performance have been unable to achieve a "Highly Effective" rating, leading to frustration and resentment.

5. Redundancy with Existing Accountability Structures

- Survey and Dashboard results, along with other performance data, are already recognized and monitored in the LCAP.



- Each school receives quarterly LCAP report cards that thoroughly track schoolwide performance. Reusing these specific data points in individual evaluations adds unnecessary duplication and shifts the focus away from individualized assessment.

6. Inconsistency in Scoring Across Schools

- Including schoolwide data introduces inconsistencies in evaluations.
- Two employees with identical performance can receive different final scores depending on their school's survey and Dashboard results, making the process inequitable.

7. Increased Focus on Role-Specific Feedback and Support

- Removing schoolwide metrics will allow evaluators to focus more on job-specific functions, skills, and performance on standards and areas, ensuring individualized feedback, support, and coaching.
- MPS plans to develop evaluations that align more closely with job descriptions, and this change would simplify the scoring process by shifting from a 100-point scale to an average score out of 4 for each rated standard/area.



Impact:

This proposal aims to ensure that employee evaluations are fair, role-specific, and meaningful. By removing schoolwide survey and Dashboard results as separate metrics, the evaluation process will be more aligned with individual performance and professional growth, fostering greater consistency, transparency, and employee morale across the organization.

Exhibits:

1. Revised MPS Teacher Evaluation Protocol
2. Revised MPS School Leader Evaluation Protocol
3. Revised MPS General Employee Evaluation Protocol



TEACHER EVALUATION PROTOCOL

Last Updated: 1/16/25

MAGNOLIA PUBLIC SCHOOLS (MPS) TEACHER EVALUATION PROTOCOL

Introduction

The vision of Magnolia Public Schools (MPS) is that our graduates commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science. It is MPS' mission to provide a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others. All MPS teachers are expected to learn, grow, and commit to the vision and mission of MPS within their roles and responsibilities. The successful work of MPS teachers can only be realized in a culture where there is learning, open and honest communication, teamwork, use of data, and accountability. The MPS evaluation process is designed to contribute to the organization's pursuit of excellence in education.

The Purposes of the Evaluation

MPS firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

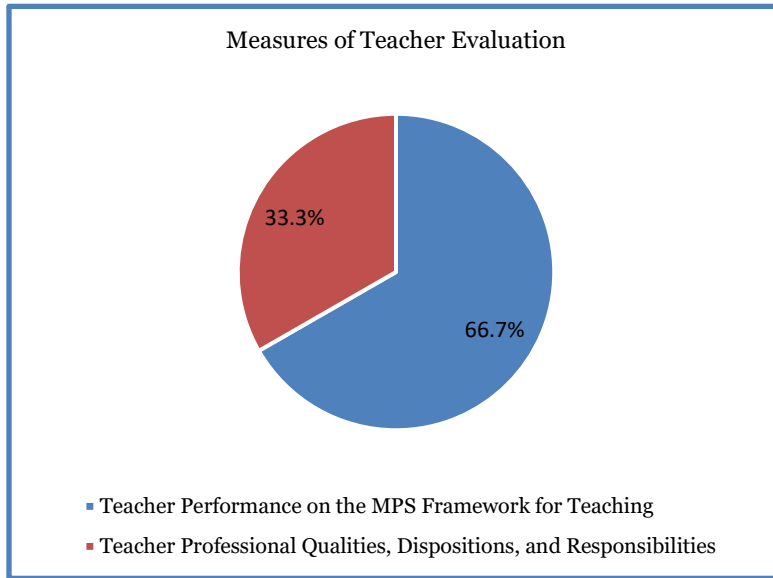
The Evaluation Process

MPS will use multiple measures to make a reliable teacher evaluation. These measures include teacher self-assessment and goals for the year as they should align with the organizational goals as well as the growth goals of the teacher, Local Control and Accountability Plan (LCAP) metrics as they relate to the teacher's duties and responsibilities, job-specific functions and skills, student, family, and staff feedback, and more. Using multiple measures will provide for better insight and reliability than using only one measure. All these measures will be used to supplement and inform the teacher's evaluation on the "MPS Framework for Teaching" and "MPS Teacher Professional Qualities, Dispositions, and Responsibilities."

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MPS wants to keep ongoing student performance discussions with the teacher. MPS will use the following weights for each measure to determine an end-of-year overall rating.

Measure	Percentage
Teacher Performance on the MPS Framework for Teaching	66.7%
Teacher Professional Qualities, Dispositions, and Responsibilities	33.3%

<p>Teacher goals, job-specific functions and skills, student, family, and staff feedback, student performance, performance on the LCAP metrics and school/organizational goals, etc., will be used to supplement and inform the teacher’s evaluation on the “MPS Framework for Teaching” and “MPS Teacher Professional Qualities, Dispositions, and Responsibilities.”</p>	<p>Not assigned a separate percentage</p>
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End-of-Year Overall Evaluation Rating

Evaluators will use the measures described above to determine the final score earned by the teacher on their end-of-year overall performance evaluation. As can be seen in the table below, depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Overall Performance	Overall Evaluation Rating	Rating Descriptor
3.50 – 4.00	4: Highly Effective (HE)	Teacher consistently demonstrates behaviors reflective of the standards in the MPS Framework for Teaching that are above and beyond stated expectations. Teachers who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on the strengths and find innovative ways to apply it to the benefit of the school. Specific comments (i.e., evidence, explanation) are required for rating a teacher as Highly Effective. A Highly Effective rating means that performance is excellent. The employee is a top performer in all areas of teaching performance, student achievement, and academic progress in the perception of others.
2.50 – 3.49	3: Effective (E)	Teacher demonstrates behaviors reflective of the standards in the MPS Framework for Teaching most of the time and meets goals and any targets established for student performance and survey data. The indicator of performance delivered when rating one as Effective is that performance is satisfactory and similar to that of others regarded as good performers. While there are areas remaining that require further development to be considered an excellent performer, an Effective classification is indicative of a valued teacher.
1.50 – 2.49	2: Developing (D)	Teacher sometimes demonstrates behaviors reflective of the standards in the MPS Framework for Teaching and meets some of the goals and targets established for student performance and survey data. A Developing rating indicates that the employee performs well at times but requires more consistent performance overall. Teacher demonstrates potential, but must focus on opportunities for improvement to elevate his/her performance on the standards.
1.00 – 1.49	1: Ineffective (I)	Teacher rarely demonstrates behaviors reflective of the standards in the MPS Framework for Teaching and meets few goals and targets for student performance and survey data. The demonstrated performance of this teacher requires intervention. A rating of Ineffective indicates that performance is unsatisfactory, and the teacher requires significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.

Evaluation Calendar

The following table outlines the steps of the evaluation process with a recommended timeline.

Timeline	Forms/Documents	Evaluation Steps
August	Evaluation Protocol MPS Framework for Teaching	<ul style="list-style-type: none"> At the beginning of the school year, the evaluators will provide the teacher with the evaluation protocol, including the MPS Framework for Teaching, forms for self-assessment, goal setting and progress monitoring, and planning and preparation evidence.
August-September	Self-Assessment Form Goal Setting & Progress Monitoring Form Classroom Observation Form	<ul style="list-style-type: none"> During August/September, every teacher will complete a self-assessment to identify his/her strengths, evidence of meeting standard, and areas for improvement or refinement for each standard. (Teachers relatively new to the profession may focus on Standards 1-7; experienced teachers may focus on Standards 8-10.) Based on his/her areas for improvement or refinement and information gathered from artifacts and other sources, the teacher will meet with the evaluators and set one or two goals for the school year that focus on one or two of the standards. The evaluators will complete one informal observation per teacher focusing on Domain 1: Learning Environment (Standards 1 & 2)
October	Classroom Observation Form	<ul style="list-style-type: none"> The evaluators will complete one informal observation per teacher focusing on Domain 2: Planning & Preparation (Standards 3 & 4)
Mid-October to end of October	Planning & Preparation Evidence Form	<ul style="list-style-type: none"> By the end of October, selected teachers will provide the evaluators with his/her planning and preparation evidence form to demonstrate teacher's effectiveness in organizing subject matter, planning instruction, and designing learning experiences for all students. The teacher will attach unit plan(s) for the months of October, November, and December and an exemplary lesson plan to be implemented during November, which may be picked for a formal observation. The evaluators will set dates with selected teachers for a formal observation cycle, preferably from mid-October to mid-November. The cycle includes a formal observation, preceded by a pre-observation conference and followed by a post-observation conference. Ideally, the formal observation cycle for a selected teacher will be completed within a week. Typically, teachers with 1, 2 or 3 years at MPS and random

		<p>teachers with 4+ years will be included in the Formal Observation Cycle in the first semester, and the remaining teachers will go through the cycle in the second semester. This kind of schedule will allow relatively new teachers to be observed earlier during the year and help the evaluators manage the formal observation cycle for a large size of staff. The final schedule will be decided by the school leaders.</p>
Mid-October to end of November	<p>Planning & Preparation Evidence Form</p> <p>Classroom Observation Form</p> <p>Post-Observation Reflection Form</p>	<ul style="list-style-type: none"> ▪ The evaluators will conduct a Formal Observation Cycle for each selected teacher. Please refer to the section for “Formal Observations” in this protocol for detailed description of the cycle. ▪ For each teacher who went through the Formal Observation Cycle, the evaluators may assign a rating on Standards 1 through 9 on the Post-Observation Reflection Form. These ratings are not final; final ratings will be marked on the Summative Assessment Form by April 1. ▪ Evaluators may develop a teaching improvement plan with the teachers who receive ratings of 1 or 2 on any standard. The Goal Setting & Progress Monitoring Form can be used for this purpose.
November-December	Classroom Observation Form	<ul style="list-style-type: none"> ▪ The evaluators will complete one informal observation per teacher focusing on Domain 3: Instruction & Assessment (Standards 5, 6, & 7).
Early December	<p>Self-Assessment Form</p> <p>Goal Setting & Progress Monitoring Form</p>	<ul style="list-style-type: none"> ▪ It is recommended that every teacher update his/her self-assessment to identify his/her strengths, evidence of meeting standard, and areas for improvement or refinement for each standard. It is recommended that teachers, over time and with experience, shift their focus to higher-order, deeper-level standards, i.e., Standards 8-10. ▪ Based on his/her areas for improvement or refinement and information gathered from classroom observations, artifacts and other sources, the teacher will meet with the evaluators in December. At this meeting, teachers will discuss progress/completion of goals set in August/September with the evaluators. Teachers will document their progress on their prior goals, and if necessary, make adjustments to their action plans. If goals are already accomplished by mid-year, teachers will set one or two new goals for the remainder of the year, ultimately with a focus on one (or two) of the standards from Standards 8-10.

By the end of December		<p>By the end of December, the following will have been completed:</p> <ul style="list-style-type: none"> ▪ For every teacher: <ul style="list-style-type: none"> ○ Self-Assessment ○ Goal Setting & Progress Monitoring ○ Two (unrated) informal observations ○ At least one peer-observation ▪ For selected teachers: <ul style="list-style-type: none"> ○ One formal observation cycle (Ratings will be recorded on the Post Observation Form for Standards 1 through 9)
January-March	Classroom Observation Form	<ul style="list-style-type: none"> ▪ The evaluators will complete one or two informal observations per teacher focusing on Domain 3: Instruction & Assessment (Standards 8 & 9).
Mid-February to mid-March	<p>Planning & Preparation Evidence Form</p> <p>Classroom Observation Form</p> <p>Post-Observation Reflection Form</p>	<ul style="list-style-type: none"> ▪ For those teachers who have not gone through a formal evaluation cycle yet, the evaluators will set dates for a formal observation cycle, preferably in mid-February through mid-March. ▪ Teachers who will go through the formal evaluation cycle will provide the evaluators with his/her planning and preparation evidence form to demonstrate teacher's effectiveness in organizing subject matter, planning instruction, and designing learning experiences for all students. The teacher will attach unit plan(s) for the months of February and March and an exemplary lesson plan to be implemented during the week of observation, which may be picked for a formal observation.
Mid-March to April 1	<p>Summative Assessment Form</p> <p>Professional Qualities, Dispositions, and Responsibilities Form</p> <p>Teacher Evaluation Summary Page</p>	<ul style="list-style-type: none"> ▪ For each teacher, the evaluators will assign a rating on Standards 1 through 10 on the Summative Assessment Form. ▪ Evaluators will complete the Professional Qualities, Dispositions, and Responsibilities Form. ▪ For each teacher, the evaluators will enter an end-of-year overall evaluation rating into the Teacher Evaluation Summary Page. ▪ Evaluators will share the completed evaluation forms with each teacher. Forms include: Teacher Evaluation Summary Page, Teacher Summative Assessment Form, and the Professional Qualities, Dispositions, and Responsibilities Form.
By April 1		<p>Since the beginning of the year until April 1, the following will have been completed:</p>

		<ul style="list-style-type: none"> ▪ For every teacher: <ul style="list-style-type: none"> ○ Self-Assessment ○ Goal Setting & Progress Monitoring ○ Four (unrated) informal observations ○ At least two peer-observations ○ One formal observation cycle ○ Summative Teacher Evaluation (Summative Assessment Form, Professional Qualities, Dispositions, and Responsibilities Form, Teacher Evaluation Summary Page)
April-May	Classroom Observation Form	<ul style="list-style-type: none"> ▪ (Recommended) The evaluators will complete one or two informal observation per teacher focusing on Standards 8 & 9, and other identified areas for growth unique to each teacher.
May-June	Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> ▪ Every teacher will meet with the evaluators to discuss progress/completion of goals. Teachers will document their progress on their goals, and if necessary, adjust their action plans. In addition, the teachers and the evaluators will discuss possible new goals for the next school year.

The above timeline is recommended to the MPS evaluators to ensure timely completion of all steps of the evaluation process. Evaluators can be flexible with the timeline without compromising the fundamental design of the process. For example; depending on the number of teachers and actual formal observation schedules, evaluators may choose to combine the post-observation conference in November with the goal setting and progress monitoring meeting in December for selected teachers. Or, instead of doing it in May/June, the evaluators may choose to conduct the final goal setting and progress monitoring meetings, for some or all the teachers, before final evaluations are shared out. Also, while monthly focus on specific standards promotes organization-wide coherence and is strongly recommended by MPS, evaluators can and should focus on any identified area for growth at any time of the year.

Measures of Teacher Evaluation:

(1) Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes, and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, training for all teachers, school administrators, and staff is highly recommended.

The annual evaluation process at MPS involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use an online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process using self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating Teacher Performance on the MPS Framework for Teaching, the evaluators will also score Teacher Professional Qualities, Dispositions, and Responsibilities. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected

- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MPS uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum four (4) times a year per teacher (*Recommended: every other week*)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (*While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.*)
 - August-September: Domain 1: Learning Environment (Standards 1 & 2)
 - October: Domain 2: Planning & Preparation (Standards 3 & 4)
 - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
 - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
 - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (*Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.*)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (*Recommended: at least two peer-observations per year by each teacher*)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (*Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard*)
 - While scheduling of formal observations is flexible, MPS recommends the months of November and February for formal observations; November for teachers with 1, 2 or 3 years at MPS and random teachers with 4+ years and February for the remaining teachers.
- Take full class period
- Scheduled
- Have three parts called the "Formal Observation Cycle": Pre-Observation Conference, Formal Observation, Post-Observation Conference.
 - Ideally, the formal observation cycle for a selected teacher will be completed within a week.
 - Pre-observation conference: The teacher will provide the evaluators with his/her planning and preparation evidence form to demonstrate teacher's effectiveness in organizing subject matter, planning instruction, and designing learning experiences for all students. Evidence includes "Planning and Preparation Form" that teachers will bring to the conference, along with unit plan(s) and an exemplary lesson plan which may be picked for a formal observation. Focus for the unit plan(s) and the lesson plan are Standard 3 and Standard 4, respectively. Since formal observations focus on Standards 5-9, using the exemplary lesson as a model, the teacher will also explain how they would meet those standards if the lesson were actually observed.

- Formal observation: Formal observation will focus on observing implementation of standards and collecting evidence. The focus of the formal observation is Domain 3: Standards 5-9. Emphasis will be placed on Standards 5, 6, and 7 in November and on Standards 8 and 9 in February. Evidence of what teachers and students are doing/saying will be collected, free of opinion and bias. Evaluators will enter their notes in the “Classroom Observation Form.”
- Post-observation conference: The teacher and the evaluators will reflect on the observed lesson in a highly collaborative way. Ideally, the evaluators will share teacher’s ratings on the standards based on the observed lesson and evidence collected throughout the school year. However, if additional time is needed for evidence collection to determine more accurate ratings, the evaluators can share their ratings at a later time. Meeting will end with suggestions for improving practice and a professional learning focus.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Rating of Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching provides a total of 40 elements for teaching under 10 standards that span four domains. The domains are:

- Domain 1: Learning Environment (2 standards)
- Domain 2: Planning & Preparation (2 standards)
- Domain 3: Instruction & Assessment (5 standards)
- Domain 4: Professional Growth (1 standard)

Each standard contains four elements that describe a specific feature of the standard. The standards in the framework build on each other to support teacher growth, development, and performance. The rubric for teaching performance describes teacher and student behaviors and expectations for each standard and provides a roadmap for improvement of teaching. Informal classroom observations will mainly focus on a standard or an element within the standard to provide teachers with bite-sized, focused, constructive, and critical feedback. Teachers will be provided more comprehensive feedback on the standards during a formal observation cycle. Before the completion of the evaluation

process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. The following table shows the 10 standards to be rated by the evaluators.

DOMAIN 1: LEARNING ENVIRONMENT
Teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.
Standard 1. Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.
<ul style="list-style-type: none"> ▪ ELEMENT 1: CLASSROOM NORMS ▪ ELEMENT 2: TEACHER WITHITNESS & RESPONSIVENESS ▪ ELEMENT 3: MAXIMIZING LEARNING TIME ▪ ELEMENT 4: CLASSROOM ENVIRONMENT & ACCESS TO RESOURCES
Standard 2. Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
<ul style="list-style-type: none"> ▪ ELEMENT 5: BUILDING A CARING COMMUNITY OF LEARNERS ▪ ELEMENT 6: CULTURALLY RESPONSIVE TEACHING (CRT) ▪ ELEMENT 7: HIGH EXPECTATIONS & STUDENT MOTIVATION ▪ ELEMENT 8: SOCIAL-EMOTIONAL SUPPORT & RECOGNITION
DOMAIN 2: PLANNING & PREPARATION
Teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do.
Standard 3. Teacher understands and organizes subject matter for student learning.
<ul style="list-style-type: none"> ▪ ELEMENT 9: KNOWLEDGE OF SUBJECT MATTER & PEDAGOGY ▪ ELEMENT 10: DESIGNING CURRICULUM ▪ ELEMENT 11: CURRICULAR FOCUS ▪ ELEMENT 12: COHERENCY & CONNECTIONS
Standard 4. Teacher plans instruction and designs learning experiences for all students.
<ul style="list-style-type: none"> ▪ ELEMENT 13: LEARNING OBJECTIVES ▪ ELEMENT 14: MODELS OF INSTRUCTION ▪ ELEMENT 15: PREPARING & ORGANIZING LEARNING ACTIVITIES ▪ ELEMENT 16: USING KNOWLEDGE OF STUDENTS & DATA IN PLANNING
DOMAIN 3: INSTRUCTION & ASSESSMENT
Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.

<p>Standard 5. Teacher sets the stage and effectively communicates learning expectations.</p> <ul style="list-style-type: none"> ▪ ELEMENT 17: ARTICULATION OF LEARNING OBJECTIVES ▪ ELEMENT 18: HOOK & ACTIVATING PRIOR KNOWLEDGE (APK) ▪ ELEMENT 19: LESSON SIGNIFICANCE & CONNECTIONS ▪ ELEMENT 20: REFERRING TO LEARNING OBJECTIVES
<p>Standard 6. Teacher implements effective teaching strategies that engage students in learning.</p> <ul style="list-style-type: none"> ▪ ELEMENT 21: EXECUTION OF LESSON CYCLE & PACING ▪ ELEMENT 22: CONCEPT LEARNING & MODELING ▪ ELEMENT 23: SCAFFOLDING & CONNECTING ▪ ELEMENT 24: INSTRUCTIONAL CLARITY & MEANINGFUL ENCODING
<p>Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.</p> <ul style="list-style-type: none"> ▪ ELEMENT 25: CHECKING FOR UNDERSTANDING & QUESTIONING ▪ ELEMENT 26: RUBRIC & FEEDBACK ▪ ELEMENT 27: SUMMATIVE ASSESSMENTS ▪ ELEMENT 28: MONITORING & COMMUNICATING STUDENT GROWTH
<p>Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.</p> <ul style="list-style-type: none"> ▪ ELEMENT 29: ASSESSING FOR DIFFERENTIATION ▪ ELEMENT 30: DIFFERENTIATION STRATEGIES ▪ ELEMENT 31: TECHNOLOGY & RESOURCES ▪ ELEMENT 32: PERSONALIZED SUPPORT
<p>Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.</p> <ul style="list-style-type: none"> ▪ ELEMENT 33: HIGHER-ORDER QUESTIONING & ADDRESSING MISCONCEPTIONS ▪ ELEMENT 34: STUDY STRATEGIES & USING EVIDENCE FROM TEXTS ▪ ELEMENT 35: COOPERATIVE LEARNING & USE OF ACADEMIC LANGUAGE ▪ ELEMENT 36: INTELLECTUAL CURIOSITY & CREATIVITY
<p>DOMAIN 4: PROFESSIONAL GROWTH</p> <p>Teacher demonstrates habits and skills of continuous inquiry and learning and works collaboratively to improve professional practice and student learning.</p>
<p>Standard 10. Teacher engages in professional growth.</p> <ul style="list-style-type: none"> ▪ ELEMENT 37: REFLECTING ON TEACHING PRACTICE ▪ ELEMENT 38: ENGAGING IN PROFESSIONAL LEARNING ▪ ELEMENT 39: COLLABORATING WITH PROFESSIONAL COMMUNITY ▪ ELEMENT 40: DEMONSTRATING GRIT

Descriptions of teacher and student behaviors and expectations for each standard can be found in *Attachment: MPS Framework for Teaching*. Here is an example:

Standard 5. Teacher sets the stage and effectively communicates learning expectations.

Meets:

- **ELEMENT 17: ARTICULATION OF LEARNING OBJECTIVES:** Teacher articulates learning objectives in a student-friendly language. Teacher has the students interact with the objectives and checks for student understanding of them. (*Ex: "TAPPLE"*)
- **ELEMENT 18: HOOK & ACTIVATING PRIOR KNOWLEDGE (APK):** Teacher gets students' attention and focus and hooks them into the lesson. (*Ex: anticipatory set*) Teacher activates prior knowledge. (*Ex: through universal experience or sub-skill review*)
- **ELEMENT 19: LESSON SIGNIFICANCE & CONNECTIONS:** Teacher clearly communicates significance of the lesson and how it fits with the unit/curriculum goals. Teacher makes connections between the current learning objectives and the students' prior and future learning to further student understanding of the content material within or outside of the unit or discipline. (*Ex: personal, academic, real-life importance*)
- **ELEMENT 20: REFERRING TO LEARNING OBJECTIVES:** Teacher uses strategies consistently, such as paraphrasing, repetition, visual cues, essential questions, etc., to interpret learning objectives to students. Teacher routinely refers to the learning objectives and supporting materials (*e.g., word walls, essential questions, etc.*) during instruction.

Exceeds:

- When asked, students can explain the learning objectives of the lesson.
- Students are mentally engaged in the concept, process, or skill to be learned. In relationship to the objective, students actively and effectively engage in the process of connecting the lesson to prior learning.
- When asked, students can explain connections between objectives and how they apply to other goals and learnings.
- When asked, students can explain how their current activities relate to the learning objectives.

It is important to note that specific feedback to the teacher on each element provides better focus for professional practice and growth. The observers and the evaluators are encouraged to pinpoint strengths and areas for improvement based on the elements. However, rating will be provided for the standard, not for each element. Elements describe a specific feature of the standard, and the teacher is expected to meet or exceed the standard as a whole. There is variation among school systems and organizations in their approach to rating standards versus elements. MPS actively seeks feedback from our teachers and evaluators to implement an efficient and effective system that helps with both *measuring teachers* and *supporting teacher growth*.

MPS will base 66.7 percent of teacher's end-of-year overall evaluation on "Teacher Performance on the MPS Framework for Teaching." Each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each of the ten standards on the MPS Framework for Teaching. The following table describes the ratings that will be used to rate each standard on the framework.

Rating	Points	Rating Descriptor
Exceeds Standard	4	Teacher and students <u>consistently</u> demonstrate <u>all</u> behaviors reflective of the standard stated under "Meets" and the <u>majority</u> of the behaviors stated under "Exceeds." Teacher performance on the standard is excellent.
Meets Standard	3	Teacher and students demonstrate the <u>majority</u> of the behaviors reflective of the standard stated under "Meets" <u>most of the time</u> . Teacher performance on the standard is very good. However, there are areas remaining that require further development to be considered an excellent performer on this standard.
Approaches Standard	2	Teacher and students <u>sometimes</u> demonstrate the behaviors reflective of the standard stated under "Meets." Teacher performs well at times but requires more consistent performance overall. Teacher demonstrates potential but must focus on opportunities for improvement to elevate his/her performance on this standard.
Below Standard	1	Teacher and students <u>rarely</u> demonstrate the behaviors reflective of the standard stated under "Meets." The demonstrated performance of this teacher is unsatisfactory and requires intervention and significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.

(2) Teacher Professional Qualities, Dispositions, and Responsibilities

MPS will use teachers' professional qualities, dispositions, and taking responsibilities seriously as one of the measures in their evaluation. MPS wants to ensure that each teacher respects commitments and agreements as well as assumes responsibility and accountability for actions, striving for excellence, ensuring effectiveness. Therefore, each teacher needs to understand and fulfill his/her fundamental professional responsibilities as an educator and as a member of a well-established profession as well as assume his/her accountability to students, families, colleagues, and school.

Following are five areas to be evaluated under this metric:

- Professional, Legal, & Ethical Responsibilities
- Work Ethics & Efficiency
- Communication & Coordination
- Collegiality & Professionalism
- Other Professional Responsibilities

Descriptions of professional qualities, dispositions, and responsibilities for each of the above five areas can be found in *Attachment: MPS Teacher Professional Qualities, Dispositions, and Responsibilities Form*. Here is an example:

WORK ETHICS & EFFICIENCY:

- Teacher handles responsibilities and tasks promptly and efficiently. He/she plans and gets organized for upcoming duties; completes tasks, reports, and analyses in a timely fashion. He/she schedules time efficiently and completes an appropriate amount of work in the allotted time.
- Teacher is consistently punctual for work and work-related activities. He/she consistently produces high-quality work and demonstrates reliable consistency in the performance of assigned duties. He/she shows commitment to quality and excellence and pays close attention to detail. He/she does not allow personal problems to effect work efficiency in a negative way.

MPS will base 33.3 percent of teacher's end-of-year overall evaluation on Teacher Professional Qualities, Dispositions, and Responsibilities. The following ratings will be used to rate each of the five areas.

Rating	Points	Rating Descriptor
Exceeds Expectations (E)	4	Teacher consistently exceeds expectations by demonstrating exceptional professional qualities and dispositions. The teacher goes above and beyond in fulfilling responsibilities and commitments, often taking initiative and leading by example.
Fully Meets Expectations (F)	3	Teacher consistently fulfills responsibilities and commitments and demonstrates professional qualities and dispositions reflective of the expectations in this area.
Partially Meets Expectations (P)	2	Teacher sometimes fulfills responsibilities and commitments and

		demonstrates professional qualities and dispositions reflective of the expectations in the area. Teacher performs well at times but requires more consistent performance overall.
Does Not Meet Expectations (N)	1	Teacher rarely fulfills responsibilities and commitments and demonstrates professional qualities and dispositions reflective of the expectations in this area. The demonstrated performance of this teacher is unsatisfactory and requires intervention and significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.

The following table outlines the overall evaluation rating breakdown.

Overall Evaluation Rating	Range for Overall Rating
4 - Highly Effective (HE)	3.50 – 4.00
3 - Effective (E)	2.50 – 3.49
2 - Developing (D)	1.50 – 2.49
1 - Ineffective (I)	1.00 – 1.49

Attachments:

The following are attachments referenced in the MPS Teacher Evaluation Protocol.

- MPS Framework for Teaching
- MPS Classroom Observation Form
- MPS Teacher Self-Assessment Form
- MPS Teacher Goal Setting & Progress Monitoring Form
- MPS Teacher Planning & Preparation Evidence Form
- MPS Teacher Post-Observation Reflection Form
- MPS Teacher Summative Assessment Form
- MPS Teacher Professional Qualities, Dispositions, and Responsibilities Form
- MPS Teacher Evaluation Summary Page

MPS FRAMEWORK FOR TEACHING

DOMAIN 1: LEARNING ENVIRONMENT

Teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.

Standard 1. Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.

Meets:

- **ELEMENT 1: CLASSROOM NORMS:** Teacher employs classroom norms and supports for positive behavior to ensure a climate in which all students can learn. Teacher communicates and maintains high standards for individual and group behavior. *(Ex: Teacher posts classroom norms prominently and refers to them at appropriate times.)*
- **ELEMENT 2: TEACHER WITHNESS & RESPONSIVENESS:** Teacher makes sure students follow classroom norms, rules, and procedures. Teacher is proactive and quickly aware when students don't meet expectations. Teacher's verbal or non-verbal response to student behavior is consistent, respectful, and includes redirection, feedback or positive reinforcement to specific students. *(Ex: teacher has effective presence in the room with voice, eye contact, facial expressions, posture, proximity, etc.)*
- **ELEMENT 3: MAXIMIZING LEARNING TIME:** Teacher has established routines and procedures for management of transitions, instructional groups, materials, supplies, and other activities that maximize learning time. *(Ex: Students know how to enter the room, where to sit, what to do with homework, etc.)* Teacher provides bell-to-bell instruction that is rarely interrupted by management issues. Teacher communication is effective with precise language, connected discourse, transition signals, and emphasis.
- **ELEMENT 4: CLASSROOM ENVIRONMENT & ACCESS TO RESOURCES:** Teacher provides a physically safe, clean, orderly, and inviting environment. Teacher creates a versatile classroom layout that facilitates movement, communication, and planned activities. *(Ex: mindful seating arrangements)* Teacher assures that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology.

Exceeds:

- Without being prompted, students articulate or promote behavioral expectations that support the classroom's academic environment.
- Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate behavior. Students take an active role in monitoring their own behavior; they also appropriately respond to or redirect each other's behavior.
- Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions and the handling of materials and supplies. Students are on task throughout and across lessons. Teacher plans for and clearly articulates what

students are to do if they complete work earlier than others. Teacher provides clear and consistent directions that exemplify positive and effective communication.

- Seating and furniture arrangements are neat and optimal for learning. Teacher has appropriate materials/resources consistently ready for instruction. Classroom is inviting, with subject-related or motivational posters, college pennants, tactful decoration, lighting, etc.

Standard 2. Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.

Meets:

- **ELEMENT 5: BUILDING A CARING COMMUNITY OF LEARNERS:** Teacher models and builds mutual respect and establishes a warm and caring environment. Teacher uses classroom strategies to promote students' respect and caring for others. Interactions (*i.e., teacher-student, student-student, etc.*) are friendly and demonstrate respect and caring.
- **ELEMENT 6: CULTURALLY RESPONSIVE TEACHING (CRT):** Teacher implements Culturally Responsive Teaching. Teacher uses cultural characteristics, experiences, and perspectives of diverse students to create culturally rich lessons. Teacher uses a variety of resources to support engagement of diverse learners. Teacher informs families, including non-English speaking families, about the instructional program and develops activities designed to engage families successfully and appropriately in their children's learning.
- **ELEMENT 7: HIGH EXPECTATIONS & STUDENT MOTIVATION:** Teacher develops and communicates a clear "big picture" to motivate students to make positive choices regarding their own learning and acts in accordance with the belief that all students can learn. Teacher creates a rigorous learning environment where high expectations for learning and hard work are classroom norms. Teacher's passion and enthusiasm inspire students to learn. Teacher displays a variety of successful student work prominently in the classroom to represent multiple perspectives and ways of knowing and doing.
- **ELEMENT 8: SOCIAL-EMOTIONAL SUPPORT & RECOGNITION:** Teacher promotes students' social-emotional growth, development, and individual responsibility using positive interventions and supports such as restorative and conflict resolution practices. Teacher offers praise and positive reinforcement consistently, even for small gains. Teacher recognizes individual students and groups for accomplishments.

Exceeds:

- Teacher creates a moral community, helping students respect and care about each other and feel valued within the group, and a democratic classroom environment, where students are involved in decision-making. Teacher models responsibility, integrity, and ethical conduct. Student interactions are generally polite and respectful, and students support each other's learning and critique each other's work under their own initiative.
- Teacher is approachable, genuine, and humorous. Teacher actively listens to students and gets to know the students and the lives they live. (*Ex: home visits*) Students feel valued and are comfortable taking intellectual risks. Teacher's communications are highly sensitive to families' cultural norms.

- Teacher teaches students how to monitor their own behaviors in relation to learning expectations, classroom configurations, and individual and group learning needs. Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance. Students are not afraid to share their willingness to learn and accept mistakes as a healthy part of the learning process. Students find joy in the work of learning.
- Teacher teaches self-regulation strategies to students. Teacher provides time and guidance for students to reflect on their progress, express their frustrations, and think about how they can change behaviors to be more successful, if needed. Students may get upset at times, but the teacher remains calm and under control. Teacher knows how to support students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. Teacher routinely plans for students to share and celebrate one another's accomplishments.

DOMAIN 2: PLANNING & PREPARATION

Teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do.

Standard 3. Teacher understands and organizes subject matter for student learning.

Meets:

- **ELEMENT 9: KNOWLEDGE OF SUBJECT MATTER & PEDAGOGY:** Teacher demonstrates knowledge of subject matter, academic-content standards, and curriculum frameworks as well as content-related pedagogy of the discipline to ensure student learning.
- **ELEMENT 10: DESIGNING CURRICULUM:** Teacher identifies important topics based on standards and his/her knowledge of content, and plans curriculum backward from desired results. (*Ex: "Understanding by Design"*) Teacher designs standards-based, rigorous, challenging, relevant, and coherent curriculum that is accessible to all students. (*Ex: Teacher develops and sequences long-term and short-term instructional plans with how much time to spend on each unit and adjusts them as knowledge of students is developed.*)
- **ELEMENT 11: CURRICULAR FOCUS:** Curriculum reflects philosophy and pedagogy of the discipline (*e.g., instructional shifts for common core*) with a focus on key standards. Rather than racing to cover many topics, teacher plans to deepen the way time and energy are spent in the classroom. (*Ex: "Greater attention on literary nonfiction" Ex: "Key Shifts in Mathematics: Greater focus on fewer topics"*)
- **ELEMENT 12: COHERENCY & CONNECTIONS:** Teacher sequences instruction, plans for progression of learning, and correlates with previous units to develop rich content knowledge within and across grades. (*Ex: "Key Shifts in Mathematics: Coherence"*) Units and lessons are clearly linked to the coherent curriculum. Teacher can identify prerequisite knowledge and skills to achieve learning objectives. Teacher can relate concepts to one another and to other disciplines.

Exceeds:

- Teacher locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides. Teacher's subject matter expertise and enthusiasm can be sensed by students.
- Teacher develops assessments, rubrics and/or exemplars for summative assessments before teaching in order to guide instruction throughout the unit. Teacher collaborates with other teachers for common planning and assessments.
- Curriculum supports MPS core values (*i.e., Excellence, Innovation, and Connection*) and Schoolwide Learner Outcomes (SLOs).
- Teacher integrates content, skills, and practices from other disciplines. (*Ex: interdisciplinary projects*) Students are provided with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. Teacher incorporates current events and global issues into curriculum/instruction while respecting and embracing cultural diversity through the understanding of our global world.

Standard 4. Teacher plans instruction and designs learning experiences for all students.

Meets:

- **ELEMENT 13: LEARNING OBJECTIVES:** After identifying a topic (*See Element 10: Designing Curriculum*), teacher specifies learning objective(s) for the lesson that are closely aligned with standards. Teacher posts learning objectives in the classroom.
- **ELEMENT 14: MODELS OF INSTRUCTION:** Depending on learning objectives and knowledge of students, teacher plans a well-thought blend of research-based models of instruction and incorporates phases (*design components, etc.*) of these models in his/her lesson plans. (*Ex: Models of instruction include EDI, lecture-discussion, guided discovery, cooperative learning, etc. Ex: Well-crafted EDI lessons include: Learning Objective, Activating Prior Knowledge, Concept Development, Skill Development, Lesson Importance, Guided Practice, Lesson Closure and Independent Practice. Ex: 5E Learning Cycle model includes five stages: Engagement, Exploration, Explanation, Elaboration or Extension, Evaluation.*)
- **ELEMENT 15: PREPARING & ORGANIZING LEARNING ACTIVITIES:** Teacher prepares and organizes learning activities that are congruent with learning objectives. All planned activities are pedagogically appropriate. Teacher posts an agenda outlining the planned activities.
- **ELEMENT 16: USING KNOWLEDGE OF STUDENTS & DATA IN PLANNING:** Teacher uses student developmental needs, background, and interests in planning for instruction. Teacher uses data from multiple sources of assessment to determine students' accurate, current levels of performance. (*Ex: state-tests, interim assessments, informal assessments, etc.*) Teacher uses data and knowledge of students to inform planning of content organization and instructional strategies.

Exceeds:

- The learning objective is a clearly written, specific statement of observable student behaviors that can be measured and contributes to reaching the learning goals as opposed to an activity or assignment.

- Teacher is flexible and effective in choosing and implementing the appropriate model (*or blends of models*) for the instructional scenario. (*Ex: The more models teachers investigate and practice, the more techniques they will have at their disposal and the better their chances at optimizing efforts to successfully reach and teach their students.*)
- Teacher has a well-thought lesson plan with varied learning activities and a backup plan.
- Teacher makes himself/herself aware of current research regarding strategies to meet individual student needs and includes strategies to address potential gaps for (*subgroups of*) students. Teacher works collaboratively with other staff and informed individuals (*e.g., co-teacher, resource teacher, EL coordinator, etc.*) to interpret assessment results and to plan targeted interventions and differentiated instruction for meeting individual student needs.

DOMAIN 3: INSTRUCTION & ASSESSMENT

Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.

Standard 5. Teacher sets the stage and effectively communicates learning expectations.

Meets:

- **ELEMENT 17: ARTICULATION OF LEARNING OBJECTIVES:** Teacher articulates learning objectives in a student-friendly language. Teacher has the students interact with the objectives and checks for student understanding of them. (*Ex: "TAPPLE"*)
- **ELEMENT 18: HOOK & ACTIVATING PRIOR KNOWLEDGE (APK):** Teacher gets students' attention and focus and hooks them into the lesson. (*Ex: anticipatory set*) Teacher activates prior knowledge. (*Ex: through universal experience or sub-skill review*)
- **ELEMENT 19: LESSON SIGNIFICANCE & CONNECTIONS:** Teacher clearly communicates significance of the lesson and how it fits with the unit/curriculum goals. Teacher makes connections between the current learning objectives and the students' prior and future learning to further student understanding of the content material within or outside of the unit or discipline. (*Ex: personal, academic, real-life importance*)
- **ELEMENT 20: REFERRING TO LEARNING OBJECTIVES:** Teacher uses strategies consistently, such as paraphrasing, repetition, visual cues, essential questions, etc., to interpret learning objectives to students. Teacher routinely refers to the learning objectives and supporting materials (*e.g., word walls, essential questions, etc.*) during instruction.

Exceeds:

- When asked, students can explain the learning objectives of the lesson.
- Students are mentally engaged in the concept, process, or skill to be learned. In relationship to the objective, students actively and effectively engage in the process of connecting the lesson to prior learning.
- When asked, students can explain connections between objectives and how they apply to other goals and learnings.

- When asked, students can explain how their current activities relate to the learning objectives.

Standard 6. Teacher implements effective teaching strategies that engage students in learning.

Meets:

- **ELEMENT 21: EXECUTION OF LESSON CYCLE & PACING:** Teacher executes a lesson cycle with learning activities as outlined on the agenda. *(See Standard 4: “Models of Instruction” and “Preparing & Organizing Learning Activities.”)* Teacher facilitates the lesson at an appropriate pace that maximizes student learning and on-task behavior. *(Ex: The desired pace is neither so slow that students get bored nor so quick that they can’t keep up.)*
- **ELEMENT 22: CONCEPT LEARNING & MODELING:** Teacher implements multiple strategies to help students construct their understanding of a concept. *(Ex: Teacher provides high-quality examples, examples and non-examples of the concept, presents examples in a real-world context, sequences examples beginning with the most typical and ending with those least familiar, promotes meaningful learning by linking the concept to related concepts, etc.)* Teacher explains, models, and demonstrates knowledge *(i.e., declarative, procedural, conditional)* and skills, such as solutions to problems, and simultaneously reveals his/her strategic thinking processes to students. *(Ex: think-aloud)*
- **ELEMENT 23: SCAFFOLDING & CONNECTING:** Teacher engages students in activities that help them link what they already know to the new content and facilitates these linkages. Learning experiences throughout the lesson cycle are cognitively engaging. *(Ex: schema activation Ex: Lesson is scaffolded to match students’ Zone of Proximal Development (ZPD) levels and rigor for the learning objectives.)* Teacher connects learning to students’ prior knowledge, backgrounds, life experiences, and interests.
- **ELEMENT 24: INSTRUCTIONAL CLARITY & MEANINGFUL ENCODING:** Teacher accurately presents content in a way that is accessible to students, in both verbal and visual forms, and implements strategies that help reduce cognitive load and clarify content. *(Ex: chunking, providing frequent practice to develop automaticity, using both linguistic and nonlinguistic modes of communication, using graphic organizers and hands-on activities, using the board efficiently, etc.)* Teacher uses effective strategies for meaningful learning and long-term memory encoding. *(Ex: imagery, organization, schema activation, elaboration, etc.)*

Exceeds:

- Instruction is facilitated at an appropriate pace to optimize learning time, the amount of content that can be learned, and on-task behavior. Pacing allows a reasonable amount of time for students’ thinking and processing.
- Teacher gives students opportunities to practice think-aloud, and offers structured feedback. Students explain or demonstrate the strategies they use.
- Lesson reflects a clear and appropriate progression from teacher modeling to student independence. Teacher facilitates as students build connections between the current learning objectives and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.

- Teacher avoids extended periods of lecturing in order not to overload learners' working memories. Students engage with the content through multiple opportunities for practice and application. Teacher makes himself/herself aware of current research regarding meaningful learning and encoding.

Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Meets:

- **ELEMENT 25: CHECKING FOR UNDERSTANDING & QUESTIONING:** Teacher continually checks for understanding through a variety of informal and formative assessments to guide real-time adjustments to instruction. (*Ex: TAPPLE, cold-calling, show of hands, clickers, student notes and reflections, mini-whiteboards, assignments, quizzes, demonstrations, concept maps, exit slips, etc.*) Teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objectives. Teacher uses wait time consistently.
- **ELEMENT 26: RUBRIC & FEEDBACK:** Teacher provides a rubric that describes levels of performance relative to the learning goals and objectives. Teacher uses exemplary work, benchmarks, or examples of student work to illustrate various levels of achievement during instruction. Teacher teaches students how to compare their work to the benchmark work to identify gaps and next steps to move forward. Teacher provides timely, accurate, and specific commentary/feedback regarding students' work/performances and connects the comments to the learning objectives and rubric. Teacher feedback has a positive emotional tone.
- **ELEMENT 27: SUMMATIVE ASSESSMENTS:** Teacher uses a variety of summative assessments that are valid and reliable measures of student achievement. (*Ex: tests, performance assessments, portfolios, etc.*) Assessments are aligned with learning objectives. (*Ex: Unit assessments are aligned with unit standards and learning objectives.*) Grading is fair and equitable.
- **ELEMENT 28: MONITORING & COMMUNICATING STUDENT GROWTH:** Teacher closely monitors all students' progress toward meeting student learning outcomes. Teacher uses technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (*families, colleagues, administration, etc.*)

Exceeds:

- Teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking. Teacher adapts plans as he/she develops knowledge of specific students and adjusts instruction to address the needs of students who are having difficulty understanding the lesson.
- When asked, students can explain the meaning of the levels of performance articulated in the rubric. Teacher plans time and guidance for students to reflect on and assess progress. Teacher responds to student work, providing time to remediate for success before final grading.
- Teacher provides students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teacher uses summative assessment results to plan next units and

redeliver instruction. Teacher creates reasonable number of assignments for each subcategory with appropriate weights in the grading system.

- Teacher reviews summative assessment results with students. Students are involved in self-assessment, goal-setting, and monitoring progress.

Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.

Meets:

- **ELEMENT 29: ASSESSING FOR DIFFERENTIATION:** Teacher uses a variety of diagnostic assessments and activities at the beginning of a new unit, lesson or topic to check students' prior knowledge and skill levels, identify student misconceptions, profile learners' interests, and reveal learning-style preferences. (*Ex: initial writing prompts, informal reading assessments, pre-tests, anticipation guides, polling, K-W-L, etc.*) Teacher uses results from assessments and knowledge of students to plan for differentiated instruction.
- **ELEMENT 30: DIFFERENTIATION STRATEGIES:** Teacher implements a variety of types of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning. Teacher differentiates classroom elements (*e.g., content, process, products, learning environment, etc.*) based on student readiness, interest, or learning profile. Teacher is responsive to students' input. He/she encourages student questions and talk in the classroom and demonstrates flexibility by using student input for spontaneous planning and adjustments.
- **ELEMENT 31: TECHNOLOGY & RESOURCES:** Teacher uses accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teacher effectively uses challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (*Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.*)
- **ELEMENT 32: PERSONALIZED SUPPORT:** Teacher addresses the needs of English learners and students with special needs to provide equitable access to education. Teacher provides personalized support as needed. (*Ex: EL strategies, accommodations/modifications, interventions, supplementary enrichment activities, etc.*)

Exceeds:

- Teacher regularly uses knowledge of students' skills, knowledge, needs, interests, language proficiencies, cultural backgrounds, and individual development to plan instruction according to their learning needs. Teacher plans carefully so that instruction incorporates appropriate strategies to meet all learning needs, styles, and interests, and all students have equal access to the curriculum.
- Teacher provides different avenues for students to acquire content, process ideas, and demonstrate their understanding. Teacher provides tasks of varied levels of difficulty, along with supports, including principles of Universal Design and Multi-tiered System of Supports (MTSS), to multiple instructional groups, and by allowing students to work in modes that are most successful for them (*e.g., alone or*

collaborative, auditory or visual, practical or creative). To address the learning needs of students, teacher adapts the pacing or the release of responsibility.

- Teacher keeps up to date with technology and blended learning practices. Teacher models and develops digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teacher provides resources and instructional materials that require cognitive engagement. Students choose, adapt, or create materials to extend learning.
- Teacher tactfully provides academic, social, and emotional support to all students and promotes social integration and development. Teacher works collaboratively with other staff and informed individuals (*e.g., co-teacher, resource teacher, EL coordinator, etc.*) to provide personalized support. Teacher participates in SST and IEP meetings and complies with all IEP/IFSP/ITP/504 requirements. Teacher provides integrated ELD instruction and SDAIE. Teacher provides tutoring as needed.

Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.

Meets:

- **ELEMENT 33: HIGHER-ORDER QUESTIONING & ADDRESSING MISCONCEPTIONS:** Teacher uses higher-order questioning strategies to promote metacognition and help students engage in deeper thinking about concepts and processes, exploring “whys” and “why nots,” and justifying their thinking. Teacher uses questioning to encourage students to allow their misconceptions to emerge and improves student learning by addressing misconceptions. (*Ex: “How do you know?”, “Why do you say that?”*)
- **ELEMENT 34: STUDY STRATEGIES & USING EVIDENCE FROM TEXTS:** Students use multiple study strategies to increase their understanding of written materials and teacher presentations. (*Ex: note-taking, using text signals, summarizing, elaborative questioning, concept mapping, close reading strategies, etc.*) Students have extensive opportunities to build knowledge through content-rich nonfiction texts so they can learn independently. Students are able to answer a range of *text-dependent* questions, whose answers require inferences based on careful attention to the text. Students use evidence from texts to present careful analyses, well-defended claims, and clear information. (*Ex: close reading, evidence-based writing. See “Key Shifts in ELA.”*)
- **ELEMENT 35: COOPERATIVE LEARNING & USE OF ACADEMIC LANGUAGE:** Teacher provides cooperative learning experiences. (*Ex: T-P-S, peer-teaching, group-work, jig-saw, discussion, round robin, etc.*) Teacher facilitates conversations in whole class and small group settings that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning. (*Ex: Socratic seminar*) Teacher focuses on academic vocabulary, especially words that appear in a variety of content areas. Students grow their vocabularies through a mix of conversation, direct instruction, and reading. Students use academic language correctly.
- **ELEMENT 36: INTELLECTUAL CURIOSITY & CREATIVITY:** Teacher ignites intellectual curiosity, provides rigorous instruction, and fosters creativity. Teacher thoroughly teaches and engages students in

tasks, activities, or strategies that address different types of critical thinking relevant to the learning objectives and content. *(Ex: open-ended problem solving, PBL, inquiry and discovery, etc. Ex: analytical thinking where students analyze, compare and contrast, evaluate and explain information; practical thinking where students use, apply, and implement learning in real life scenarios; creative thinking where students create, design, imagine, suppose, and generate a variety of ideas and alternatives.)*

Exceeds:

- Teacher plans for and anticipates student misunderstandings and/or misconceptions and teaches with those in mind. Students explain their own misunderstandings and support other students in unraveling misconceptions.
- Teacher models a variety of strategies and teaches how to match strategies to different tasks in a variety of contexts. Students regularly practice with complex texts and their academic language. Writing focuses on evidence-based writing along with the ability to inform and persuade.
- Teacher uses thoughtful grouping strategies and holds students individually accountable for their understanding. Students demonstrate positive interdependence. Students engage in peer review to give each other feedback. Students initiate questions and push each other's thinking. Teacher uses effective strategies for teaching vocabulary *(e.g., word map, context skills, etc.)*
- Teacher puts students in new situations that require new solutions. Teacher has students/student teams defend decisions for open-ended real-world questions. Teacher requires students to make complex choices and synthesize knowledge. Students instigate classroom projects and inquiry independent of teacher structures.

DOMAIN 4: PROFESSIONAL GROWTH

Teacher demonstrates habits and skills of continuous inquiry and learning and works collaboratively to improve professional practice and student learning.

Standard 10. Teacher engages in professional growth.

Meets:

- **ELEMENT 37: REFLECTING ON TEACHING PRACTICE:** Teacher routinely reflects on his/her own teaching practice and level of subject matter and pedagogical knowledge to initiate learning that can improve instruction and learning for students. Teacher assesses the effectiveness of instructional activities he/she uses and identifies ways for improving lessons.
- **ELEMENT 38: ENGAGING IN PROFESSIONAL LEARNING:** Teacher establishes professional goals and engages in continuous and purposeful professional growth and development. Teacher engages in professional learning that integrates theories, research, and models of human learning to increase educator effectiveness and results for all students. Teacher seeks opportunities for continued professional development. *(Ex: goal-setting, keeping up to date with research, etc.)*
- **ELEMENT 39: COLLABORATING WITH PROFESSIONAL COMMUNITY:** Teacher participates in school-wide collaborative efforts to support the success of all students and contributes to the ongoing school improvement process. Teacher promotes the vision, mission, core values, practices and policies that

improve school environment and student learning. Teacher participates in grade level/department meetings and school projects and works as a team player. (*Ex: Teacher participates in WASC self-study, serves on school committees, participates in school events, etc.*)

- **ELEMENT 40: DEMONSTRATING GRIT:** Teacher demonstrates grit in his/her teaching and models it for students. Teacher works diligently toward challenging long-term goals, sustaining commitment when confronted with setbacks and adversity. Teacher has a growth mindset and actively promotes positive, problem-solving attitude and a purposeful, enjoyable learning and working environment.

Exceeds:

- Teacher uses peer observation opportunities to view other teachers' teaching styles in order to reflect critically on his/her own teaching. For reflection purposes, teacher may also use tools such as journal writing, self-reporting, making recordings of lessons, etc. (*Ex: Teacher keeps a journal to record significant learning experiences and possible lesson improvements.*)
- Teacher establishes professional learning goals and makes progress to improve his/her practice by routinely engaging in professional development and communication and inquiry with colleagues. Teacher actively seeks feedback from other professionals. Teacher has a habit of reading current educational journals and/or other professional literature to improve learning and practice.
- Teacher participates in PLCs, and finds ways to contribute to students, parents/guardians, colleagues, community, self, and the profession. Teacher takes leadership roles in teams and understands how to involve and communicate effectively and appropriately with other adults, including peers, parents/guardians, and members of the larger school community and local community to support teacher and student learning. Teacher contributes to community and education projects.
- Teacher puts students' best interests first in all considerations of his/her practice and solves problems with students' needs as a priority.

MPS CLASSROOM OBSERVATION FORM

Teacher: _____ School: _____
 Subject: _____ Grade/Class Size: _____
 Topic/Activity: _____
 Date/Time: _____ Observer: _____

Standard 1. Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.		Standard 2. Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	
1 <input type="checkbox"/>	CLASSROOM NORMS	5 <input type="checkbox"/>	BUILDING A CARING COMMUNITY OF LEARNERS
2 <input type="checkbox"/>	TEACHER WITHITNESS & RESPONSIVENESS	6 <input type="checkbox"/>	CULTURALLY RESPONSIVE TEACHING (CRT)
3 <input type="checkbox"/>	MAXIMIZING LEARNING TIME	7 <input type="checkbox"/>	HIGH EXPECTATIONS & STUDENT MOTIVATION
4 <input type="checkbox"/>	CLASSROOM ENVIRONMENT & ACCESS TO RESOURCES	8 <input type="checkbox"/>	SOCIAL-EMOTIONAL SUPPORT & RECOGNITION
Standard 3. Teacher understands and organizes subject matter for student learning.		Standard 4. Teacher plans instruction and designs learning experiences for all students.	
9 <input type="checkbox"/>	KNOWLEDGE OF SUBJECT MATTER & PEDAGOGY	13 <input type="checkbox"/>	LEARNING OBJECTIVES
10 <input type="checkbox"/>	DESIGNING CURRICULUM	14 <input type="checkbox"/>	MODELS OF INSTRUCTION
11 <input type="checkbox"/>	CURRICULAR FOCUS	15 <input type="checkbox"/>	PREPARING & ORGANIZING LEARNING ACTIVITIES
12 <input type="checkbox"/>	COHERENCY & CONNECTIONS	16 <input type="checkbox"/>	USING KNOWLEDGE OF STUDENTS & DATA IN PLANNING
Standard 5. Teacher sets the stage and effectively communicates learning expectations.			
17 <input type="checkbox"/>	ARTICULATION OF LEARNING OBJECTIVES	19 <input type="checkbox"/>	LESSON SIGNIFICANCE & CONNECTIONS
18 <input type="checkbox"/>	HOOK & ACTIVATING PRIOR KNOWLEDGE (APK)	20 <input type="checkbox"/>	REFERRING TO LEARNING OBJECTIVES

Feedback on Strengths: 1)

2)

3)

Leverage Question:

Reflection: 1) What worked best about the lesson and why?

2) What could have been done differently and why?

3) What are some targets for improvement?

MPS CLASSROOM OBSERVATION FORM

Teacher: _____ School: _____
 Subject: _____ Grade/Class Size: _____
 Topic/Activity: _____
 Date/Time: _____ Observer: _____

Standard 6. Teacher implements effective teaching strategies that engage students in learning.		Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.	
21 <input type="checkbox"/>	EXECUTION OF LESSON CYCLE & PACING	25 <input type="checkbox"/>	CHECKING FOR UNDERSTANDING & QUESTIONING
22 <input type="checkbox"/>	CONCEPT LEARNING & MODELING	26 <input type="checkbox"/>	RUBRIC & FEEDBACK
23 <input type="checkbox"/>	SCAFFOLDING & CONNECTING	27 <input type="checkbox"/>	SUMMATIVE ASSESSMENTS
24 <input type="checkbox"/>	INSTRUCTIONAL CLARITY & MEANINGFUL ENCODING	28 <input type="checkbox"/>	MONITORING & COMMUNICATING STUDENT GROWTH
Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.		Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.	
29 <input type="checkbox"/>	ASSESSING FOR DIFFERENTIATION	33 <input type="checkbox"/>	HIGHER-ORDER QUESTIONING & ADDRESSING MISCONCEPTIONS
30 <input type="checkbox"/>	DIFFERENTIATION STRATEGIES	34 <input type="checkbox"/>	STUDY STRATEGIES & USING EVIDENCE FROM TEXTS
31 <input type="checkbox"/>	TECHNOLOGY & RESOURCES	35 <input type="checkbox"/>	COOPERATIVE LEARNING & USE OF ACADEMIC LANGUAGE
32 <input type="checkbox"/>	PERSONALIZED SUPPORT	36 <input type="checkbox"/>	INTELLECTUAL CURIOSITY & CREATIVITY
Standard 10. Teacher engages in professional growth.			
37 <input type="checkbox"/>	REFLECTING ON TEACHING PRACTICE	39 <input type="checkbox"/>	COLLABORATING WITH PROFESSIONAL COMMUNITY
38 <input type="checkbox"/>	ENGAGING IN PROFESSIONAL LEARNING	40 <input type="checkbox"/>	DEMONSTRATING GRIT

Feedback on Strengths: 1)

2)

3)

Leverage Question:

Reflection: 1) What worked best about the lesson and why?

2)

What could have been done differently and why?

3)

What are some targets for improvement?

MPS TEACHER SELF-ASSESSMENT FORM

Teacher Information:

Name: _____	School: _____
Present School Assignment: _____	Years at School: _____

Use this form for personal reflection about your professional practice to identify your strengths and areas for improvement or refinement. Evidence your strengths and highlight key areas for improvement or refinement based on your reflection of data gathered from artifacts and other sources. Indicate data source and identified data patterns or trends corresponding to your strengths and areas for improvement or refinement. This process will later help you identify data-driven, targeted professional growth goals. This tool should be used at the beginning of the year, mid-year, and toward the end of the school year.

DOMAIN 1: LEARNING ENVIRONMENT		
Teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.		
Standard 1. Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.		
ELEMENT 1: CLASSROOM NORMS	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 2: TEACHER WITHITNESS & RESPONSIVENESS	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 3: MAXIMIZING LEARNING TIME	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 4: CLASSROOM ENVIRONMENT & ACCESS TO RESOURCES	Strengths and Evidence:	Areas for Improvement or Refinement:

Standard 2. Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.		
ELEMENT 5: BUILDING A CARING COMMUNITY OF LEARNERS	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 6: CULTURALLY RESPONSIVE TEACHING (CRT)	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 7: HIGH EXPECTATIONS & STUDENT MOTIVATION	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 8: SOCIAL-EMOTIONAL SUPPORT & RECOGNITION	Strengths and Evidence:	Areas for Improvement or Refinement:

<p>DOMAIN 2: PLANNING & PREPARATION</p> <p>Teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do.</p>		
<p>Standard 3. Teacher understands and organizes subject matter for student learning.</p>		
<p>ELEMENT 9: KNOWLEDGE OF SUBJECT MATTER & PEDAGOGY</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>
<p>ELEMENT 10: DESIGNING CURRICULUM</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>

ELEMENT 11: CURRICULAR FOCUS	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 12: COHERENCY & CONNECTIONS	Strengths and Evidence:	Areas for Improvement or Refinement:

Standard 4. Teacher plans instruction and designs learning experiences for all students.		
ELEMENT 13: LEARNING OBJECTIVES	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 14: MODELS OF INSTRUCTION	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 15: PREPARING & ORGANIZING LEARNING ACTIVITIES	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 16: USING KNOWLEDGE OF STUDENTS & DATA IN PLANNING	Strengths and Evidence:	Areas for Improvement or Refinement:

DOMAIN 3: INSTRUCTION & ASSESSMENT		
Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.		
Standard 5. Teacher sets the stage and effectively communicates learning expectations.		
ELEMENT 17: ARTICULATION OF LEARNING OBJECTIVES	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 18: HOOK & ACTIVATING PRIOR KNOWLEDGE (APK)	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 19: LESSON SIGNIFICANCE & CONNECTIONS	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 20: REFERRING TO LEARNING OBJECTIVES	Strengths and Evidence:	Areas for Improvement or Refinement:

Standard 6. Teacher implements effective teaching strategies that engage students in learning.		
ELEMENT 21: EXECUTION OF LESSON CYCLE & PACING	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 22: CONCEPT LEARNING & MODELING	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 23: SCAFFOLDING & CONNECTING	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 24: INSTRUCTIONAL CLARITY & MEANINGFUL ENCODING	Strengths and Evidence:	Areas for Improvement or Refinement:

Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.		
ELEMENT 25: CHECKING FOR UNDERSTANDING & QUESTIONING	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 26: RUBRIC & FEEDBACK	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 27: SUMMATIVE ASSESSMENTS	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 28: MONITORING & COMMUNICATING STUDENT GROWTH	Strengths and Evidence:	Areas for Improvement or Refinement:

Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.		
ELEMENT 29: ASSESSING FOR DIFFERENTIATION	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 30: DIFFERENTIATION STRATEGIES	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 31: TECHNOLOGY & RESOURCES	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 32: PERSONALIZED SUPPORT	Strengths and Evidence:	Areas for Improvement or Refinement:

Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.		
ELEMENT 33: HIGHER-ORDER QUESTIONING & ADDRESSING MISCONCEPTIONS	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 34: STUDY STRATEGIES & USING EVIDENCE FROM TEXTS	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 35: COOPERATIVE LEARNING & USE OF ACADEMIC LANGUAGE	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 36: INTELLECTUAL CURIOSITY & CREATIVITY	Strengths and Evidence:	Areas for Improvement or Refinement:

DOMAIN 4: PROFESSIONAL GROWTH		
Teacher demonstrates habits and skills of continuous inquiry and learning and works collaboratively to improve professional practice and student learning.		
Standard 10. Teacher engages in professional growth.		
ELEMENT 37: REFLECTING ON TEACHING PRACTICE	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 38: ENGAGING IN PROFESSIONAL LEARNING	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 39: COLLABORATING WITH PROFESSIONAL COMMUNITY	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 40: DEMONSTRATING GRIT	Strengths and Evidence:	Areas for Improvement or Refinement:

MPS TEACHER GOAL SETTING & PROGRESS MONITORING FORM

Teacher Information:

Name: _____	School: _____
Present School Assignment: _____	Years at School: _____

Use this form for setting professional growth goals and documenting progress toward accomplishment of the goals. This tool should be used at the beginning of the year (*e.g., during September*), mid-year (*e.g., during December*), and toward the end of the school year (*e.g., March through May*).

Beginning of the year:

The teacher will use this form for goal-setting following the self-assessment process. Based on his/her areas for improvement or refinement and data gathered from artifacts and other sources, the teacher will set one or two goals for the school year. For the goal setting meeting at the beginning of the school year, MPS recommends that the teacher sets goal(s) that focus on one (or two) of the standards. Teachers relatively new to the profession may focus on Standards 1-7; experienced teachers may focus on Standards 8-10. It is not required, but goal(s) can be linked to an organizational goal, e.g., a goal in LCAP, SIP, WASC or other organizational plan. The goals, as well as activities to accomplish the goals, outcomes and timeline, will be reviewed by the evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Mid-year:

The teacher will meet with the evaluator mid-year to discuss progress toward achieving their annual goals, and if necessary, adjustments to action plans in order to achieve goals by the end of the school year. The evaluator will determine whether the teacher is making acceptable progress toward goal attainment. If goals are already accomplished by mid-year, teachers will set one or two new goals for the remainder of the year, ultimately with a focus on one (or two) of the standards from Standards 8-10.

Toward end-of-year:

The meeting toward the end of the school year will focus on goal attainment and completing the evaluation process. In addition, the teacher and the evaluator will discuss possible new goals for the next school year.

Legend:

- *N: Not progressing or level of progress is not acceptable*
- *P: Progress is at acceptable level*
- *A: Goal is accomplished.*

GOAL # _____ Standard: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10	
Goal:	Outcomes (Measurement):
Linked to: <input type="checkbox"/> LCAP <input type="checkbox"/> SIP <input type="checkbox"/> WASC <input type="checkbox"/> Other plan	
Key Activities/Strategies:	Timeline for measuring goal outcomes:
Progress:	Revised Action Plan: (if applicable)
Mid-year comments by evaluator: <input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> A	Year-end comments by evaluator: <input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> A

Teacher's Signature: _____	Date: _____
Evaluator's Signature: _____	Date: _____

MPS TEACHER PLANNING & PREPARATION EVIDENCE FORM

Teacher Information:

Name: _____	School: _____
Present School Assignment: _____	Years at School: _____

The purpose of this form is to guide pre-observation conference and to allow the observer to gather evidence before a formal observation.

Pre-observation conference:

The teacher will provide the evaluators with his/her planning and preparation evidence to demonstrate teacher’s effectiveness in organizing subject matter, planning instruction, and designing learning experiences for all students. Evidence includes teacher’s responses to the questions on this form, which could be in the form of a presentation, unit plan(s), an exemplary lesson plan which may be picked for a formal observation, and other relevant information gathered from artifacts and other sources.

Focus for the unit plan(s) and the lesson plan are Standard 3 and Standard 4, respectively. Since formal observations focus on Standards 5-9, using the exemplary lesson as a model, the teacher will also explain how they would meet those standards if the lesson were actually observed.

Formal observation:

Formal observation will focus on observing implementation of standards and collecting evidence. The focus of the formal observation is Domain 3: Standards 5-9. Emphasis will be placed on Standards 5, 6, and 7 in November and on Standards 8 and 9 in February. Evidence of what teachers and students are doing/saying will be collected, free of opinion and bias. Evaluators will enter their notes in the “Classroom Observation Form.”

DOMAIN 2: PLANNING & PREPARATION

Teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do.

Standard 3. Teacher understands and organizes subject matter for student learning.

Sample Questions: How does the attached unit plan demonstrate backward design? What is the curricular focus of the unit? How is the unit linked to the curriculum? How does the planned summative assessment guide instruction throughout the unit?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

Standard 4. Teacher plans instruction and designs learning experiences for all students.

Sample Questions: What are the learning objective(s) for the attached lesson plan? Did you choose a particular model of instruction? How are the learning activities congruent with the learning objective(s)? What information about your students did you use to inform your planning?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

DOMAIN 3: INSTRUCTION & ASSESSMENT

Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.

Standard 5. Teacher sets the stage and effectively communicates learning expectations.

Sample Questions: How will you articulate the learning objective(s)? How will you hook your students into the lesson? How will you communicate significance of the lesson? How will you make sure students understand the objectives?

Teacher Response/Evidence:

Standard 6. Teacher implements effective teaching strategies that engage students in learning.

Sample Questions: How will you pace the lesson and ensure student engagement? What strategies will you use to help students construct their understanding of the lesson? How will you ensure students' learning experiences are cognitively engaging? What strategies will you use for meaningful learning and long-term memory encoding?

Teacher Response/Evidence:

Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Sample Questions: How will you check for understanding during the lesson? How will you adjust your instruction to address the needs of students who are having difficulty understanding the lesson? How will student learning be assessed? What will you do with the assessment results?

Teacher Response/Evidence:

Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.

Sample Questions: How will you assess for differentiation? How will you differentiate classroom elements to address the learning needs of all students? How will you use technology and other resources to engage and enhance learning and to differentiate instruction? How will you address the needs of English learners and students with special needs?

Teacher Response/Evidence:

Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.

Sample Questions: What are some higher-order questions you plan to ask your students? What misconceptions may students have related to the lesson and how will you address them? What study strategies will the students use to increase their understanding? How will you provide your students with cooperative learning experiences? How will you promote students' correct use of academic vocabulary and language? What tasks, activities, or strategies will students engage in that address different types of critical thinking relevant to the learning objectives and content? Do you plan for open-ended real-world questions? How will you require students to make complex choices and synthesize knowledge?

Teacher Response/Evidence:

MPS TEACHER POST-OBSERVATION REFLECTION FORM

Teacher Information:

Name: _____ School: _____
 Present School Assignment: _____ Years at School: _____

The purpose of this form is to guide the post-observation conference. It facilitates teacher reflection of the observed lesson and self-rating on the standards, considering the observed lesson, teacher's prior self-assessment(s), and other relevant evidence. It also allows the observer to gather more evidence about the observed lesson and the teacher's reflection.

Post-observation conference:

The teacher and the evaluators will reflect on the observed lesson in a highly collaborative way. The teacher will provide the evaluators with his/her reflection of the observed lesson and evidence to demonstrate his/her effectiveness in meeting the standards, considering the observed lesson, teacher's prior self-assessment(s), and other relevant evidence.

The evaluators may share teacher's ratings on the standards based on the observed lesson and evidence collected throughout the school year. However, if additional time is needed for evidence collection in order to determine more accurate ratings, the evaluators may share their ratings at a later time. Meeting will end with suggestions for improving practice and a professional learning focus.

DOMAIN 3: INSTRUCTION & ASSESSMENT

Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.

Standard 5. Teacher sets the stage and effectively communicates learning expectations.

Sample Questions: How did you articulate the learning objective(s)? How did you hook your students into the lesson? How did you communicate significance of the lesson? How did you make sure student understand understanding of the objectives?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

Standard 6. Teacher implements effective teaching strategies that engage students in learning.

Sample Questions: How did you pace the lesson and ensure student engagement? What strategies did you use to help students construct their understanding of the lesson? To what extent were students cognitively engaged? What strategies did you use for meaningful learning and long-term memory encoding?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Sample Questions: How did you check for understanding during the lesson? Did you adjust your instruction to address the needs of students who were having difficulty understanding the lesson? Was student learning assessed? If not, how will it be assessed? What did/will you do with the assessment results?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.

Sample Questions: How did you assess for differentiation? How did you differentiate classroom elements to address the learning needs of all students? How did you use technology and other resources to engage and enhance learning and to differentiate instruction? How did you address the needs of English learners and students with special needs?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.

Sample Questions: What were some higher-order questions that you asked your students? What misconceptions did students have related to the lesson and how did you address them? What study strategies did the students use to increase their understanding? How did you provide your students with cooperative learning experiences? How did you promote students' correct use of academic vocabulary and language? What tasks, activities, or strategies did students engage in that address different types of critical thinking relevant to the learning objectives and content? Did you use open-ended real-world questions? How did you require students to make complex choices and synthesize knowledge?

Teacher Response/Evidence:

Teacher's self-rating: 4 3 2 1

Reflection:

If you had the opportunity to teach this lesson again to the same group of students, what would you do differently?

Reflection:

From teaching this lesson, I have learned/decided/gained insight about...

MPS TEACHER SUMMATIVE ASSESSMENT FORM

Teacher Information:

Name: _____	School: _____
Present School Assignment: _____	Years at School: _____

The evaluator will use this form as a summative assessment of the teacher's performance on each standard in the MPS Framework for Teaching. Observations, formal discussions of performance, and other relevant evidence have been considered in determining the ratings for the teacher.

DOMAIN 1: LEARNING ENVIRONMENT

Teacher creates a safe, productive, collaborative, and inviting learning environment that fosters a sense of community and personal responsibility to ensure that students maximize learning.

Standard 1. Teacher establishes classroom rules, practices, and procedures that support a positive, productive learning environment.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Standard 2. Teacher creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

DOMAIN 2: PLANNING & PREPARATION

Teacher makes decisions about planning that demonstrate a deep understanding of grade level content knowledge, pedagogy, and curriculum implementation by appropriately planning for what students are expected to know, understand, and be able to do.

Standard 3. Teacher understands and organizes subject matter for student learning.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Standard 4. Teacher plans instruction and designs learning experiences for all students.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

DOMAIN 3: INSTRUCTION & ASSESSMENT

Teacher consistently uses research-based practices in the classroom, challenging all learners to achieve high levels of learning.

Standard 5. Teacher sets the stage and effectively communicates learning expectations.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Standard 6. Teacher implements effective teaching strategies that engage students in learning.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Standard 7. Teacher uses formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Standard 8. Teacher differentiates instruction to meet the needs of diverse learners.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Standard 9. Teacher helps students become strategic learners and develop higher order thinking skills.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

DOMAIN 4: PROFESSIONAL GROWTH
Teacher demonstrates habits and skills of continuous inquiry and learning and works collaboratively to improve professional practice and student learning.

Standard 10. Teacher engages in professional growth.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Note: The teacher’s signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the teacher has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS Teacher Evaluation Protocol.

Teacher’s Signature: _____ Date: _____
Evaluator’s Signature: _____ Date: _____

MPS TEACHER PROFESSIONAL QUALITIES, DISPOSITIONS, AND RESPONSIBILITIES FORM

Teacher Information:

Name: _____ School: _____
Present School Assignment: _____ Years at School: _____

MPS will use teachers' professional qualities, dispositions, and taking responsibilities seriously as one of the measures in their evaluation. MPS wants to ensure that each teacher respects commitments and agreements as well as assumes responsibility and accountability for actions, striving for excellence, ensuring effectiveness. Therefore, each teacher needs to have an understanding of and fulfill his/her fundamental professional responsibilities as an educator and as a member of a well-established profession as well as assume his/her accountability to students, families, colleagues, and school.

The evaluator will use this form as a summative assessment of the teacher's professional qualities, dispositions, and performance on responsibilities. Observations, formal discussions of performance, and other relevant evidence have been considered in determining the ratings for the teacher.

PROFESSIONAL, LEGAL, & ETHICAL RESPONSIBILITIES

- Teacher demonstrates professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Teacher conducts himself/herself with integrity and models ethical conduct.
- Teacher understands and enacts professional roles and responsibilities as mandated reporters and complies with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

WORK ETHICS & EFFICIENCY

- Teacher handles responsibilities and tasks promptly and efficiently. He/she plans and gets organized for upcoming duties; completes tasks, reports, and analyses in a timely fashion. He/she schedules time efficiently and completes an appropriate amount of work in the allotted time.
- Teacher is consistently punctual for work and work-related activities. He/she consistently produces high-quality work and demonstrates reliable consistency in the performance of assigned duties. He/she shows commitment to quality and excellence and pays close attention to detail. He/she does not allow personal problems to effect work efficiency in a negative way.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

COMMUNICATION & COORDINATION

- Teacher demonstrates effective verbal and written communication skills as well as excellent listening skills. He/she is sensitive to time-constraints of others; responds to requests (calls, emails, etc., from parents, office, administration, etc.) in a professional and timely manner; and makes himself/herself available for meetings and help.
- Teacher communicates concerns and issues to the party involved in a timely and respectful fashion. He/she is excellent at keeping others informed; he/she makes sure to provide relevant information to the appropriate people in a timely fashion. While communicating, he/she respects and maintains the confidentiality of all individuals within the organization.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

COLLEGIALITY & PROFESSIONALISM

- Teacher consistently models high standards of honesty, integrity, trust and respect for the individual. He/she exhibits positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward his/her colleagues. He/she finds ways to be helpful and cooperative. He/she maintains positive relationships and works collaboratively with colleagues, students, families, and community members to support the success of the organization.
- Teacher eagerly accepts accountability for both negative and positive outcomes of his/her own actions. He/she solicits feedback and constructive criticism from others and responds positively to criticism and feedback. Teacher is flexible and adaptable to the school's needs.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

OTHER PROFESSIONAL RESPONSIBILITIES

- Teacher adheres to board policies, school procedures, and contractual obligations. He/she complies with the employee handbook and all applicable rules and regulations. Teacher takes student attendance timely, develops and maintains accurate student records, uses computer applications/school information system effectively, and carries out all instructional and non-instructional duties as assigned and/or as need is perceived.
- Teacher approaches his/her work with energy and enthusiasm and is willing to take on additional work.

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Additional Evaluator Comments:

Note: The teacher's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the teacher has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS Teacher Evaluation Protocol.

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

MPS TEACHER EVALUATION SUMMARY PAGE

Teacher Information:

Name: _____ School: _____
 Present School Assignment: _____ Years at School: _____

Ratings on Standards in the MPS Framework for Teaching	
1: Below Standard, 2: Approaches Standard, 3: Meets Standard, 4: Exceeds Standard	
Standard	Rating: (1-4)
Standard 1	
Standard 2	
Standard 3	
Standard 4	
Standard 5	
Standard 6	
Standard 7	
Standard 8	
Standard 9	
Standard 10	
(A) Average:	

Ratings on Teacher Professional Qualities, Dispositions, and Responsibilities	
1: Does Not Meet Expectations, 2: Partially Meets Expectations, 3: Fully Meets Expectations, 4: Exceeds Expectations	
Area	Rating: (1-4)
Professional, Legal, & Ethical Responsibilities	
Work Ethics & Efficiency	
Communication & Coordination	
Collegiality & Professionalism	
Other Professional Responsibilities	
(B) Average:	

Notes:

Teacher's Overall Performance (Out of 4.00)

$(2/3) * A + (1/3) * B =$ _____

Teacher's Overall Evaluation Rating (1-4)		
<input type="checkbox"/>	Highly Effective (HE)	3.50 – 4.00
<input type="checkbox"/>	Effective (E)	2.50 - 3.49
<input type="checkbox"/>	Developing (D)	1.50 - 2.49
<input type="checkbox"/>	Ineffective (I)	1.00 - 1.49

Teacher's Signature: _____ Evaluator's Signature: _____
 Date: _____ Date: _____

Note: The teacher's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the teacher has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS Teacher Evaluation Protocol.



SCHOOL LEADER EVALUATION PROTOCOL

Last Amended: 1/16/25

MAGNOLIA PUBLIC SCHOOLS (MPS) SCHOOL LEADER EVALUATION PROTOCOL

Introduction

The vision of Magnolia Public Schools (MPS) is that our graduates commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science. It is MPS' mission to provide a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others. All MPS school leaders are expected to learn, grow, and commit to the vision and mission of MPS within their roles and responsibilities. The successful work of MPS school leaders can only be realized in a culture where there is learning, open and honest communication, teamwork, use of data, and accountability. The MPS evaluation process is designed to contribute to the organization's pursuit of excellence in education.

The Purposes of the Evaluation

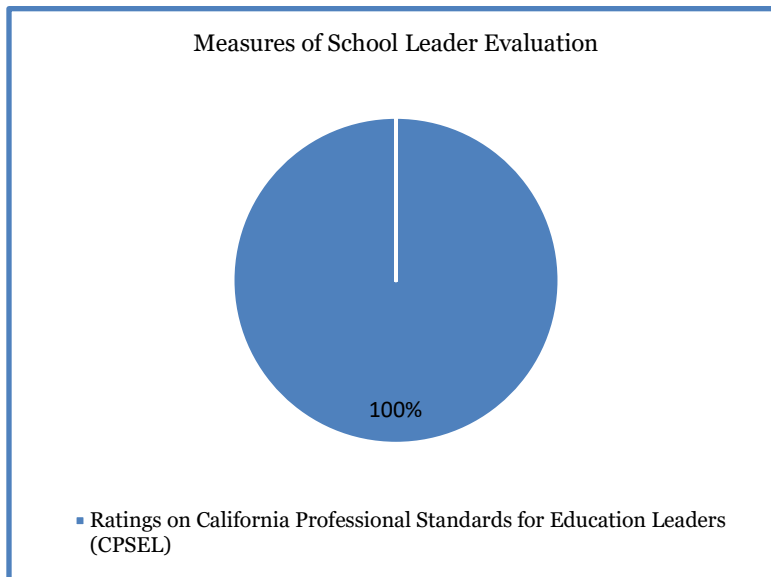
MPS firmly believes that school leader quality is one of the most important variables in increasing student achievement. The evaluation process helps the school leader and the evaluator(s) build on the strengths of the school leader and identify those areas the school leader needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the evaluators and the school leader to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MPS will use multiple measures to make a reliable school leader evaluation. These measures include school leader self-assessment and goals for the year as they should align with the organizational goals as well as the growth goals of the school leader, Local Control and Accountability Plan (LCAP) metrics as they relate to the school leader's duties and responsibilities, job-specific functions and skills, student, family, and staff feedback, and more. Using multiple measures will provide for better insight and reliability than using only one measure. All these measures will be used to supplement and inform the school leader's evaluation on the "California Professional Standards for Education Leaders (CPSEL)."

The CPSEL identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers. The annual evaluation process involves frequent informal observations and feedback for the school leader, collection of evidence to foster collaboration with the school leader, and goal setting and monitoring. This process is supplemented by student, parent, and staff feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that school leader quality is one of the greatest determinants of student achievement. By incorporating student performance into school leader evaluation, MPS wants to keep ongoing student performance discussions with the school leader. MPS will use the following weights for each measure to determine an end-of-year overall rating.

Measure	Percentage
School Leader Performance on the CPSEL	100%
School leader goals, job-specific functions and skills, student, family, and staff feedback, student performance, performance on the LCAP metrics and school/organizational goals, etc., will be used to supplement and inform the school leader’s evaluation on the “California Professional Standards for Education Leaders (CPSEL).”	Not assigned a separate percentage



End-of-Year Overall Evaluation Rating

Evaluators will use the measures described above to determine the final score earned by the school leader on their end-of-year overall performance evaluation. As can be seen in the table below, depending on the overall performance score, the school leader will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Overall Performance	Overall Evaluation Rating	Rating Descriptor
3.50 – 4.00	4: Highly Effective (HE)	School leader consistently demonstrates behaviors reflective of the CPSEL that are above and beyond stated expectations. School leaders who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on the strengths and find innovative ways to apply it to the benefit of the school. Specific comments (i.e., evidence, explanation) are required for rating a school leader as Highly Effective. A Highly Effective rating means that performance is excellent. The employee is a top performer in all areas of school leadership performance, student achievement, and academic progress in the perception of others.
2.50 – 3.49	3: Effective (E)	School leader demonstrates behaviors reflective of the CPSEL most of the time and meets goals and any targets established for student performance and survey data. The indicator of performance delivered when rating one as Effective is that performance is satisfactory and similar to that of others regarded as good performers. While there are areas remaining that require further development to be considered an excellent performer, an Effective classification is indicative of a valued school leader.
1.50 – 2.49	2: Developing (D)	School leader sometimes demonstrates behaviors reflective of the CPSEL and meets some of the goals and targets established for student performance and survey data. A Developing rating indicates that the employee performs well at times but requires more consistent performance overall. School leader demonstrates potential, but must focus on opportunities for improvement to elevate his/her performance on the standards.
1.00 – 1.49	1: Ineffective (I)	School leader rarely demonstrates behaviors reflective of the CPSEL and meets few goals and targets for student performance and survey data. The demonstrated performance of this school leader requires intervention. A rating of Ineffective indicates that performance is unsatisfactory, and the school leader requires significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.

Evaluation Calendar

The following table outlines the steps of the evaluation process with a recommended timeline.

Timeline	Forms/Documents	Evaluation Steps
August	Evaluation Protocol CPSEL Self-Assessment Form Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> At the beginning of the school year, the evaluators will provide the school leader with the evaluation protocol, including the CPSEL, forms for self-assessment, and goal setting and progress monitoring.
September	Self-Assessment Form Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> During September, every school leader will complete a self-assessment to identify his/her strengths, evidence of meeting standard, and areas for improvement or refinement for each CPSEL. Based on his/her areas for improvement or refinement and information gathered from artifacts and other sources, the school leader will meet with the evaluators and set two or three goals for the school year, at least one of which should be linked to an organizational goal, e.g., a goal in LCAP, SIP, WASC or another organizational plan.
December-January	Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> The school leader will meet with the evaluator mid-year to discuss progress toward achieving their annual goals, and if necessary, adjustments to action plans to achieve goals by the end of the school year. The evaluator will determine whether the school leader is making acceptable progress toward goal attainment. Depending on accomplishment of the goals set at the beginning of the school year, the school leader may set additional goals. Evaluators may develop an improvement plan with the school leaders who need to elevate their performance on the CPSEL or are not making acceptable progress toward goal attainment. The Goal Setting & Progress Monitoring Form can be used for this purpose.
March-May	Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> Every school leader will meet with the evaluators to discuss progress/completion of goals. School leaders will document their progress on their goals, and if necessary, adjust action plans. In addition, the school leaders and the evaluators will discuss possible new goals for the next school year.
By May 1	School Leader Summative Assessment	<ul style="list-style-type: none"> For each school leader, the evaluators will assign a rating on each CPSEL on the Summative Assessment Form.

	<p>Form School Leader Evaluation Summary Page</p>	<ul style="list-style-type: none"> ▪ For each school leader, the evaluators will enter an end-of-year overall evaluation rating into the School Leader Evaluation Summary Page. ▪ Evaluators will share the completed evaluation forms with each school leader. Forms include: School Leader Evaluation Summary Page and the School Leader Summative Assessment Form.
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The above timeline is recommended to the MPS evaluators to ensure timely completion of all steps of the evaluation process. Evaluators can be flexible with the timeline without compromising the fundamental design of the process.

Measures of School Leader Evaluation:

School Leader Performance on the CPSEL

To reach every student and support every teacher in meeting increasingly complex outcomes demands a cadre of increasingly committed and effective school leaders. The CPSEL serve as broadly supported leadership criteria that are a critical component of leadership development and support. The CPSEL reflect current and emerging expectations for education leaders and are built on a set of Guiding Principles that identify foundational beliefs supporting each CPSEL.

The CPSEL:

- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote student attainment of performance and content expectations as well as student well being
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the pervasive need to consider equity dilemmas, problems, and issues
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

The CPSEL are organized into three levels: standards, elements, and example indicators of practice. The standards are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. Each standard has a title that supports its identification and use:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

The elements highlight three to four main focus areas within each standard. They serve to clarify the intention of the standard and help to organize and define key areas of leadership actions within the standard.

The indicators further delineate leader action. They are examples of how an education leader might demonstrate the element or standard within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard and element. MPS will adapt the indicators in a variety of ways to guide and support school leaders from preparation through levels of increasingly accomplished practice within their roles (principal, dean, etc.)

The annual evaluation process at MPS involves frequent informal observations and feedback for the school leader, collection of evidence to foster collaboration with the school leader, and goal setting and monitoring. MPS will use an online tool to record and share notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the school leader and the evaluator in respect to their roles. Informal observations can be conducted by the school administrators as well as MPS Home Office support team and other professionals.

The school leader being evaluated will take the lead in conducting the evaluation process using self-assessment, reflection and by gathering evidence for education leadership practice. The evaluator will collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal setting, professional development, and demonstration on specific standards and expectations. The evaluator and the school leader will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the school leader will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each school leader will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each CPSEL. The final score will be the end-of-year overall performance score of the school leader. Depending on the overall performance score, the school leader will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Rating of School Leader Performance on the CPSEL

The CPSEL are organized into three levels: standards, elements, and example indicators of practice. The indicators are examples of practice that illustrate the intent of the standard and element. MPS has adapted the indicators in a variety of ways to guide and support school leaders within their roles, such as principal, dean, etc. (See Attachment: MPS Example Indicators, Outcomes, and Metrics for CPSELs.) These indicators provide both a rubric for leadership performance and a roadmap for improvement of school leadership. During informal observations the evaluator(s) will provide the school leader with bite-sized, focused, constructive, and critical feedback. School leader will be provided more comprehensive feedback on the standards during goal setting and monitoring meetings. Before the completion of the evaluation process, each school leader will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each CPSEL. The following table shows the six CPSEL to be rated by the evaluators.

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
Standard 1. Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
<ul style="list-style-type: none"> ▪ Element 1A: Student-Centered Vision ▪ Element 1B : Developing Shared Vision ▪ Element 1C: Vision Planning and Implementation
STANDARD 2: INSTRUCTIONAL LEADERSHIP
Standard 2. Education leaders shape a collaborative culture of teaching and learning informed by professional

standards and focused on student and professional growth.
<ul style="list-style-type: none"> ▪ Element 2A: Professional Learning Culture ▪ Element 2B: Curriculum and Instruction ▪ Element 2C: Assessment and Accountability
STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT
Standard 3. Education leaders manage the organization to cultivate a safe and productive learning and working environment.
<ul style="list-style-type: none"> ▪ Element 3A: Operations and Facilities ▪ Element 3B: Plans and Procedures ▪ Element 3C: Climate ▪ Element 3D: Fiscal and Human Resources
STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT
Standard 4. Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
<ul style="list-style-type: none"> ▪ Element 4A: Parent and Family Engagement ▪ Element 4B: Community Partnerships ▪ Element 4C: Community Resources and Services
STANDARD 5: ETHICS AND INTEGRITY
Standard 5. Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
<ul style="list-style-type: none"> ▪ Element 5A: Reflective Practice ▪ Element 5B: Ethical Decision-Making ▪ Element 5C: Ethical Action
STANDARD 6: EXTERNAL CONTEXT AND POLICY
Standard 6. Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.
<ul style="list-style-type: none"> ▪ Element 6A: Understanding and Communicating Policy ▪ Element 6B: Professional Influence ▪ Element 6C: Policy Engagement

Examples of indicators for each element can be found in *Attachment: CPSEL Booklet*. Here is an example:

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Example Indicators:

- **2A-1** Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
- **2A-2** Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
- **2A-3** Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.
- **2A-4** Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

It is important to note that specific feedback to the school leader on each element provides better focus for professional practice and growth. The observers and the evaluators are encouraged to pinpoint strengths and areas for improvement based on the elements. However, rating will be provided for the standard, not for each element. Elements describe a specific feature of the standard and the school leader is expected to meet or exceed the standard as a whole. There is variation among school systems and organizations in their approach to rating standards versus elements. MPS actively seeks feedback from our school leaders and evaluators to implement an efficient and effective system that helps with both *measuring school leaders* and *supporting their growth*.

MPS will base 100 percent of school leader's end-of-year overall evaluation on performance on the CPSEL. Each school leader will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each of the six CPSEL. Then the ratings will be averaged to provide an overall performance rating for the school leader as described below. The following table describes the ratings that will be used to rate each CPSEL.

Rating	Points	Rating Descriptor
Exceeds Standard	4	School leader <u>consistently</u> demonstrates <u>all</u> indicators reflective of the standard. School leader performance on the standard is excellent.
Meets Standard	3	School leader demonstrates the <u>majority</u> of the indicators reflective of the standard <u>most of the time</u> . School leader performance on the standard is very good. However, there are areas remaining that require further development to be considered an excellent performer on this standard.
Approaches Standard	2	School leader <u>sometimes</u> demonstrates the indicators reflective of the standard. School leader performs well at times but requires more consistent performance overall. School leader demonstrates potential but must focus on opportunities for improvement to elevate his/her performance on this standard.
Below Standard	1	School leader <u>rarely</u> demonstrates the indicators reflective of the standard. The demonstrated performance of this school leader is unsatisfactory and requires intervention and significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.

The following table outlines the overall evaluation rating breakdown.

Overall Evaluation Rating	Range for Overall Rating
4 - Highly Effective (HE)	3.50 – 4.00
3 - Effective (E)	2.50 – 3.49
2 - Developing (D)	1.50 – 2.49
1 - Ineffective (I)	1.00 – 1.49

Attachments:

The following are attachments referenced in the MPS School Leader Evaluation Protocol.

- CPSEL Booklet
- MPS Example Indicators, Outcomes, and Metrics for CPSELS
- Sample Self-Assessment for School Leaders
- MPS School Leader Self-Assessment Form
- MPS School Leader Goal Setting & Progress Monitoring Form
- MPS School Leader Summative Assessment Form
- MPS School Leader Evaluation Summary Page



**California Professional Standards
for
Education Leaders (CPSEL)**

**Adopted by the Commission
February 2014**



Commission on Teacher Credentialing

State of California
Jerry Brown, Governor

Members of the Commission

Kirsten Barnes	Non-Administrative Services Credential Representative
Constance Baumgardt Blackburn	Teacher Representative
Erick Casallas	Teacher Representative
C. Michael Cooney	Public Representative
Linda Darling-Hammond	Faculty Representative
Charles Gahagan	Teacher Representative
Kathleen Harris	Teacher Representative
Mary C. Jones	Administrative Services Credential Representative
Juliet Tiffany-Morales	School Board Member
Nancy Ramirez	Public Representative
Ref Rodriguez	Public Representative
Alicia Williamson	Teacher Representative
Richard Zeiger	Designee, Superintendent of Public Instruction
Michells Zumot	Designee, Superintendent of Public Instruction

Ex Official Representatives

Shane Martin	Association of Independent California Colleges and Universities
Tine Sloan	University of California
Beverly Young	California State University

Executive Officer

Mary Sandy Vixie	Executive Director
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Membership of the Panel Update Work Group

Name	Affiliation
Danette Brown	California Teachers Association (CTA)
Teri Burns	California School Boards Association (CSBA)
Rebecca Cheung	University of California, Berkeley
Claudia Frandsen	Association of CA School Administrators (ACSA)
Cindy Gappa	Department of Education
Beth Higbee	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
JoAnn Isken	State Board of Education
Mary Jones	Commission on Teacher Credentialing
Gary Kinsey	California State University, Channel Islands
Dave Marken	Newark Unified School District
Gary Ravani	California Federation of Teachers (CFT)
Eileen Rohan	Ross Valley Elementary School District
Robin Sehrt	Newark Unified School District
Peg Winkelman	California Association of Professors of Educational Administration (CAPEA)
L. Steven Winlock	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
Staff Support	
Karen Kearney	WestEd
Erin Koepke	Department of Education
Heather Mattson	WestEd
Gay Roby	Commission on Teacher Credentialing
Libby Rognier	WestEd
Ron Taylor	Department of Education

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Introduction

Introduction

The academic success and well being of California’s students are outcomes that are highly connected to excellent educators – both teachers and administrators. Robert Marzano, Timothy Waters, and Brian A. McNulty made note in *School Leadership that Works: From Research to Results* that principal and teacher quality account for nearly 60% of a school’s total impact on student achievement, and principals alone for a full 25%¹. Administrators - at site, district, regional and state levels - are education leaders who are key players in ensuring that all students, including those students who have been underserved, graduate ready for advanced learning and careers. They have the potential to create an environment where teachers want to work and where teachers and students learn and thrive.

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

History of the California Professional Standards for Education Leaders

CPSEL have been a part of the California’s education leader preparation continuum since 2001. The CPSEL were drafted through a collaboration of representatives from the California School Leadership Academy at WestEd, the Association of California School Administrators, the Commission on Teacher Credentialing (Commission), the California Department of Education (CDE), California public and private universities, and county offices of education. The CPSEL were adapted from the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996) to fit the California context and emerging accountability expectations. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services Clear Credential which licenses a broad range of education leaders, school principals, district superintendents and directors, county and state program administrators, and administrators in nursing, special education, counseling and technology. Locally, many districts have adopted or adapted the CPSEL for administrator induction programs, professional learning structures and evaluation. Finally, in California's SB 1292 (Liu), Chapter 435, Statutes of 2012, expectations for principal evaluations are now based on the CPSEL.

¹ Marzano, R. J.; Waters, T.; & B. McNulty (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development;

Still strongly supported a decade after the original CPSEL document was written, the Administrative Services Credential (ASC) Advisory Panel (2010-2011), the ASC writing panel (2011-2014), and the 2012 state Educator Excellence Task Force report, *Greatness by Design*, recognized the CPSEL as an important component of building a coherent leadership development system. However, the need for “refreshing” the CPSEL to better reflect the 21st century leader expectations, the current context for schooling, and needs of California’s widely diverse students was also identified. In October 2013, the Commission and the California CDE jointly convened a panel tasked with updating the CPSEL.

After reviewing the original CPSEL, research studies, professional literature, examples of national, state and district standards for administrators, as well as the newly adopted content and performance expectations for preliminary administrator certification, the CPSEL Update Panel drafted the updated set of CPSEL. The draft underwent review by the Commission and two public surveys soliciting comments. The refined CPSEL were approved by the Commission in February 2014.

Guiding Principles for the CPSEL

The updated CPSEL reflect current and emerging expectations for education leaders. They are built on a set of Guiding Principles, developed by the revision committee, that identify foundational beliefs supporting each CPSEL.

The CPSEL:

- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote student attainment of performance and content expectations as well as student well being
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the pervasive need to consider equity dilemmas, problems, and issues
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

Organization of the CPSEL

The CPSEL are the professional standards for education leaders and broadly describe effective leadership.

The updated CPSEL are organized into three levels: standards, elements, and example indicators of practice. This format helps to describe, in increasing detail, the work of an education leader and parallels the structure of other state documents such as the *California Standards for the*

Teaching Profession (2009) and the Quality Professional Learning Standards (Torlakson, January 2014).

The standards are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. The updated standards maintain the basic footprint of the six major leadership areas of the original CPSEL. This continuity helps educators, policymakers and programs align and link the updated CPSEL with existing California state policies and local uses, the national ISLLC standards (2008), research, and evidence-based practices across the states. Each standard has a title that supports its identification and use:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

The elements highlight three to four main focus areas within each standard. They serve to clarify the intention of the standard and help to organize and define key areas of leader actions within the standard.

The indicators further delineate leader action. They are examples of how an education leader might demonstrate the element or standard within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard and element. The indicators can be used and/or adapted in a variety of ways by state and local education leaders to guide and support administrator leaders from preparation through levels of increasingly accomplished practice.

Conclusion

The work of California's administrators has changed and expanded since the first edition of the California Professional Standards for Education Leaders in 2001. To reach every student and support every teacher in meeting increasingly complex outcomes demands a cadre of increasingly committed and effective administrators. Transforming our state's system for developing and supporting administrators to become excellent education leaders requires consensus about high expectations that are attainable over time with quality preparation, induction, and ongoing professional learning. The CPSEL serve as broadly supported leadership criteria that are a critical component of a coherent system of leadership development and support that ensures excellent education leaders throughout California.

California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A: Student–Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Example Indicators:

- 1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.
- 1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.
- 1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.
- 1A-4 Emphasize the expectation that all students will meet content and performance standards.

Element 1B: Developing Shared Vision

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Example Indicators:

- 1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.
- 1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.
- 1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
- 1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

Element 1C: Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Example Indicators:

- 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
- 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Example Indicators:

- 2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
- 2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
- 2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.
- 2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

Element 2B: Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Example Indicators:

- 2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
- 2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
- 2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
- 2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

Element 2C: Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

Example Indicators:

- 2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.

- 2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
- 2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.
- 2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning
- 2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

Example Indicators:

- 3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.
- 3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.
- 3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.
- 3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Example Indicators:

- 3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.
- 3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.
- 3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.
- 3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Example Indicators:

- 3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.
- 3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.
- 3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Example Indicators:

- 3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.
- 3D-2 Work with the district and school community to focus on both short and long-term fiscal management.
- 3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.
- 3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.
- 3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.
- 3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Example Indicators:

- 4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.
- 4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.
- 4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.
- 4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
- 4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

Element 4B: Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Example Indicators:

- 4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.
- 4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.
- 4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.
- 4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

Element 4C: Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Example Indicators:

- 4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.
- 4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.
- 4C-3 Work with community emergency and welfare agencies to develop positive relationships.
- 4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

STANDARD 5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Example Indicators:

- 5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.
- 5A-2 Reflect on areas for improvement and take responsibility for change and growth.
- 5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
- 5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
- 5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Element 5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Example Indicators:

- 5B-1 Consider and evaluate the potential moral and legal consequences of decisions.
- 5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.
- 5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.
- 5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

Element 5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

Example Indicators:

- 5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

- 5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.
- 5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.
- 5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.
- 5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Example Indicators:

- 6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- 6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.
- 6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.
- 6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- 6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

Example Indicators:

- 6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.
- 6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.
- 6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

Element 6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Example Indicators:

- 6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
- 6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.

MPS EXAMPLE INDICATORS, OUTCOMES, AND METRICS FOR “CPSELS”

The following indicators are examples of how a school leader at MPS might demonstrate the California Professional Standards for Education Leaders (CPSEL) within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard. MPS has adapted these indicators to guide and support school leaders within their roles (principal, dean of academics, dean of students, and dean of culture). Depending on the school leadership team structure and other site-specific factors, each MPS school leader may be assigned or expected to perform varied leadership duties and responsibilities. Therefore, the following indicator lists are not meant to be comprehensive job descriptions for each school leader, but rather guidance and support to meet the CPSEL within each role. Following under each CPSEL are also sample expected outcomes and metrics that may be used to inform performance expectations for school leaders. Such outcomes will most likely be attributed to the school leader’s demonstration of various CPSELS and indicators and can be used in evaluation of the school leader on multiple standards; however, for ease of reference, we have strived to categorize sample expected outcomes and metrics under the most relevant CPSEL.

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION			
Standard 1. Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.			
Example Indicators:			
<u>Principal</u> <ul style="list-style-type: none"> ▪ Collaboratively develop and implement a shared vision and mission ▪ Use data to identify problems and greatest areas of need ▪ Develop shared goals and student learning outcomes ▪ Develop a plan to achieve the goals and student learning outcomes (<i>e.g., LCAP, SPSA</i>) ▪ Communicate the vision, 	<u>Dean of Academics</u> <ul style="list-style-type: none"> ▪ Use multiple measures of data to advance support for the academic development of each learner ▪ Develop shared goals and a plan for student groups, with attention to those with special needs ▪ Address achievement and opportunity disparities between student groups 	<u>Dean of Students</u> <ul style="list-style-type: none"> ▪ Use multiple measures of data to advance support for social-emotional and behavioral development of each learner ▪ Use attendance, behavior and school climate data to shape and revise plans, programs, and activities ▪ Communicate expectations and standards for student 	<u>Dean of Culture</u> <ul style="list-style-type: none"> ▪ Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner. ▪ Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic

<p>goals and plan to the staff and school community</p> <ul style="list-style-type: none"> ▪ Identify and address any barriers to accomplishing the vision ▪ Build shared responsibility to achieve the vision by distributing leadership roles and responsibilities among staff and community ▪ Include stakeholders in a process of continuous improvement ▪ Monitor and evaluate progress and revise plans, programs, and activities that advance the vision 	<ul style="list-style-type: none"> ▪ Emphasize the expectation that all students will meet content and performance standards ▪ Use student achievement data to shape and revise plans, programs, and activities ▪ Monitor and evaluate progress and revise plans, programs, and activities that advance the vision (<i>e.g., provide input for LCAP in student achievement, etc.</i>) 	<p>behavior to the staff and school community</p> <ul style="list-style-type: none"> ▪ Monitor and evaluate progress and revise plans, programs, and activities that advance the vision (<i>e.g., provide input for LCAP in the area of school climate, etc.</i>) 	<p>differences; and disadvantaged socio-economic backgrounds.</p> <ul style="list-style-type: none"> ▪ Communicate the vision, goals and plan to the staff and school community ▪ Include all stakeholders in a process of continuous improvement based on a systematic review of evidence and progress ▪ Monitor and evaluate progress and revise plans, programs, and activities that advance the vision (<i>e.g., provide input for LCAP in the area of parental involvement, etc.</i>)
<p>Sample Outcomes:</p>	<p>LCAP Actions:</p>	<p>LCAP Metrics & Other Data:</p>	
<ul style="list-style-type: none"> ▪ High quality LCAP/SPSA with goals and actions ▪ Stakeholders' knowledge and ownership of LCAP/school goals ▪ Data-based decision making ▪ Effective admin and staff meetings ▪ Successful WASC self-study ▪ College-going culture and activities / CTE pathways 	<ul style="list-style-type: none"> ▪ Goal 2: Action 1: Broad course of study and standards-based curriculum ▪ Goal 3: Action 1: College/Career readiness programs and activities ▪ Goal 3: Action 2: STEAM and GATE programs ▪ Goal 3: Action 3: Digital literacy and citizenship programs ▪ Goal 3: Action 4: Physical education, 	<ul style="list-style-type: none"> ▪ Overall LCAP progress % ▪ Metric 2.1: % of students who have sufficient access to all programs/services ▪ Metrics 3.1, 3.2, & 3.3: Accelerated math, computer, STEAM programs ▪ Metric 3.4: CCI % ▪ Metrics 3.5 & 3.6: 11th grade CAASPP prof. rates ▪ Metrics 3.7 & 3.8: AP passing rates 	

<ul style="list-style-type: none"> Vision/plan for implementation of key MPS programs: GATE, STEAM, Life Skills, etc. 	<p>activity, and fitness</p> <ul style="list-style-type: none"> Goal 3: Action 5: Additional programs and activities that support well-rounded education 	<ul style="list-style-type: none"> Metrics 3.9, 3.10, & 3.11: College credit courses/dual enrollment/CTE Metric 3.12: A-G completion rate Metrics 3.13 & 3.14: State Seals % (Biliteracy / Merit Diploma) Metric 3.15: Advanced/Honors Diploma % Metrics 3.16 & 3.17: College acceptance rates Metric 3.18: College-going rate Metrics 4.7, 4.8, & 4.9: MS/HS school dropout rates, HS graduation rate
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STANDARD 2: INSTRUCTIONAL LEADERSHIP

Standard 2. Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Example Indicators:

<u>Principal</u>	<u>Dean of Academics</u>	<u>Dean of Students</u>	<u>Dean of Culture</u>
<ul style="list-style-type: none"> Establish professional learning plans based on specific needs (<i>PD plans</i>) Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning Guide and monitor effective instruction and differentiated support for all students 	<ul style="list-style-type: none"> Guide and support implementation of the curriculum Monitor the use of the curriculum and instructional resources Guide and monitor effective instruction and differentiated support for all students Conduct informal classroom 	<ul style="list-style-type: none"> Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students Guide and monitor effective instruction and differentiated support for all students Conduct informal classroom observations and use 	<ul style="list-style-type: none"> Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students Guide and monitor effective instruction and differentiated support for all students Conduct informal classroom

<ul style="list-style-type: none"> ▪ Conduct informal classroom observations and use evidence to provide ongoing feedback and coach individual teachers ▪ Use information from a variety of sources to guide program and professional learning, planning, implementation and revisions ▪ Use professional expectation and standards to guide, monitor, support, and supervise to improve teaching and learning ▪ Create an accountability system grounded in standards-based teaching and learning 	<p>observations and use evidence to provide ongoing feedback and coach individual teachers</p> <ul style="list-style-type: none"> ▪ Guide and monitor assessments ▪ Prepare and coordinate testing schedules ▪ Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data ▪ Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning ▪ Oversee teacher assessment, grading, and use of SIS ▪ Oversee academic intervention programs ▪ Coordinate planning of summer in-service training and teacher PD during the year 	<p>evidence to provide ongoing feedback and coach individual teachers</p> <ul style="list-style-type: none"> ▪ Guide, monitor, and support staff in development of expectations and standards for student behavior 	<p>observations and use evidence to provide ongoing feedback and coach individual teachers</p> <ul style="list-style-type: none"> ▪ Guide, monitor, and support staff with Culturally Responsive Teaching (CRT) ▪ Oversee Life Skills and character education programs
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	<ul style="list-style-type: none"> ▪ Prepare and oversee academic agenda for staff meetings and PLCs ▪ Coordinate UC course submissions 		
Sample Outcomes:	LCAP Actions:	LCAP Metrics & Other Data:	
<ul style="list-style-type: none"> ▪ Staff PD plan (PLCs, academic agenda, in-service/onboarding, wrap-up, differentiated PD) ▪ Coaching teachers along with informal, formal, peer-observation feedback in TeachBoost ▪ Timely implementation of interim/benchmark assessments (MAP, IAB, etc.) and use of data ▪ Implementation of EL master plan ▪ SBA action plan/ preparedness for state assessments ▪ Staff's effective usage of the curriculum/academic programs ▪ Monitoring curriculum maps, pacing guides, and lesson plans ▪ Evaluation of academic programs and support systems (MTSS, etc.) 	<ul style="list-style-type: none"> ▪ Goal 2: Action 2: Professional development for high-quality instruction ▪ Goal 3: Action 3: MTSS - Academic enrichment, intervention, and student support ▪ Goal 3: Action 4: Designated and integrated ELD programs and support for ELs 	<ul style="list-style-type: none"> ▪ Metric 2.2: % of informal/formal teacher observations ▪ Metric 2.3: Class pass rates ▪ Metrics 2.4 & 2.8: CAASPP-ELA & Math proficiency rates ▪ Metrics 2.5 & 2.9: Dashboard DFS in ELA and math (schoolwide) ▪ Metrics 2.6, 2.7, 2.10, & 2.11: % meeting MAP growth targets and CGI/CGP (schoolwide) ▪ Metric 2.12: ELPI % ▪ Metric 2.13: Annual reclassification rate ▪ Metric 2.14: CAST proficiency rates 	
STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT			
<p>Standard 3. Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p> <p>Example Indicators:</p>			

<u>Principal</u>	<u>Dean of Academics</u>	<u>Dean of Students</u>	<u>Dean of Culture</u>
<ul style="list-style-type: none"> ▪ Maintain visibility with students, parents, and staff ▪ Systematically review the school grounds for ADA compliance, safety, and cleanliness ▪ Oversee all aspects of general office coordination ▪ Monitor and maintain student services for health and welfare (food, transportation, etc.) ▪ Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality ▪ Ensure strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs ▪ Work with the Home Office and school community to focus on both short and long-term fiscal management ▪ Actively direct staff hiring 	<ul style="list-style-type: none"> ▪ Maintain visibility with students, parents, and staff ▪ Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students ▪ Develop master schedules and assign placements that are student-centered and maximize instructional time and staff collaboration ▪ Engage staff in professional learning and formative assessments with specific feedback for continuous growth ▪ Coordinate collaboration among teachers and other support roles (resource teachers, EL coordinator, department chairs, etc.) ▪ Coordinate SST, 504, and other student support meetings 	<ul style="list-style-type: none"> ▪ Maintain visibility with students, parents, and staff ▪ Systematically review the school grounds for ADA compliance, safety, and cleanliness ▪ Monitor and maintain student services for health and welfare (food, transportation, etc.) ▪ Work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site ▪ Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement ▪ Consistently monitor, review and respond to attendance, 	<ul style="list-style-type: none"> ▪ Maintain visibility with students, parents, and staff ▪ Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff ▪ Lead recognition assemblies and other schoolwide culture-building activities such as monthly celebrations/ recognitions, students of the week/month, word of the week, science fair, contests, etc. ▪ Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students ▪ Provide input for budget development

<p>and placement to match staff capacity with student academic support and goals</p> <ul style="list-style-type: none"> ▪ Engage staff in professional learning and formative assessments with specific feedback for continuous growth ▪ Conduct personnel evaluations to improve teaching and learning, in keeping with MPS and state policies ▪ Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner ▪ Systematically prioritize high-leverage activities for self and other staff and manage time effectively 	<ul style="list-style-type: none"> ▪ Arrange for substitute teachers ▪ Develop school calendar and bell schedule ▪ Provide input for budget development 	<p>disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students</p> <ul style="list-style-type: none"> ▪ Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after-school) ▪ Develop and monitor a comprehensive safety and security plan ▪ Provide input for budget development 	
Sample Outcomes:	LCAP Actions:	LCAP Metrics & Other Data:	
<ul style="list-style-type: none"> ▪ Sound budget that serves vision and goals 	<ul style="list-style-type: none"> ▪ Goal 1: Action 1: Teacher assignments 	<ul style="list-style-type: none"> ▪ Metric 1.1: % of clear teaching 	

<ul style="list-style-type: none"> ▪ Appropriate management of funds (federal funds, grants, etc.) ▪ Effective use of HR and finance programs (Paycom, SchoolAbility, purchasing, inventory, etc.) ▪ Well-maintained facilities ▪ Safety and emergency procedures are followed ▪ Office management (organized, student files are in place, etc.) ▪ Effective student meal program ▪ Implementation of PBIS ▪ Student assemblies ▪ Effective master calendar and bell schedule with collaboration time for staff ▪ Well-documented staff summative assessments in TeachBoost ▪ Effective staff recruitment ▪ Appropriate teacher assignments 	<p>and credentials</p> <ul style="list-style-type: none"> ▪ Goal 1: Action 2: Instructional materials and technology ▪ Goal 1: Action 3: Clean and safe facilities that support learning ▪ Goal 1: Action 4: Healthy and nutritious meals ▪ Goal 1: Action 5: Well-orchestrated Home Office support services ▪ Goal 4: Action 3: MTSS - PBIS and SEL support 	<p>misassignments</p> <ul style="list-style-type: none"> ▪ Metric 1.2: % of students w/o instructional materials ▪ Metric 1.3: # of facility deficiencies ▪ Metrics 1.4 & 1.5: Teacher retention and ADA rates ▪ Metrics 4.5 & 4.6: Student ADA rate, chronic absenteeism rate ▪ Metrics 4.10 & 4.11: Student suspension/expulsion rates ▪ Metrics 4.12, 4.13, & 4.14: School experience survey participation, approval, and satisfaction rates (students and staff) 	
<p>STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT</p>			
<p>Standard 4. Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</p> <p>Example Indicators:</p>			
<p><u>Principal</u></p> <ul style="list-style-type: none"> ▪ Communicate information about the school on a regular and predictable basis through 	<p><u>Dean of Academics</u></p> <ul style="list-style-type: none"> ▪ Engage families with staff to establish academic programs and supports that address 	<p><u>Dean of Students</u></p> <ul style="list-style-type: none"> ▪ Seek out and collaborate with community programs and services that assist students 	<p><u>Dean of Culture</u></p> <ul style="list-style-type: none"> ▪ Communicate information about the school on a regular and predictable basis

<p>a variety of media</p> <ul style="list-style-type: none"> ▪ Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable (LCAP, SSC, ELAC, PTF, etc.) ▪ Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals ▪ Participate in local activities that engage community members and staff in communicating school successes to the broader community ▪ Secure community support to sustain existing resources and add new resources that address emerging student needs 	<p>individual and collective student assets and needs</p> <ul style="list-style-type: none"> ▪ Coordinate and support schoolwide programs such as orientation, back to school night, assemblies, parent-teacher conferences, career fairs, guest speakers, etc. ▪ Assess progress and grade reports before they are mailed out to families 	<p>who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school</p> <ul style="list-style-type: none"> ▪ Work with community emergency and welfare agencies to develop positive relationships ▪ Coordinate and support schoolwide programs such as orientation, back to school night, assemblies, parent-teacher conferences, career fairs, guest speakers, etc. 	<p>through a variety of media</p> <ul style="list-style-type: none"> ▪ Establish a welcoming environment for family participation and education ▪ Coordinate and support schoolwide programs such as orientation, back to school night, assemblies, parent-teacher conferences, career fairs, guest speakers, etc. ▪ Serve as liaison to the community in raising awareness and building capacity in all stakeholders regarding educational initiatives ▪ Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable (LCAP, SSC, ELAC, PTF, etc.) ▪ Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students ▪ Share leadership
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			<p>responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals</p> <ul style="list-style-type: none"> ▪ Participate in local activities that engage community members and staff in communicating school successes to the broader community ▪ Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities ▪ Secure community support to sustain existing resources and add new resources that address emerging student needs ▪ Coordinate all field-trip planning ▪ Schedule, attend, and oversee all home visits with parents
Sample Outcomes:	LCAP Actions:	LCAP Metrics & Other Data:	
<ul style="list-style-type: none"> ▪ Well-functioning SSC/ELAC/PTF 	<ul style="list-style-type: none"> ▪ Goal 4: Action 1: Seeking family input for 	<ul style="list-style-type: none"> ▪ Metrics 4.1 & 4.2: # of PAC/ELAC 	

<ul style="list-style-type: none"> ▪ Activities/events for parent engagement ▪ Capacity building/Parent education (Parent College, etc.) ▪ Effective use of parent communication program, e.g., ParentSquare ▪ Newsletters and updated website and social media activities ▪ Open houses ▪ Meeting enrollment target ▪ Community, business, institutional and civic partnerships 	<p>decision making</p> <ul style="list-style-type: none"> ▪ Goal 4: Action 2: Building relationships and partnerships with families for student outcomes ▪ Goal 4: Action 4: Annual educational partner surveys ▪ Goal 4: Action 5: Community outreach and partnerships 	<p>meetings</p> <ul style="list-style-type: none"> ▪ Metric 4.3: # of family engagement activities ▪ Metric 4.4: Home visit rate ▪ Metrics 4.12, 4.13, & 4.14: School experience survey participation, approval, and satisfaction rates (families) ▪ Metric 4.15: Student retention rate / % of students w/ intent to re-enroll
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STANDARD 5: PROFESSIONALISM, ETHICS, AND INTEGRITY

Standard 5. Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Example Indicators:

<u>Principal</u>	<u>Dean of Academics</u>	<u>Dean of Students</u>	<u>Dean of Culture</u>
<ul style="list-style-type: none"> ▪ Reflect on areas for improvement and take responsibility for change and growth ▪ Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen leadership ability ▪ Sustain personal motivation, commitment, energy, and 	<ul style="list-style-type: none"> ▪ Reflect on areas for improvement and take responsibility for change and growth ▪ Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen leadership ability ▪ Sustain personal motivation, commitment, energy, and 	<ul style="list-style-type: none"> ▪ Reflect on areas for improvement and take responsibility for change and growth ▪ Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen leadership ability ▪ Sustain personal motivation, commitment, energy, and 	<ul style="list-style-type: none"> ▪ Reflect on areas for improvement and take responsibility for change and growth ▪ Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen leadership ability ▪ Sustain personal motivation, commitment, energy, and

<p>health by balancing professional and personal responsibilities</p> <ul style="list-style-type: none"> ▪ Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community (<i>problem solving, change management, conflict management, etc.</i>) ▪ Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity ▪ Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior ▪ Protect the rights and appropriate confidentiality of students, staff, and families ▪ Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community 	<p>health by balancing professional and personal responsibilities</p> <ul style="list-style-type: none"> ▪ Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community (<i>problem solving, change management, conflict management, etc.</i>) ▪ Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior ▪ Protect the rights and appropriate confidentiality of students, staff, and families 	<p>health by balancing professional and personal responsibilities</p> <ul style="list-style-type: none"> ▪ Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community (<i>problem solving, change management, conflict management, etc.</i>) ▪ Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior ▪ Protect the rights and appropriate confidentiality of students, staff, and families 	<p>health by balancing professional and personal responsibilities</p> <ul style="list-style-type: none"> ▪ Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community (<i>problem solving, change management, conflict management, etc.</i>) ▪ Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior ▪ Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students ▪ Protect the rights and appropriate confidentiality of students, staff, and families
Sample Outcomes:	LCAP Actions:		LCAP Metrics & Other Data:

<ul style="list-style-type: none"> ▪ Being able to make difficult decisions in the best interest of students ▪ Conflict resolution ▪ Accountable behavior (work hours, FERPA, etc.) ▪ Positive energy and attitude ▪ Self-assessment and goal setting in TeachBoost ▪ Participation in PD activities ▪ Serving on a WASC VC ▪ Cultural sensitivity, Culturally Responsive Teaching (CRT) ▪ Equity/No disproportionality based on economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination ▪ SWD, homeless, FY, immigrant student services 	<ul style="list-style-type: none"> ▪ Goal 2: Action 5: Support for students with disabilities ▪ Goal 4: Action 3: MTSS - PBIS and SEL support 	<ul style="list-style-type: none"> ▪ Metric 2.1: % of students who have sufficient access to all programs/services ▪ Metrics 2.5 & 2.9: Dashboard DFS in ELA and math for student groups (EL, SWD, homeless, ethnic student groups, etc.) ▪ Goal 2: Metrics 9&12% meeting MAP growth targets and CGI/CGP (student groups) ▪ IEP Timeline / Service Provision Compliance % 	
<p>STANDARD 6: EXTERNAL CONTEXT AND POLICY</p>			
<p>Standard 6. Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</p> <p>Example Indicators:</p>			
<p><u>Principal</u></p> <ul style="list-style-type: none"> ▪ Operate consistently within the parameters of federal, state, and local laws, policies, 	<p><u>Dean of Academics</u></p> <ul style="list-style-type: none"> ▪ Operate consistently within the parameters of federal, state, and local laws, policies, 	<p><u>Dean of Students</u></p> <ul style="list-style-type: none"> ▪ Operate consistently within the parameters of federal, state, and local laws, policies, 	<p><u>Dean of Culture</u></p> <ul style="list-style-type: none"> ▪ Operate consistently within the parameters of federal, state, and local laws,

<p>regulations, and statutory requirements</p> <ul style="list-style-type: none"> ▪ Interpret federal, state, and local mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ▪ Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education ▪ Promote public policies that ensure the equitable distribution of resources and support services for all students ▪ Work with the governing board, Home Office, community leaders and stakeholders to influence and inform policies and programs that benefit students and support the improvement of teaching and learning ▪ Attend MPS board meetings 	<p>regulations, and statutory requirements</p> <ul style="list-style-type: none"> ▪ Interpret federal, state, and local mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ▪ Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education ▪ Promote public policies that ensure the equitable distribution of resources and support services for all students ▪ Work with the governing board, Home Office, community leaders and stakeholders to influence and inform policies and programs that benefit students and support the improvement of teaching and learning 	<p>regulations, and statutory requirements</p> <ul style="list-style-type: none"> ▪ Interpret federal, state, and local mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ▪ Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education ▪ Promote public policies that ensure the equitable distribution of resources and support services for all students ▪ Work with the governing board, Home Office, community leaders and stakeholders to influence and inform policies and programs that benefit students and support the improvement of teaching and learning 	<p>policies, regulations, and statutory requirements</p> <ul style="list-style-type: none"> ▪ Interpret federal, state, and local mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ▪ Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education ▪ Promote public policies that ensure the equitable distribution of resources and support services for all students ▪ Work with the governing board, Home Office, community leaders and stakeholders to influence and inform policies and programs that benefit students and support the improvement of teaching
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<ul style="list-style-type: none"> ▪ Ensure all required reports are completed timely and in high quality ▪ Communicate with the chartering authority, attend necessary meetings, and prepare school for oversight visits 			and learning
Sample Outcomes:	LCAP Actions:	LCAP Metrics & Other Data:	
<ul style="list-style-type: none"> ▪ Compliance with applicable law and regulations (state, federal, charter, etc.) ▪ Implementing MPS policies and procedures with fidelity (student/parent handbook, required notices, etc.) ▪ Participation in monthly Home Office and board meetings ▪ Outreach to officials, community leaders, neighborhood councils, and experts ▪ Advocacy for charter related policy in the best interest of students (collaboration with CCSA, etc.) ▪ Successful authorizer oversight visit (preparedness, positive report, no findings, etc.) ▪ Renewal of charter ▪ Collaboration with co-located schools ▪ High quality, on-time report completion 	<ul style="list-style-type: none"> ▪ Goal 4: Action 5: Community outreach and partnerships 	<ul style="list-style-type: none"> ▪ % of monthly tasks completion 	

SAMPLE SELF-ASSESSMENT FOR SCHOOL LEADERS

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

CPSEL 1: **Self-rating: 3**

As the principal of MSA-X, I consistently **build support for the Magnolia vision** internally and externally. **In 2023-24, MSA-X had a graduation rate of 100.0% and A-G completion rate of 89.0%. Based on the 2024 CA School Dashboard, the school received a blue performance color with 70.0% Prepared rate on the CCI. In 2023-24, 60% of our students were accepted to four-year colleges and universities. Twenty-three out of our forty seniors received a golden state seal merit on their diplomas.** This year MSA-X is **going through a successful WASC self-study** that allows all our staff to reflect on our **vision**, mission, SLGs, and instructional practices. As the MSA-X admin team we **review our LCAP progress data** periodically, **present it** to our staff and parents, and **collect feedback**. As an example, based on feedback from our **educational partners**, we have started discussions about **dual enrollment/CTE pathways** that would expand the **Magnolia vision** at MSA-X. One area I need to improve on is **monitoring the implementation of LCAP actions** more systematically. I will continue to **promote MSA-X school goals** and **engage our educational partners** in the process of continuous improvement via scheduled meetings and assemblies.

Q. How will I be rated on CPSEL 1?

A. We will NOT base our rating on the quality of your self-assessment, but rather on our evidence/data of your performance throughout the year as they relate to each CPSEL. We will check example indicators described in the “**CPSEL Booklet**” and example indicators, sample outcomes and metrics in the “**MPS Example Indicators, Outcomes, and Metrics for CPSELS**” document, both of which are part of the “MPS School Leader Evaluation Protocol.” Ultimately, we expect the school leader’s performance to be reflected in student achievement outcomes. Therefore, we will evaluate the school leader using both example indicators of behavior and sample outcomes and metrics. Greater emphasis will be placed on the school goals and expected measurable pupil outcomes, as outlined in the LCAP goals, actions, and metrics. This will allow for a more objective evaluation that puts student achievement and growth in the center.

Example:

- **MSA-X Graduation data:** 2023-24 Target: 95.0% 2023-24 Actual: 100.0% 2022-23 Actual: 98.9%
- **MSA-X A-G completion rate:** 2023-24 Target: 90.0% 2023-24 Actual: 89.0% 2022-23 Actual: 87.8%
- Met 2023-24 target for graduation rate. Did not meet 2023-24 target for A-G completion rate but improved from 2022-23 and the school’s rate is still above district and state rates.

In this example the school leader will be deemed to have met the above LCAP metrics that fall under CPSEL 1. If the school leader meets **all** of the LCAP metrics under CPSEL 1, he/she will earn a minimum rating of “**3 out of 4.**” For CPSEL 1, greater emphasis is put on achievement of the following LCAP metrics: **Overall LCAP progress %, CCI %, A-G completion rate, College acceptance rates, Accelerated math, computer, STEAM programs, MS/HS school dropout rates, HS graduation rate.** In order to determine whether the principal of MSA-X should earn a rating of “**4 out of 4.**”

we will examine **the other indicators, outcomes, LCAP actions, LCAP metrics, and other relevant data** in a more holistic approach.

STANDARD 2: INSTRUCTIONAL LEADERSHIP

CPSEL 2: **Self-rating: 3**

As the school leadership team of MSA-X, we annually assess our **staff's professional learning needs** through evidence collected during **informal and formal classroom observations** and **PD needs assessment** surveys. We establish **PD plans** based on specific needs of staff as well as schoolwide areas of focus. The following are our **PD focus areas** for the current year: CRT and PLC. As the DoA of MSA-X, I need to lead the coordination of the CRT and PLC trainings and plan for a system to monitor the implementation of PLCs at our site and the use of effective CRT practices in each class. The school leadership team and our department chairs aim to **provide ongoing feedback and coach** individual teachers on a biweekly basis. **Last year we had 80% completion of the required formal and informal classroom observations.** This year, I plan to improve on my observations and coaching by scheduling classroom visits ahead of time with specific focus elements to observe, debriefing with my teachers, and keeping my notes and resources organized in TeachBoost Coach. This will allow me to **guide and monitor effective instruction and differentiated support for all students.**

While MSA-X staff participates in the Wednesday PDs led by the Home Office, we also **capitalize on the diverse experience and abilities of our staff to plan, implement, and assess professional learning.** For example, our school psychologist has trained our teachers on the ZOR lesson implementation and provides weekly feedback to teachers on SEL topics. Also, our EL coordinator leads a monthly staff discussion on Total Participation Techniques and teachers take turn in sharing their implementation of those strategies in their classes. **Last year our EL reclassification rate was 8.5%; this year we expect a rate of no less than 10.0%. Our ELPI status on the on the 2024 CA School Dashboard is 45.0% and we target a minimum ELPI status of 50.0% in 2024.**

Our DoA and department chairs regularly **monitor curriculum maps and lesson plans and evaluate our teachers' use of academic programs.** For example, our core teachers are 100% on pace with the implementation of IXL. **Our CAASPP proficiency targets for the current year are 50.00% for ELA and 35.00% for math. The fall MAP test results show that 55.0% of our students met their fall-to-fall growth targets in ELA and 50.0% in math; however, the fall MAP projected proficiencies for the current year SBAC are still about 5 percentage points lower than our proficiency targets.** Therefore, as the MSA-X leadership we will monitor our **MTSS plans and SBA assessment preparedness action plan** closely. The plans will be discussed in detail in our grade level and department meetings. As part of that plan, our teachers will be on par with the **IAB calendar** recommended by the Home Office, **analyze IAB test results,** and use it to inform their instruction. We will monitor passing rates in each class and meet with teachers one on one to ensure a **passing rate of no less than 80%** by the end of first semester. Another area I need to monitor closely is **our average Lexile growth.** We were not on target last year, but this summer we have discussed how to **implement the myON program more effectively** in each SSR class and set 90-day Lexile growth targets for each student along with a schoolwide recognition/incentive program.

MPS SCHOOL LEADER SELF-ASSESSMENT FORM

School Leader Information:

Name: _____ School: _____
Present School Assignment: _____ Years at School: _____

Use this form for personal reflection about your professional practice to identify your strengths and areas for improvement or refinement. Evidence your strengths and highlight key areas for improvement or refinement based on your reflection of data gathered from artifacts and other sources. Indicate data source and identified data patterns or trends corresponding to your strengths and areas for improvement or refinement. This process will later help you identify data-driven, targeted professional growth goals. This tool should be used at the beginning of the year, mid-year, and toward the end of the school year.

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION		
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.		
ELEMENT 1A: STUDENT-CENTERED VISION	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 1B: DEVELOPING SHARED VISION	Strengths and Evidence:	Areas for Improvement or Refinement:

<p>ELEMENT 1C: VISION PLANNING AND IMPLEMENTATION</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>
<p>STANDARD 2: INSTRUCTIONAL LEADERSHIP</p>		
<p>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p>		
<p>ELEMENT 2A: PROFESSIONAL LEARNING CULTURE</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>

ELEMENT 2B: CURRICULUM AND INSTRUCTION	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 2C: ASSESSMENT AND ACCOUNTABILITY	Strengths and Evidence:	Areas for Improvement or Refinement:

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT		
Education leaders manage the organization to cultivate a safe and productive learning and working environment.		
ELEMENT 3A: OPERATIONS AND FACILITIES	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 3B: PLANS AND PROCEDURES	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 3C: CLIMATE	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 3D: FISCAL AND HUMAN RESOURCES	Strengths and Evidence:	Areas for Improvement or Refinement:

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT		
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.		
ELEMENT 4A: PARENT AND FAMILY ENGAGEMENT	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 4B: COMMUNITY PARTNERSHIPS	Strengths and Evidence:	Areas for Improvement or Refinement:

<p>ELEMENT 4C: COMMUNITY RESOURCES AND SERVICES</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>
<p>STANDARD 5: PROFESSIONALISM, ETHICS, AND INTEGRITY</p>		
<p>Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</p>		
<p>ELEMENT 5A: REFLECTIVE PRACTICE</p>	<p>Strengths and Evidence:</p>	<p>Areas for Improvement or Refinement:</p>

ELEMENT 5B: ETHICAL DECISION-MAKING	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 5C: ETHICAL ACTION	Strengths and Evidence:	Areas for Improvement or Refinement:

STANDARD 6: EXTERNAL CONTEXT AND POLICY		
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.		
ELEMENT 6A: UNDERSTANDING AND COMMUNICATING POLICY	Strengths and Evidence:	Areas for Improvement or Refinement:
ELEMENT 6B: PROFESSIONAL INFLUENCE	Strengths and Evidence:	Areas for Improvement or Refinement:

ELEMENT 6C: POLICY ENGAGEMENT	Strengths and Evidence:	Areas for Improvement or Refinement:
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MPS SCHOOL LEADER SUMMATIVE ASSESSMENT FORM

School Leader Information:

Name: _____ School: _____
 Present School Assignment: _____ Years at School: _____

The evaluator will use this form as a summative assessment of the school leader’s performance on each California Professional Standard for Education Leaders (CPSEL). Observations, formal discussions of performance, and other relevant evidence have been considered in determining the ratings for the school leader.

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
<p>Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>LCAP Metrics & Other Data:</p> <p>Evaluator Comments / Recommended Actions for Improvement or Refinement:</p>
STANDARD 2: INSTRUCTIONAL LEADERSHIP
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
<p>Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>LCAP Metrics & Other Data:</p> <p>Evaluator Comments / Recommended Actions for Improvement or Refinement:</p>

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Rating: 4 3 2 1

LCAP Metrics & Other Data:

Evaluator Comments / Recommended Actions for Improvement or Refinement:

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Rating: 4 3 2 1

LCAP Metrics & Other Data:

Evaluator Comments / Recommended Actions for Improvement or Refinement:

STANDARD 5: PROFESSIONALISM, ETHICS, AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Rating: 4 3 2 1

LCAP Metrics & Other Data:

Evaluator Comments / Recommended Actions for Improvement or Refinement:

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Rating: 4 3 2 1

LCAP Metrics & Other Data:

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Note: The school leader’s signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the school leader has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS School Leader Evaluation Protocol.

School Leader’s Signature: _____

Date: _____

Evaluator’s Signature: _____

Date: _____

MPS SCHOOL LEADER GOAL SETTING & PROGRESS MONITORING FORM

School Leader Information:

Name: _____	School: _____
Present School Assignment: _____	Years at School: _____

Use this form for setting professional growth goals and documenting progress toward accomplishment of the goals. This tool should be used at the beginning of the year (*e.g., during September*), mid-year (*e.g., during December-January*), and toward the end of the school year (*e.g., March through May*).

Beginning of the year:

The school leader will use this form for goal-setting following the self-assessment process. Based on his/her areas for improvement or refinement and data gathered from artifacts and other sources, the school leader will set two or three goals for the school year, at least one of which should be linked to an organizational goal, e.g., a goal in LCAP, SIP, WASC or other organizational plan. The goals, as well as activities to accomplish the goals, outcomes and timeline, will be reviewed by the evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Mid-year:

The school leader will meet with the evaluator mid-year to discuss progress toward achieving their annual goals, and if necessary, adjustments to action plans in order to achieve goals by the end of the school year. The evaluator will determine whether the school leader is making acceptable progress toward goal attainment. Depending on accomplishment of the goals set at the beginning of the school year, the school leader may set additional goals.

Toward end-of-year:

The meeting toward the end of the school year will focus on goal attainment and completing the evaluation process. In addition, the school leader and the evaluator will discuss possible new goals for the next school year.

Legend:

- *N: Not progressing or level of progress is not acceptable*
- *P: Progress is at acceptable level*
- *A: Goal is accomplished.*

GOAL # _____		Standard: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
Goal:		Outcomes (Measurement):	
Linked to: <input type="checkbox"/> LCAP <input type="checkbox"/> SIP <input type="checkbox"/> WASC <input type="checkbox"/> Other plan			
Key Activities/Strategies:		Timeline for measuring goal outcomes:	
Progress:		Revised Action Plan: (if applicable)	
Mid-year comments by evaluator: <input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> A		Year-end comments by evaluator: <input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> A	

School Leader's Signature: _____	Date: _____
Evaluator's Signature: _____	Date: _____

MPS SCHOOL LEADER EVALUATION SUMMARY PAGE

School Leader Information:

Name: _____ School: _____
 Present School Assignment: _____ Years at School: _____

Ratings on California Professional Standards for Education Leaders (CPSEL)	
1: Below Standard, 2: Approaches Standard, 3: Meets Standard, 4: Exceeds Standard	
Standard	Rating: (1-4)
Standard 1	
Standard 2	
Standard 3	
Standard 4	
Standard 5	
Standard 6	
Average:	

Notes:

Leader's Overall Performance (Out of 4.00)

Leader's Overall Evaluation Rating (1-4)		
<input type="checkbox"/>	Highly Effective (HE)	3.50 – 4.00
<input type="checkbox"/>	Effective (E)	2.50 – 3.49
<input type="checkbox"/>	Developing (D)	1.50 – 2.49
<input type="checkbox"/>	Ineffective (I)	1.00 – 1.49

School Leader's Signature: _____ Evaluator's Signature: _____
 Date: _____ Date: _____

Note: The school leader's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the school leader has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS School Leader Evaluation Protocol.



GENERAL EMPLOYEE EVALUATION PROTOCOL

Last Amended: 1/16/25

MAGNOLIA PUBLIC SCHOOLS (MPS) GENERAL EMPLOYEE EVALUATION PROTOCOL

Introduction

The vision of Magnolia Public Schools (MPS) is that our graduates commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science. It is MPS' mission to provide a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others. All MPS employees are expected to learn, grow, and commit to the vision and mission of MPS within their roles and responsibilities. The successful work of MPS employees can only be realized in a culture where there is learning, open and honest communication, teamwork, use of data, and accountability. The MPS evaluation process is designed to contribute to the organization's pursuit of excellence in education.

The Purposes of the Evaluation

MPS firmly believes that employee quality is one of the most important variables in increasing student achievement. The evaluation process helps the employee and the evaluator(s) build on the strengths of the employee and identify those areas the employee needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the evaluators and the employee to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

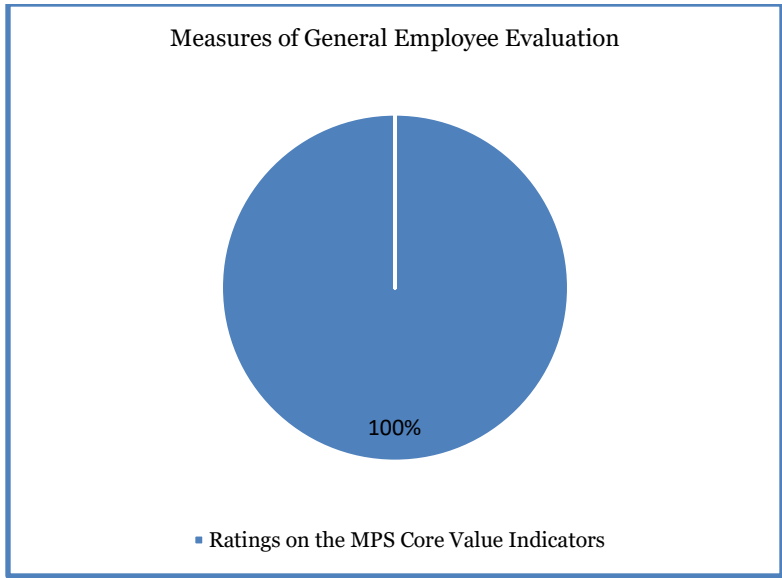
The Evaluation Process

MPS will use multiple measures to make a reliable employee evaluation. These measures include employee self-assessment and goals for the year as they should align with the organizational goals as well as the growth goals of the employee, Local Control and Accountability Plan (LCAP) metrics as they relate to the employee's duties and responsibilities, job-specific functions and skills, student, family, and staff feedback, and more. Using multiple measures will provide for better insight and reliability than using only one measure. All these measures will be used to supplement and inform the employee's evaluation on the "MPS Core Value Indicators."

The MPS Core Value Indicators identify what skills and behaviors an employee must demonstrate to move into sustainable, effective practice. They are a set of broad skills and behaviors that are the foundation for success in the 21st century. The annual evaluation process involves frequent informal observations and feedback for the employee, collection of evidence to foster collaboration with the employee, and goal setting and monitoring. This process is supplemented by student, family, and staff feedback through surveys, and performance on the LCAP metrics and school/organizational goals. A positive learning environment is one of the greatest determinants of student achievement. Therefore, each MPS employee is expected to make an impact within his or her role and contribute to the positive learning environment at MPS. By incorporating student and school performance into employee evaluation, MPS wants to keep student performance at the focus of our daily work. MPS will use the following weights for each measure to determine an end-of-year overall rating.

Measure	Percentage
Employee Performance on the MPS Core Value Indicators	100%

Employee goals, job-specific functions and skills, student, family, and staff feedback, performance on the LCAP metrics and school/organizational goals, etc., will be used to supplement and inform the employee’s evaluation on the “MPS Core Value Indicators.”	Not assigned a separate percentage
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End-of-Year Overall Evaluation Rating

Evaluators will use the measures described above to determine the final score earned by the employee on their end-of-year overall performance evaluation. As can be seen in the table below, depending on the overall performance score, the employee will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Overall Performance	Overall Evaluation Rating	Rating Descriptor
3.50 – 4.00	4: Highly Effective (HE)	Employee consistently demonstrates behaviors reflective of the MPS Core Values that are above and beyond stated expectations. Employees who perform at this level exceed goals and targets established for student performance and survey data indicates high levels of satisfaction. A Highly Effective rating means that the only areas for growth would be to expand on the strengths and find innovative ways to apply it to the benefit of the school(s). Specific comments (i.e., evidence, explanation) are required for rating an employee as Highly Effective. A Highly Effective rating means that performance is excellent. The employee is a top performer in all areas of MPS core value indicators, 21 st century skills, job performance, student achievement, and progress in the perception of others.
2.50 – 3.49	3: Effective (E)	Employee demonstrates behaviors reflective of the MPS Core Values most of the time and meets goals and any targets established for student performance and survey data. The indicator of performance delivered when rating one as Effective is that performance is satisfactory and similar to that of others regarded as good performers. While there are areas remaining that require further development to be considered an excellent performer, an Effective classification is indicative of a valued employee.
1.50 – 2.49	2: Developing (D)	Employee sometimes demonstrates behaviors reflective of the MPS Core Values and meets some of the goals and targets established for student performance and survey data. A Developing rating indicates that the employee performs well at times but requires more consistent performance overall. Employee demonstrates potential but must focus on opportunities for improvement to elevate his/her performance on the indicators.
1.00 – 1.49	1: Ineffective (I)	Employee rarely demonstrates behaviors reflective of the MPS Core Values and meets few goals and targets for student performance and survey data. The demonstrated performance of this employee requires intervention. A rating of Ineffective indicates that performance is unsatisfactory, and the employee requires significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.

Evaluation Calendar

The following table outlines the steps of the evaluation process with a recommended timeline.

Timeline	Forms/Documents	Evaluation Steps
August	MPS General Employee Evaluation Protocol MPS Core Value Example Indicators for General Employee Evaluation Self-Assessment Form Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> ▪ At the beginning of the school year, the evaluators will provide the employee with the evaluation protocol, including the example indicators for general employee evaluation, forms for self-assessment, and goal setting and progress monitoring.
September	Self-Assessment Form Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> ▪ During August/early September, every employee will complete a self-assessment to identify his/her strengths, evidence of meeting core value indicators, and areas for improvement or refinement for each area of employee evaluation. ▪ Based on his/her areas for improvement or refinement and information gathered from artifacts and other sources, the employee will meet with the evaluators and set two or three goals for the school year, at least one of which should be linked to an organizational goal, e.g., a goal in LCAP, SIP, WASC or another organizational plan.
December-January	Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> ▪ The employee will meet with the evaluator mid-year to discuss progress toward achieving their annual goals, and if necessary, adjustments to action plans to achieve goals by the end of the school year. The evaluator will determine whether the employee is making acceptable progress toward goal attainment. Depending on accomplishment of the goals set at the beginning of the school year, the employee may set additional goals. ▪ Evaluators may develop an improvement plan with the employees who need to elevate their performance on the evaluation areas or are not making acceptable progress toward goal attainment. The Goal Setting & Progress Monitoring Form can be used for this purpose.
March-May	Goal Setting & Progress Monitoring Form	<ul style="list-style-type: none"> ▪ Every employee will meet with the evaluators to discuss progress/completion of goals. Employees will document their progress on their goals, and if necessary, adjust action plans. In addition, the employees and the evaluators will discuss possible

		new goals for the next school year.
By May 1	Summative Assessment Form Evaluation Summary Page	<ul style="list-style-type: none"> ▪ For each employee, the evaluators will assign a rating on each area of evaluation on the Summative Assessment Form. ▪ For each employee, the evaluators will enter an end-of-year overall evaluation rating into the Evaluation Summary Page. ▪ Evaluators will share the completed evaluation forms with each employee. Forms include Evaluation Summary Page and the Summative Assessment Form.

The above timeline is recommended to the MPS evaluators to ensure timely completion of all steps of the evaluation process. Evaluators can be flexible with the timeline without compromising the fundamental design of the process.

Measures of Employee Evaluation:

Employee Performance on the MPS Core Values

MPS has embraced the following core values as an organization: Excellence, Innovation, and Connection. These core values are reinforced in our education program through the SEL/Life Skills curriculum, student learning goals, and all school activities:

Excellence

Magnolia students will exhibit the desire to pursue knowledge and greatness and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based, “real-world” learning using a constructivist/project-based approach, Culturally and Linguistically Responsive Teaching, blended learning and tech-fluency development through integrated technology across subjects, student portfolio that are personalized to their path and interests, individualized scheduling models, assessments of and for learning and academic discourse, and opportunities for acceleration including dual enrollment college courses in high school. All of this prepares students for 21st century demands. As they grow and develop, students learn where and how to access the needed information and supports to advance their academic pursuits and societal contributions. Students demonstrate their mastery and excellence in their learning outcomes based on the MPS core competencies, with a specific focus on:

Literacy with a Learner’s Mindset for Magnolia students is to demonstrate a depth of knowledge and literacy in multiple subject areas with a learner’s mindset to make informed decisions. Students will overcome challenges by developing a positive attitude and belief about learning, embracing curiosity to experience new ideas, and sustaining the desire to learn, unlearn, and relearn. Students will achieve Excellence in the classroom and society as a result of both their mastery of content knowledge and skills across academic subjects, and an ingrained perspective that there is no ceiling to what can be learned – and that knowledge itself can be mutable as people continue to iteratively research and discover how the world works.

Critical Thinking is demonstrated by Magnolia students as they problem solve by identifying, evaluating, and prioritizing solutions to difficult or complex situations, and implementing and reflecting critically on a solution. Students will achieve Excellence as a result of distilling problems to their root causes using multiple sources and perspectives, designing solutions that align to said root causes and adequately address them, and while considering the cost-benefit impact of potential solutions based on community input. To develop excellence in research, project artifacts, and presentations, students will also learn to apply the essential skill of discernment for the reliability, validity, quality, and value of sources and content.

Innovation

Students will have the freedom to choose how and what they learn and demonstrate it as a public display of excellence. Individualized scheduling, including A-G planning done each year in high school grades, early identification of learning styles, personalities, interests, and college/career plans support students’ matriculation and college and career readiness. This includes student participation in the planning of their educational experience, enrichment and acceleration programs, engaging STEAM program choice options,

individualized and blended (tech-based) learning programs, differentiated educational experiences, extended learning options, electives, contests and competitions, clubs, teams, and adaptive assessments.

Creativity for Magnolia students is to have the freedom within our innovative model to demonstrate originality, imagination, and new ways of thinking critically and independently. Students will transcend traditional ideas, rules, patterns, and relationships to create and convey new or meaningful ideas, methods, or interpretations. Through STEAM-themed interdisciplinary learning, local and national academic and STEAM competitions, mentoring, STEAM clubs, college and career instructional field trips, students will be motivated to pursue 21st century careers. Innovation will occur through student voice and choice in what they learn, adapted teaching based on student interests and personal assets, and freedom and variety in how mastery of content knowledge and skills is demonstrated.

Adaptability for Magnolia students is to demonstrate flexibility when acclimating to various roles and situations. Students will work effectively in a local, national and global climate of ambiguity and changing priorities, demonstrating agility in thought and action. They will understand, negotiate, and balance diverse views and beliefs to reach workable solutions, responding productively to feedback, praise, setbacks, and criticism. MPS' educators continuously adapt to student data, differentiating learning. Magnolia students will understand that fluidity is necessary to be responsive to an unpredictable and dynamic world, as well as diverse sources of input and feedback.

Connection

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

Effective Communication for Magnolia students is to articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts, for a range of purposes and audiences. Students will also demonstrate empathy through awareness, sensitivity, concern, and respect for others' feelings, opinions, experiences, and culture. Students will create true, authentic Connection by listening fully to others' perspectives and experiences, accurately reflecting back input, and expressing themselves clearly and accurately.

Global Citizenship for Magnolia students is to contribute to making the world a better place. Students will understand the world and its complexities, value and embrace diverse cultures and unique perspectives through mutual respect and open dialog, cultivate compassion, and take action in building more peaceful and inclusive environments. Students will develop the social and emotional skills needed to compete in a global society, including having a growth mindset, being

resilient, reflective, and demonstrating grit, self-respect and good character. These traits are crucial to not only for enrolling in and completing college, but also for developing and contributing their original ideas in a workplace environment. Underlying the effective exercise of the Global Citizenship competency is Connection – specifically, an orientation towards understanding the diverse cultures of the world, acknowledging the effort to understand others.

MPS reinforces our core values not only in the education program but also in the work environment and in our employees' practices. MPS has identified what skills and behaviors an employee must demonstrate to move into sustainable, effective practice. We have organized these sets of broad skills and behaviors that are the foundation for success in the 21st century into ten broad areas under our core values:

Excellence

- Effectiveness
- Efficiency
- Ethics & Professionalism
- Professional Growth

Innovation

- Information Literacy & Technology Skills
- Critical Thinking & Problem Solving
- Initiative & Creativity

Connection

- Communication
- Collaboration & Collegiality
- Community & External Context

The indicators in each area delineate skills, behaviors, and employee action. They are examples of how a 21st century employee might demonstrate the MPS core values within his or her practice. The indicators are not intended to be a comprehensive or required list of employee behaviors, rather they are examples of practice that illustrate the intent of the core value and area. MPS will adapt the indicators in a variety of ways to guide and support employees from preparation through levels of increasingly accomplished practice within their roles.

The annual evaluation process at MPS involves frequent informal observations and feedback for the employee, collection of evidence to foster collaboration with the employee, and goal setting and monitoring. MPS will use an online tool to record and share notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the employee and the evaluator in respect to their roles. Informal observations can be conducted by the school administrators as well as the MPS Home Office support team and other professionals.

The employee being evaluated will take the lead in conducting the evaluation process using self-assessment, reflection and by gathering evidence for employee practice. The evaluator will collect evidence in specific areas. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal setting, professional development, and demonstration in specific areas and expectations. The evaluator and the employee will meet mid-year to discuss

progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the employee will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each employee will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) in each core value area based on the Employee's Performance on the MPS Core Values. The final score will be the end-of-year overall performance score of the employee. Depending on the overall performance score, the employee will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Rating of Employee Performance on the MPS Core Values

The MPS Core Value indicators are organized into ten areas. The indicators are examples of practice that illustrate the intent of the core value in that area. MPS has adapted the indicators in a variety of ways to guide and support employees within their roles. (*See Attachment: MPS Core Value Example Indicators for General Employee Evaluation.*) These indicators provide both a rubric for employee performance and a roadmap for improvement. During informal observations the evaluator(s) will provide the employee with bite-sized, focused, constructive, and critical feedback. Employee will be provided more comprehensive feedback on the core value areas during goal setting and monitoring meetings. Before the completion of the evaluation process, each employee will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each of the core value areas. The following table shows the ten Core Value Areas to be rated by the evaluators.

CORE VALUE: EXCELLENCE
Area 1: EFFECTIVENESS
Area 2: EFFICIENCY
Area 3: ETHICS & PROFESSIONALISM
Area 4: PROFESSIONAL GROWTH
CORE VALUE: INNOVATION
Area 5: INFORMATION LITERACY & TECHNOLOGY SKILLS
Area 6: CRITICAL THINKING & PROBLEM SOLVING
Area 7: INITIATIVE & CREATIVITY
CORE VALUE: CONNECTION
Area 8: COMMUNICATION
Area 9: COLLABORATION & COLLEGIALITY
Area 10: COMMUNITY & EXTERNAL CONTEXT

Examples of indicators for each area can be found in *Attachment: MPS Core Value Example Indicators for General Employee Evaluation*. Here is an example:

Area 2: EFFICIENCY

Example Indicators:

- Handles responsibilities and tasks promptly and efficiently.
- Completes assignments, reports, and analyses in a timely fashion.
- Consistently stays focused, prioritizes tasks, recognizes time constraints, estimates time to completion, and avoids distractions while meeting deadlines, using time effectively.
- Effectively manages several tasks at the same time and is able to accomplish tasks prior to prescribed deadlines.
- Uses procedures and routines which facilitate effective job performance; creatively evaluates each workflow or procedure and makes suggestions for changes based on increased efficiency.
- Prioritizes tasks well; handles non-routine situations appropriately while completing daily tasks; schedules time efficiently and completes an appropriate amount of work in the allotted time.
- Develops long and short-range plans; plans and gets organized for upcoming duties.
- Uses good judgment in use of budget, supplies, materials, and equipment.
- Keeps working space clean and well-organized; organizes materials, records, and files accurately.
- *(For employees with supervisory responsibilities)* Delegates wisely and effectively; understands the abilities of the individuals on his or her team and gives each an appropriate level of independence; establishes roles and responsibilities, clearly specifies the outcomes he or she wants to achieve and conducts periodic meetings to track progress.

It is important to note that specific feedback to the employee in each area provides better focus for professional practice and growth. The observers and the evaluators are encouraged to pinpoint strengths and areas for improvement based on the indicators. However, a rating will be provided for the core value area, not for each indicator. Indicators describe a specific feature of the core value, and the employee is expected to meet or exceed the core value area indicators as a whole. There is variation among school systems and organizations in their approach to rating core value areas versus specific tasks in the employees' job descriptions. MPS actively seeks feedback from our employees and evaluators to implement an efficient and effective system that helps with both *measuring employees* and *supporting their growth*.

MPS will base 100 percent of employee's end-of-year overall evaluation on performance on the MPS Core Value Areas. Each employee will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each of the ten areas. Then the ratings will be averaged to provide an overall performance rating for the employee as described below. The following table describes the ratings that will be used to rate each area.

Rating	Points	Rating Descriptor
Exceeds Standard	4	Employee <u>consistently</u> demonstrates <u>all</u> indicators reflective of the area of evaluation of the MPS Core Values. Employee performance in the area of evaluation is excellent.
Meets Standard	3	Employee demonstrates a <u>majority</u> of the indicators reflective of the area of evaluation of the MPS Core Values <u>most of the time</u> . Employee performance in the area is very good. However, there are indicators remaining that require further development to be considered an excellent performer in this area.
Approaches Standard	2	Employee <u>sometimes</u> demonstrates the indicators reflective of the area of evaluation of the MPS Core Values. Employee performs well at times but requires more consistent performance overall. Employee demonstrates potential but must focus on opportunities for improvement to elevate his/her performance in this area.
Below Standard	1	Employee <u>rarely</u> demonstrates the indicators reflective of the area of evaluation of the MPS Core Values. The demonstrated performance of this employee is unsatisfactory and requires intervention and significant improvement. Specific comments (i.e., evidence, explanation) are required when applying this rating.

The following table outlines the overall evaluation rating breakdown.

Overall Evaluation Rating	Range for Overall Rating
4 - Highly Effective (HE)	3.50 – 4.00
3 - Effective (E)	2.50 – 3.49
2 - Developing (D)	1.50 – 2.49
1 - Ineffective (I)	1.00 – 1.49

Attachments:

The following are attachments referenced in the MPS General Employee Evaluation Protocol.

- MPS Core Value Example Indicators for General Employee Evaluation
- MPS General Employee Self-Assessment Form
- MPS General Employee Goal Setting & Progress Monitoring Form
- MPS General Employee Summative Assessment Form
- MPS General Employee Evaluation Summary Page

CORE VALUE EXAMPLE INDICATORS FOR AREAS OF EMPLOYEE EVALUATION

Following indicators are examples of how an employee at MPS might demonstrate the MPS core values (Excellence, Innovation, and Connection) within his or her practice. The indicators are not intended to be a comprehensive or required list of employee behaviors, rather they are examples of practice that illustrate the intent of the core value. MPS has adapted these indicators to guide and support our employees within their roles. Depending on the organizational structure and other site-specific factors, each MPS employee may be assigned or expected to perform varied duties and responsibilities. Therefore, the following indicator lists are not meant to be comprehensive job descriptions for each employee, but rather guidance and support to demonstrate the MPS core values within each role.

CORE VALUE: EXCELLENCE
<p>Area 1: EFFECTIVENESS</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> ▪ Thoroughly understands the duties and responsibilities of the job and fulfills the expectations established for job duties. ▪ Demonstrates appropriate skills in specific job duties. ▪ Demonstrates a thorough and in-depth knowledge of job content. ▪ Understands the theory, standards, ethics, guidelines, trends, and best practices in use relating to job duties. ▪ Commits to high standards; sets high expectations and goals for performance. ▪ Is very effective at establishing overall goals and then determining the steps to reach those goals. ▪ Keeps up to date with departmental/organizational objectives. ▪ Shows commitment to excellence and pays close attention to detail. ▪ Demonstrates reliable consistency in the performance of assigned duties. ▪ Consistently produces high-quality work. ▪ <i>(For employees with supervisory responsibilities)</i> Develops and implements a shared mission and vision (for the department/organization), sets specific measurable goals with outcomes and detailed strategies, develops a detailed project plan, and meets goals.
<p>Area 2: EFFICIENCY</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> ▪ Handles responsibilities and tasks promptly and efficiently. ▪ Completes assignments, reports, and analyses in a timely fashion. ▪ Consistently stays focused, prioritizes tasks, recognizes time constraints, estimates time to completion, and avoids distractions while meeting deadlines, using time effectively. ▪ Effectively manages several tasks at the same time and is able to accomplish tasks prior to prescribed deadlines. ▪ Uses procedures and routines which facilitate effective job performance; creatively evaluates each workflow or procedure and makes suggestions for changes based on increased efficiency.

- Prioritizes tasks well; handles non-routine situations appropriately while completing daily tasks; schedules time efficiently and completes an appropriate amount of work in the allotted time.
- Develops long and short-range plans; plans and gets organized for upcoming duties.
- Uses good judgment in use of budget, supplies, materials, and equipment.
- Keeps working space clean and well-organized; organizes materials, records, and files accurately.
- *(For employees with supervisory responsibilities)* Delegates wisely and effectively; understands the abilities of the individuals on his or her team and gives each an appropriate level of independence; establishes roles and responsibilities, clearly specifies the outcomes he or she wants to achieve, and conducts periodic meetings to track progress.

Area 3: ETHICS & PROFESSIONALISM

Example Indicators:

- Consistently applies ethics to all aspects of work. Demonstrates professional ethics and models professional behaviors. Has a positive outlook and creates a positive work environment for all involved while working on projects.
- Understands and enacts professional roles and responsibilities and complies with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
- Adheres to school and organization policies and procedures.
- Consistently models high standards of honesty, integrity, trust, and respect for the individual.
- Is consistently punctual for work and work-related activities.
- Complies with standards and understands importance of appropriate attire and grooming in representing the position with the organization to internal and external stakeholders.
- Works diligently toward challenging long-term goals, sustaining commitment when confronted with setbacks and adversity.
- Does not allow personal problems to effect work efficiency in a negative way.
- Eagerly accepts accountability for both negative and positive outcomes of his or her own actions.
- Approaches his or her work with energy and enthusiasm; is willing to take on additional work.

Area 4: PROFESSIONAL GROWTH

Example Indicators:

- Demonstrates a commitment to the continuing development of job skills and competencies.
- Keeps up-to-date on new developments in his or her field by reading extensively; attending seminars, and maintaining contacts with colleagues; is well-respected by peers and adds value to the organization by applying his or her extensive knowledge.
- Routinely reflects on his or her own practice/performance, identifies ways for improvement, and uses specific suggestions to improve level of service and/or performance.
- Has a growth mindset; knows professional strengths, as well as areas for growth.
- Seeks mentorship for areas of need or interest and mentors other colleagues and shares ideas and strategies.
- Establishes professional goals and engages in continuous and purposeful professional growth and development.

- Interested in acquiring new skills and understanding through professional growth as a result of workshops, professional organizations, courses, and personal research.
- Attends training and integrates new ideas and procedures into daily routine.
- Is creative and resourceful; has a strong desire to learn and implement constructive changes.
- Actively contributes to the professional development of other team members; takes the time to help and willingly shares his or her knowledge and expertise with them.

CORE VALUE: INNOVATION

Area 5: INFORMATION LITERACY & TECHNOLOGY SKILLS

Example Indicators:

- Understands and utilizes the most appropriate technology tools; maintains up-to-date knowledge about hardware, software, and other materials.
- Effectively and consistently applies the use and understanding of technology as a tool for learning and communicating the learning.
- Uses digital technologies, communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.
- Effectively creates messages using media, such as video, visual aids, etc., to communicate for multiple purposes.
- Applies a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.
- Selects information based on reliability of resource in order to access information efficiently and effectively; thoroughly evaluates the reliability of the source and the information researched, using internal and external validation.
- Demonstrates accurate and appropriate interpretation of data and information.
- Uses information accurately and creatively for the issue or problem at hand.

Area 6: CRITICAL THINKING & PROBLEM SOLVING

Example Indicators:

- Reasons effectively; uses various types of reasoning as appropriate to the situation; uses good judgment and common sense in making decisions.
- Uses systems thinking; analyzes how parts of a whole interact with each other to produce overall outcomes in complex systems.
- Effectively analyzes and evaluates evidence, arguments, claims and beliefs; effectively analyzes and evaluates situations and alternative points of view.
- Recognizes problems and develops alternative solutions; evaluates alternative courses of action and makes a logical decision.
- Effectively solves different kinds of non-familiar problems in both conventional and innovative ways.
- Effectively identifies and asks significant questions that clarify various points of view and lead to better solutions.
- Works effectively in a climate of ambiguity and changing priorities in a variety of conditions; anticipates events and responds appropriately.

- Is an extremely effective decision-maker under time pressure with limited information; is able to take a broad perspective when making decisions; is able to look at the big picture and understand how issues and problems interrelate.
- Reflects critically on learning experiences and processes.

Area 7: INITIATIVE & CREATIVITY

Example Indicators:

- Can work independently; monitors, defines, prioritizes, and completes tasks without direct oversight in a variety of conditions.
- Is a self-starter (rather than passive) in influencing events and achieving job goals; sets high performance goals and originates action rather than just responding to the action of others.
- Takes action beyond explicit job responsibilities.
- Displays flexibility and adaptability to changing circumstances, policies, and procedures.
- Demonstrates willingness to learn new tasks and procedures and to incorporate new ideas or methods.
- Is energized by challenges; seeks new challenges.
- Uses a wide range of idea creation techniques (brainstorming, etc.); generates innovative ideas, approaches, and solutions; consistently develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources.
- Demonstrates originality and inventiveness in work and understands the real world limits to adopting new ideas in a variety of situations.
- Views failure as an opportunity to learn; understands that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.
- Acts on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur; continuously applies creative ideas to make a real and useful contribution to one’s work.

CORE VALUE: CONNECTION

Area 8: COMMUNICATION

Example Indicators:

- Provides leadership within the larger organization to ensure the job is well understood and valued.
- Demonstrates effective verbal and written communication skills as well as excellent listening skills.
- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Demonstrates an understanding of when it is appropriate to speak and when it is appropriate to listen while engaged in conversations/discussions in a variety of settings.
- Listens effectively to decipher meaning, including knowledge, values, attitudes, and intentions.
- Communicates effectively in diverse environments (including multi-lingual) using both verbal and nonverbal communication.
- Utilizes multiple media and technologies, and knows how to judge their effectiveness as well as assess their impact.

- Is sensitive to time-constraints of others; responds to requests (calls, emails, etc., from parents, office, administration, etc.) in a professional and timely manner; and makes oneself available for meetings and help.
- Is excellent at keeping others informed; makes sure to provide relevant information to the appropriate people in a timely fashion.
- Communicates concerns and issues to the party involved in a timely and respectful fashion; while communicating respects and maintains the confidentiality of all individuals within the organization.

Area 9: COLLABORATION & COLLEGIALITY

Example Indicators:

- Collaborates and cooperates effectively with teams; consistently listens to others and their ideas, helping them to develop their ideas while giving them full credit; helps the team reach its full potential.
- Participates actively; consistently provides useful ideas when participating in the team and is reliable, and always on time.
- Responds open-mindedly to different ideas and values; appreciates different ideas and seeks out diverse opinions while developing a common understanding.
- Works positively as part of the organization, follows lines of communication, and understands contribution to total effort; exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assumes shared responsibility for collaborative work and values the individual contributions made by each team member; consistently encourages and motivates others to use their strengths to contribute to and achieve a common goal.
- Maintains positive relationships and works collaboratively with colleagues, teachers, students, families, and community resources to support the success of the organization.
- Always respects, interacts, and works positively with individuals from other social and cultural groups and seeks opportunities to learn from diverse perspectives.
- Understands, negotiates and balances diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments in a variety of conditions.
- Demonstrates a high level of cultural and social understanding and respect for the uniqueness of others. Encourages discussions to develop new ideas through active listening and offers opinions for increasing innovation and quality of work.
- Respects and appreciates team diversity; consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.

Area 10: COMMUNITY & EXTERNAL CONTEXT

Example Indicators:

- Builds mutually beneficial relationships with external organizations.
- Shares leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.
- Facilitates a reciprocal relationship with the stakeholders that encourages them to assist the school/organization and to participate in opportunities that extend their capacity to support the school/organization.

- Participates in local activities that engage community members and staff in communicating school/organization successes to the broader community.
- Secures community support to sustain existing resources and add new resources that address emerging school/organization needs.
- Actively develops relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
- Promotes public policies that ensure the equitable distribution of resources and support services for all students.
- Works with the governing board, Home Office, community leaders and stakeholders to influence and inform policies and programs that benefit students and support the improvement of teaching and learning.
- Attends MPS board meetings.
- Works with the chartering authority, attends necessary meetings, and prepares school for oversight visits.

MPS GENERAL EMPLOYEE SELF-ASSESSMENT FORM

Employee Information:

Name: _____	School: _____
Present School Assignment: _____	Years at School: _____

Use this form for personal reflection about your professional practice to identify your strengths and areas for improvement or refinement. Evidence your strengths and highlight key areas for improvement or refinement based on your reflection of data gathered from artifacts and other sources. Indicate data source and identified data patterns or trends corresponding to your strengths and areas for improvement or refinement. This process will later help you identify data-driven, targeted professional growth goals. This tool should be used at the beginning of the year, mid-year, and toward the end of the school year.

CORE VALUE: EXCELLENCE		
Area 1: EFFECTIVENESS	Strengths and Evidence:	Areas for Improvement or Refinement:
Area 2: EFFICIENCY	Strengths and Evidence:	Areas for Improvement or Refinement:

Area 3: ETHICS & PROFESSIONALISM	Strengths and Evidence:	Areas for Improvement or Refinement:
Area 4: PROFESSIONAL GROWTH	Strengths and Evidence:	Areas for Improvement or Refinement:

CORE VALUE: INNOVATION		
Area 5: INFORMATION LITERACY & TECHNOLOGY SKILLS	Strengths and Evidence:	Areas for Improvement or Refinement:
Area 6: CRITICAL THINKING & PROBLEM SOLVING	Strengths and Evidence:	Areas for Improvement or Refinement:

Area 7: INITIATIVE & CREATIVITY	Strengths and Evidence:	Areas for Improvement or Refinement:
CORE VALUE: CONNECTION		
Area 8: COMMUNICATION	Strengths and Evidence:	Areas for Improvement or Refinement:

Area 9: COLLABORATION & COLLEGIALITY	Strengths and Evidence:	Areas for Improvement or Refinement:
Area 10: COMMUNITY & EXTERNAL CONTEXT	Strengths and Evidence:	Areas for Improvement or Refinement:

MPS GENERAL EMPLOYEE GOAL SETTING & PROGRESS MONITORING FORM

Employee Information:

Name: _____	School: _____
Present School Assignment: _____	Years at School: _____

Use this form for setting professional growth goals and documenting progress toward accomplishment of the goals. This tool should be used at the beginning of the year (*e.g., during August-September*), mid-year (*e.g., during December-January*), and toward the end of the school year (*e.g., March through May*).

Beginning of the year:

The employee will use this form for goal-setting following the self-assessment process. Based on his/her areas for improvement or refinement and data gathered from artifacts and other sources, the employee will set two or three goals for the school year, at least one of which should be linked to an organizational goal, e.g., a goal in LCAP, SIP, WASC or other organizational plan. The goals, as well as activities to accomplish the goals, outcomes and timeline, will be reviewed by the evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Mid-year:

The employee will meet with the evaluator mid-year to discuss progress toward achieving their annual goals, and if necessary, adjustments to action plans in order to achieve goals by the end of the school year. The evaluator will determine whether the employee is making acceptable progress toward goal attainment. Depending on accomplishment of the goals set at the beginning of the school year, the employee may set additional goals.

Toward end-of-year:

The meeting toward the end of the school year will focus on goal attainment and completing the evaluation process. In addition, the employee and the evaluator will discuss possible new goals for the next school year.

Legend:

- *N: Not progressing or level of progress is not acceptable*
- *P: Progress is at acceptable level*
- *A: Goal is accomplished.*

GOAL # _____		Area: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10	
Goal:		Outcomes (Measurement):	
Linked to: <input type="checkbox"/> LCAP <input type="checkbox"/> SIP <input type="checkbox"/> WASC <input type="checkbox"/> Other plan			
Key Activities/Strategies:		Timeline for measuring goal outcomes:	
Progress:		Revised Action Plan: (if applicable)	
Mid-year comments by evaluator: <input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> A		Year-end comments by evaluator: <input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> A	

Employee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

MPS GENERAL EMPLOYEE SUMMATIVE ASSESSMENT FORM

Employee Information:

Name: _____ School: _____
 Present School Assignment: _____ Years at School: _____

The evaluator will use this form as a summative assessment of the employee’s performance in each area of evaluation. Observations, formal discussions of performance, and other relevant evidence have been considered in determining the ratings for the employee.

CORE VALUE: EXCELLENCE
Area 1: EFFECTIVENESS
<p>Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Evaluator Comments / Recommended Actions for Improvement or Refinement:</p>
Area 2: EFFICIENCY
<p>Rating: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Evaluator Comments / Recommended Actions for Improvement or Refinement:</p>

Area 3: ETHICS & PROFESSIONALISM

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Area 4: PROFESSIONAL GROWTH

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

CORE VALUE: INNOVATION

Area 5: INFORMATION LITERACY & TECHNOLOGY SKILLS

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Area 6: CRITICAL THINKING & PROBLEM SOLVING

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Area 7: INITIATIVE & CREATIVITY

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

CORE VALUE: CONNECTION

Area 8: COMMUNICATION

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Area 9: COLLABORATION & COLLEGIALITY

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Area 10: COMMUNITY & EXTERNAL CONTEXT

Rating: 4 3 2 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Note: The employee's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the employee has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to MPS employee evaluation policies.

Employee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

MPS GENERAL EMPLOYEE EVALUATION SUMMARY PAGE

Employee Information:

Name: _____ School: _____
 Present School Assignment: _____ Years at School: _____

Ratings of Employee Performance on the MPS		
Core Value Areas:		
1: Below Standard, 2: Approaches Standard, 3: Meets Standard, 4: Exceeds Standard		
Area	Rating: (1-4)	
EXCELLENCE	1. Effectiveness	
	2. Efficiency	
	3. Ethics & Professionalism	
	4. Professional Growth	
INNOVATION	5. Information Literacy & Technology Skills	
	6. Critical Thinking & Problem Solving	
	7. Initiative & Creativity	
CONNECTION	8. Communication	
	9. Collaboration & Collegiality	
	10. Community & External Context	
Average:		

Notes:

Employee's Overall Performance (Out of 4.00)

Employee's Overall Evaluation Rating (1-4)		
<input type="checkbox"/>	Highly Effective (HE)	3.50 - 4.00
<input type="checkbox"/>	Effective (E)	2.50 - 3.49
<input type="checkbox"/>	Developing (D)	1.50 - 2.49
<input type="checkbox"/>	Ineffective (I)	1.00 - 1.49

Employee's Signature: _____ Evaluator's Signature: _____
 Date: _____ Date: _____

Note: Employee's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the employee has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS General Employee Evaluation Protocol.

Coversheet

Approval of Resolutions Related to the Acquisition and Lease of 18120 Sherman Way (including Acquisition Loan)

Section: IV. Action Items
Item: H. Approval of Resolutions Related to the Acquisition and Lease of 18120
Sherman Way (including Acquisition Loan)
Purpose: Vote
Submitted by:
Related Material: IV_H_Resolutions Related to 18120 Sherman Way.pdf



Agenda Item #: IV H: Action Item
Date: January 16, 2025
To: Magnolia Educational & Research Foundation dba Magnolia Public Schools (“**MPS**”)
Board of Directors (the “**Board**”)
From: Alfredo Rubalcava, CEO & Superintendent
Staff Lead: Patrick Ontiveros, General Counsel & Director of Facilities
Mustafa Sahin, Project Manager
Katrina Jimenez, Assistant Project Manager
RE: Approval of Resolutions Related to 18120 Sherman Way

I. Proposed Recommendation(s)

Staff recommends and moves that the MPS Board approve the following actions:

- (1) closing of the escrow for the purchase of the property located at 18120 Sherman Way (APN: 2125-036-083) (the “**Sherman Way Property**”) for a purchase price of Seven Million Six Hundred Thousand Dollars (\$7,600,000);
- (2) obtaining an acquisition loan in an amount equal to the purchase price plus closing costs or such other amount as MPS Staff may deem appropriate (the “**Loan**”) from CLI Capital (the “**Lender**”) for the purchase of the Sherman Way Property pursuant to the terms and conditions set forth in the term sheet attached as Exhibit A, provided that MERF will deposit into an escrow account for the benefit of CLI cash in an amount equal to the excess of the loan amount over the \$5,825,000 appraised value of the Sherman Way Property, such deposit to be funded by an Intra Company loan to MERF central office from MSA-Bell cash reserves;
- (3) execution by the MPS CEO, CFO or their designees, of such documents and instruments as may be necessary for MPS to close the Loan, including but not limited to a Loan Agreement, Deed of Trust, Security Agreement, Escrow Agreement, and such other documents as shall be necessary to secure the Loan (the “**Loan Documents**”);
- (4) adoption of the reimbursement resolution attached as Exhibit B; and
- (5) the execution by the MPS CEO and Superintendent, CFO, or their designees, of such documents and instruments as may be necessary to undertake and complete the foregoing actions.



II. Background

MSA-7 Existing Lease

MSA-7 presently operates at 18355 Roscoe Blvd under a lease agreement with the church. The lease agreement expires after the 2026-27 school year. While MPS Staff has tried to negotiate an extension to the existing lease, the ownership is unwilling to do so except under onerous conditions including a sizable increase in the rent. MSA-7's enrollment has not grown due to the lack of signage identifying the school. The church has not been willing to allow the construction of any significant signage.

18120 Sherman Way Purchase

At its December 12, 2024 meeting, the Board approved the execution by MPS of the purchase and sale agreement ("**PSA**") for the acquisition of the Property and approved MPS to engage in due diligence activities. MPS Staff has completed all due diligence related to the Sherman Way Property and is comfortable that it is a suitable location for MSA-7.

MPS leadership proactively engaged with the Los Angeles Unified School District ("**LAUSD**") Charter Schools Division ("**CSD**") to ensure compliance with all applicable requirements regarding the relocation. On November 7, 2025, MPS leadership confirmed with CSD staff that the proposed relocation does not constitute a material revision to the charter petition. Instead, the move will be subject to an administrative review process, as the new location is less than three miles from the current site and is not expected to have a significant impact on the surrounding community. This confirmation underscores MPS's commitment to maintaining transparent communication and adherence to district guidelines.

MPS proposes to purchase the Property with a loan from CLI Capital according to the terms reflected in a term sheet dated December 18, 2024, a copy of which is attached as **Exhibit A**. CLI Capital and MPS still need to negotiate final terms but the term sheet is substantially similar to the term sheets received by MPS for the purchase of the 7111 Winnetka Ave, 16600 Vanowen Street, and 18242 Sherman Way.

III. Purpose

The purpose of the proposed action is to proceed with the acquisition of the 18120 Sherman Way Property for the benefit of MSA-7.



Current Requested Actions

Payment of Purchase Price and Closing Costs in Conjunction with Acquisition of Sherman Way Property

MPS Staff expects to receive a loan from CLI Capital to purchase the Sherman Way Property. The acquisition loan is for \$7,600,000 plus closing costs. The excess of the acquisition cost, including the balance of the purchase price and closing costs, over the appraised fair market value of the Sherman Way Property will be funded by MERF into an escrow account to serve as security for the loan..

Signature of Loan Documents by MPS

MPS's CEO, CFO or such other appropriate officer will be required to sign the Loan Documents with CLI Capital in order to secure the funding.

Reimbursement Resolutions

MPS recommends that the Board approve the reimbursement resolutions attached as Exhibit B. These resolutions allow MPS to reimburse itself from the proceeds of future long term debt for any out of pocket costs related to the acquisition and development of the Sherman Way Property.

IV. Conclusion / Budget Impact

The projected acquisition cost for the Sherman Way Property is Eight Million Dollars (\$8,000,000) (that is, the purchase price, broker's fee, CLI Capital's commitment fee, and miscellaneous closing costs) and will be paid for with an acquisition loan from CLI Capital which will be secured by a cash escrow deposit in an amount equal to the excess of the acquisition cost over the \$5,825,000 appraised value of the Sherman Way Property.

A proposed sources and uses table for the purchase and development of the Sherman Way Property is set forth below.

SOURCE	AMOUNT	USE	AMOUNT
PCSD Equity	\$ 2,000,000.00	Acquisition Costs	\$ 8,000,000.00
MPS Equity	\$ 2,000,000.00	Hard Costs	\$ 7,754,123.00
Acquisition, Construction Loan	\$ 15,829,123.00	Soft Costs	\$ 1,750,000.00
		Financing Costs	\$ 500,000.00



SOURCE	AMOUNT	USE	AMOUNT
		Project Management Costs	\$ 325,000.00
		Contingency	\$ 1,500,000.00
Total	\$ 19,829,123.00	Total	\$ 19,829,123.00
		Surplus/(Deficit)	\$ -

Notes:

- The “PCSD equity” is a loan at a rate of 2.5% that needs to be repaid in 5 years.
- The “3rd Party Loan” includes both the CLI Capital acquisition loan and refinance of the CLI Capital acquisition loan as well as a follow-on construction loan to pay for construction costs.

Based on the MPS Finance Department’s projections, including increased enrollment, MPS Staff believes that the purchase and development of the Property for the benefit of MSA-7 will be in MPS and MSA-7’s best interest and is affordable. Based on our long term financial model, the projected cost per student on a per-pupil revenue basis is currently 6.76% and is expected to increase to 16.5% in 2025-26 and then drop to 6.8% in 2026-27 once all tenant improvements have been made and the school is relocated to a new site. Therefore, we anticipate higher facilities costs during the transition period but expect those expenses to stabilize based on multi-year projections.

Exhibits

Exhibit A Term Sheet

Exhibit B Reimbursement Resolutions



Exhibit A

CLI Capital Term Sheet for the Financing of the Acquisition of 18120 Sherman Way



December 18, 2024

Via e-mail

Magnolia Educational & Research Foundation
Board of Directors
% Steve Budhreja, CFO; Patrick Ontiveros, General Counsel

RE: BoA Acquisition Bridge loan - MSA-7 campus

This will constitute the commitment of CLI Capital ("CLI") to loan to Magnolia Property Management, Inc. or a wholly owned single asset entity ("Borrower"), the sum of up to Five Million Eight Hundred and Twenty Five Thousand (\$5,825,000), less any title insurance, appraisal costs, mortgage registration tax, origination fees and all other closing costs and expense that may be incurred by CLI in connection with the funding and collection of the loan. This is a commitment to provide financing based on the contingencies located within this letter. This letter is not intended to be an all-encompassing document but a formal communication of approval, commitment of terms, and identification of contingencies and other requirements to facilitate closing in a reasonable time frame. The actual loan documents supersede all terms and conditions of this letter.

The acceptance of this commitment must be indicated by Borrower's signing and returning this letter no later than 5:00 pm Central time on January 3, 2025. If this commitment is not accepted within the specified time frame, CLI may extend the commitment (required to be in writing), allow the commitment to terminate, or issue a revised commitment (required to be in writing). The acceptance of this commitment will be the Borrower's authorization for CLI to withhold from the proceeds of the loan any closing costs or expenses associated with making the loan.

I. Loan Structure and Pricing

The loan will be structured as a \$5,825,000 single advance note between Borrower and CLI. Loan proceeds will be used for the acquisition of property located at 18120 Sherman Way, Reseda, CA and related closing costs.

- 1) It is anticipated that the transaction will close in January 2025. If an earlier closing is desired, closing may occur within 10 business days of CLI's receipt of all Contingencies and Requirements listed below.
- 2) The note will have a maturity date of February 1, 2026. On that date all unpaid principal, accrued interest, and other charges allowed under the note will be due.
- 3) Interest will accrue daily on the outstanding unpaid principal balance of the note. The interest rate on the note will be a floating rate based on the Wall Street Journal Prime rate plus a margin of 1.50%. The note will have a floor rate of 5.75%.
- 4) Borrower will pay to Lender an origination fee of \$60,000 in conjunction with the closing of the loan. Borrower may pay this and/or all of its closing costs with an advance on the loan.

905 South Polk Street, Suite 300
Amarillo, Texas 79101
806-358-3667

- 5) The loan may be prepaid at any time without penalty.
- 6) **OPTIONAL 12 MONTH EXTENSION:** CLI will grant the Borrower an option to extend the maturity of the note through February 1, 2027 under the following circumstances:
 - a. All accrued interest must be paid current;
 - b. A \$30,000 renewal fee shall be paid by Borrower;
 - c. The note extension will require monthly principal and interest payments based on a 30 year amortization beginning March 2026 through the remainder of the term. On February 1, 2027, all unpaid principal, accrued interest, and other charges allowed under the note will be due in full.
 - d. The interest rate on the note will remain unchanged.

II. Contingencies and other Requirements

This commitment shall be subject to the following conditions:

- 1) Borrower shall return a signed copy of this commitment letter to CLI on or before the expiration date listed above.
- 2) The loan shall be secured by a first mortgage lien on the property purchased and an assignment of all rents, leases, contracts, etc. concerning the property. Said property shall be subject to no other liens or encumbrances unless otherwise approved by CLI in writing. Payments made to other related entities for management fees or other similar expenses may be restricted by the Lender in the event of an uncured default under the loan documents.
- 3) The loan will be made pursuant to a loan agreement entered into by the Borrower and CLI consistent with the terms of this commitment and such other normal covenants of the Lender's loan agreement.
- 4) That a mortgage title insurance policy in the face amount of not less than the total amount of the loan be issued by a title insurance company acceptable to CLI, insuring CLI is the holder of a good and valid first lien mortgage upon the real estate securing the loan.
- 5) During the term of the loan, Borrower agrees to periodically supply CLI with financial statements, reports, and any other pertinent financial or statistical data as reasonably requested by CLI.
- 6) Funding of the loan is subject to the receipt of an appraisal performed by a third party deemed acceptable to CLI, in which CLI will fund up to 100% of appraised value. **The appraisal performed by BTI Appraisal dated September 27, 2024 has been reviewed by CLI and deemed acceptable. However, prior to closing a condition of loan closing shall be that the appraisal report be issued including CLI as an addressee on the appraisal report.**
- 7) Prior to closing, the borrower shall provide CLI a copy of the purchase and sale agreement and it must be reviewed and approved by CLI. **The purchase and sale agreement received has been reviewed by CLI and deemed acceptable.**
- 8) Borrower agrees to pay all Lender's costs associated with this loan, including legal fees for document preparation (estimated to be \$8,000), flood search (estimated at \$20) and environmental assessment (estimated at \$500). If environmental assessment indicates any potential environmental issues, a Phase 1 must be obtained and approved by CLI prior to closing. If Borrower has already obtained a Phase 1 on the property the \$500 environmental assessment charge will be waived. **The Phase 1 on the property has been provided by the Borrower and is deemed acceptable to CLI. A requirement of the loan agreement will be that**

CLI must review and approve the plan as it relates to mitigating any environmental issues prior to any construction or demolition taking place on the property.

- 9) Additional closing items may be required at the sole discretion of CLI that are not specifically identified in this commitment letter.
- 10) CLI and Borrower must review and approve all legal documents prior to closing and CLI and or its legal counsel must review and approve the corporate documentation of the Borrower and other entities involved in the transaction prior to closing.
- 11) The parties represent and agree that CLI is a resident of Potter County, Texas and that Borrower has contacted CLI in Potter County, Texas and this contract has been negotiated, in whole or in part, in Potter County, Texas. The parties further represent and agree that all notices and all payments to CLI are to be made in Potter County, Texas.
- 12) Based on the foregoing representations, the parties agree that this contract is to be governed by the laws of the state of Texas, and that jurisdiction of any dispute over interpretation or enforcement of this contract is proper in a district court in the state of Texas, which location would not be unreasonably inconvenient, or unjust. The parties therefore designate that any suit brought to interpret or enforce this contract shall be brought in a district court in Potter County, Texas, or in the United States District Court for the Northern District of Texas, Amarillo Division.

We look forward to working with you in connection with this transaction.

Sincerely,



Travis David
Senior Vice President and Chief Financial Officer
CLI Capital

This commitment has been agreed to and accepted by the undersigned on behalf of Borrower:

Signature

Printed Name and Title / Date

cc: Lender's Counsel

905 South Polk Street, Suite 300
Amarillo, Texas 79101
806-358-3667



Exhibit B

Reimbursement Resolutions

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS

(Declaration Of Official Intent to Reimburse Certain Expenditures from Proceeds of Indebtedness)

The Board of Directors (the “**Board**”) of Magnolia Educational & Research Foundation dba Magnolia Public Schools hereby adopts the following Resolutions:

WHEREAS, Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation and 501(c)(3) organization (“**Corporation**”), is organized for charitable purposes;

WHEREAS, Corporation operates public charter schools;

WHEREAS, Magnolia Properties Management, Inc., a California nonprofit public benefit corporation and 501(c)(3) organization (“**Support Corporation**”), was formed and is operated exclusively to support the Corporation;

WHEREAS, Support Corporation has formed and is the sole member of MPM 18120 Sherman Way LLC, a California limited liability company (the “**Project LLC**”);

WHEREAS, the Corporation, Support Corporation, the Project LLC, and/or an affiliated entity (for purposes of these Resolutions, collectively the “**Borrower**”) intends to acquire, construct, expand, remodel, renovate, improve, furnish and/or equip public charter school facilities as follows:

charter school educational facilities located at 18120 Sherman Way (the “**Project**”);

WHEREAS, the Borrower reasonably expects to pay certain expenditures (the “**Reimbursement Expenditures**”) in connection with the Project prior to the issuance of indebtedness on behalf of the Borrower for the purpose of financing costs associated with the Project on a long-term basis; and

WHEREAS, the Borrower reasonably expects that debt obligations in an amount not expected to exceed \$30,000,000 will be issued by or on behalf of the Borrower in order to finance or refinance the Project and that certain of the proceeds of such debt obligations will be used to reimburse the Reimbursement Expenditures, up to approximately \$20,000,000;

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby finds and determines that the above recitals are true;

RESOLVED FURTHER, for purposes of establishing compliance with the requirements of Section 1.150-2 of the Treasury Regulations, the Board hereby declares its official intent to use proceeds of indebtedness to reimburse the Borrower for Reimbursement Expenditures. This declaration does not bind the Borrower to make any expenditure, incur any indebtedness, or proceed with the Project;

RESOLVED FURTHER, the Board hereby authorizes the payment of any expenses incurred in connection with the preparation of proceedings for the issuance of said indebtedness on behalf of the Borrower and the lease of the Project, including legal and financial consulting expenses; and

RESOLVED FURTHER, that these resolutions shall take effect from and after their adoption by the Board.

[Balance of Page Intentionally Left Blank]

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of the Corporation (as defined in the foregoing Resolutions), and that the foregoing Resolutions were duly adopted by the majority vote of the directors of the Corporation then in office at a meeting of the board of directors of the Corporation duly held on such date in compliance with the bylaws of the Corporation, in compliance with the notice, agenda, and open meeting requirements of the Ralph M. Brown Act, and while a quorum was present.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation this ___ day of _____ 20__.

Board Secretary

Coversheet

Approval of Intracompany Loan Between Magnolia Science Academy-8 to Magnolia Educational & Research Foundation

Section: IV. Action Items
Item: I. Approval of Intracompany Loan Between Magnolia Science Academy-8 to Magnolia Educational & Research Foundation
Purpose: Vote
Submitted by:
Related Material: IV_I_Resolution for Intra Company Loans between MSA-8 & MERF.pdf



Agenda Item:	IV I: Action Item
Date:	January 16, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhreja Ed.D, Chief Financial Officer
RE:	Approval of Resolution for Intra Company Loans between Magnolia Science Academy Bell & the Magnolia Educational & Research Foundation (MERF)

Action Proposed:

I recommend that the Board approve the Resolution for Intra Company Loans between Magnolia Science Academy Bell & Magnolia Educational & Research Foundation.

Purpose:

The purpose of this Intra Company Loan is to facilitate the purchase of the property located at 18120 Sherman Way, Reseda California in order to develop a charter school facility on the Property for use by MERF in the operation of the MSA-7. MERF will obtain a loan from CLI Capital in an amount approximately equal to the total of the purchase price of the Property plus Lender’s loan fees, title and escrow fees, and any other closing costs.

Background:

MPS plans to purchase a property located 18120 Sherman Way, Reseda California for the benefit of Magnolia Science Academy 7 and plans to utilize a combination of third-party financing as well as the use of its own funds in order to facilitate the transaction. The Intra-Company Loan will be utilized to help enable this transaction to move forward and close escrow by January 17, 2025.

Analysis:

This transaction allows for MERF to utilize up \$2.5 million in order to secure the acquisition of Sherman Way property and provide funds for the Loan Deposit. The Intra Company Loan will



bear interest at the rate of 4% per annum, and that the Intra Company Loan will be repayable with interest on any refinancing of the Loan.

Exhibits:

- Resolution Authorizing Temporary Loans between Magnolia Science Academy Bell and MERF.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS

(Intracompany Loan re 18120 Sherman Way)

The Board of Directors (the “Board”) of Magnolia Educational & Research Foundation hereby adopts the following Resolutions:

WHEREAS, Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation (“MERF” or the “Corporation”), is organized for public purposes;

WHEREAS, MERF proposes to operate the charter public school currently known as Magnolia Science Academy - 7 (“MSA-7”) on the real property (the “Property”) located in the City of Los Angeles, County of Los Angeles, State of California commonly known as 18120 Sherman Way, Reseda, CA 91355 and currently owned by HH Sherman, LLC, a California limited liability company (the “Seller”);

WHEREAS, MERF proposes that MERF will purchase the Property from Seller for \$7,600,000 and that MERF or an affiliate will develop a charter school facility on the Property for use by MERF in the operation of the MSA-7;

WHEREAS, MERF proposes that, in order to fund MERF’s acquisition of the Property, MERF will obtain a loan (the “Loan”) from CLI Capital (“Lender”) in an amount approximately equal to the total of the purchase price of the Property plus Lender’s loan fees, title and escrow fees, and any other closing costs;

WHEREAS, Lender requires, as a condition to the making of the Loan, that MERF pay to Lender, deposit in escrow or otherwise segregate for the benefit of Lender and/or pledge to Lender funds (the “Loan Deposit”) an amount approximately equal to the Loan amount less the \$5,825,000 appraised value of the Property;

WHEREAS, MERF operates the charter public school currently known as Magnolia Science Academy – Bell (“MSA-Bell”), and MSA-Bell currently holds in excess of \$2,500,000 in cash deposits that MSA Bell does not anticipate needing or using in the operation of MSA-Bell within the next 12 months;

WHEREAS, MERF proposes that MSA-Bell will make an intracompany loan (the “Intracompany Loan”) to the MERF central office in an amount not to exceed \$2,500,000 to assist MERF in funding the Loan Deposit, that the Intracompany Loan will bear interest at the rate of 4% per annum, and that the Intracompany Loan will be repayable with interest on any refinancing of the Loan or upon demand;

WHEREAS, the Board finds that the terms of the Intracompany Loan and Loan Deposit are fair and reasonable as to MERF and MSA-Bell under the circumstances, in the best interest of MERF, MSA-7, and MSA-Bell, and in furtherance of the public purposes of the Corporation; and

WHEREAS, the Board desires that the MERF take all actions necessary or advisable to facilitate the Intracompany Loan and the Loan Deposit;

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the Intracompany Loan and the Loan Deposit on the terms set forth above and authorizes the execution, delivery and performance by MERF of all such documents and agreements as may be necessary or advisable to facilitate or document the Intracompany Loan and the Loan Deposit;

RESOLVED FURTHER, that the Board appoints the officers of the Corporation, and each of them individually (each, an “Authorized Signatory”), as authorized signatories of the Corporation for purposes of executing such documents and agreements as may be necessary or advisable to facilitate or document the Intracompany Loan and the Loan Deposit;

RESOLVED FURTHER, that the Board authorizes and directs the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation, to open such escrow or deposit accounts or other accounts as such Authorized Signatories may deem necessary or advisable to implement the Intracompany Loan and the Loan Deposit and to execute, on behalf of the Corporation, all related standard form resolutions required by all banks, trust companies and financial institutions;

RESOLVED FURTHER, that these resolutions shall take effect and be in full force immediately after their adoption by the Board; and

RESOLVED FURTHER, that the Authorized Signatories, and each of them individually, acting alone, are authorized and directed, for and in the name and on behalf of the Corporation, to approve, execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved, and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of the Corporation, and that the foregoing is a true and correct copy of Resolutions that were duly adopted on January 16, 2025, by the majority vote of the directors of the Corporation then in office at a meeting of the board of directors of the Corporation duly held on such date in compliance with the bylaws of the Corporation, in compliance with the notice, agenda, and open meeting requirements of the Ralph M. Brown Act, and while a quorum was present.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation as of the 16th day of January 2025.

Jennifer Lara
Board Secretary

Coversheet

Approval of Inspector of Record for Magnolia Science Academy-5 Project at 7111 Winnetka Ave

Section: IV. Action Items
Item: J. Approval of Inspector of Record for Magnolia Science Academy-5
Project at 7111 Winnetka Ave
Purpose: Vote
Submitted by:
Related Material: IV_J_Inspector of Record for MSA-5 Project at 7111 Winnetka Ave.pdf



Agenda Item:	IV J: Action Item
Date:	January 16, 2025
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 Inspector of Record for MSA-5 Project at 7111 Winnetka Ave

Action Proposed:

I move that the Board approve the appointment of **Knowland Construction Services (KCS)** as the Inspector of Record (IOR) for the Magnolia Science Academy-5 construction project at 7111 Winnetka Avenue for a total cost of not to exceed \$310,800, with American Engineering Laboratories (AEL) as a secondary option should Magnolia Public Schools be unable to finalize the contract with KCS.

Purpose:

To ensure compliance with Division of the State Architect (DSA) standards and regulatory requirements for the construction of the new MSA-5 campus, it is necessary to appoint an experienced and qualified IOR to oversee the project.

Background:

As part of the MSA-5 construction project, the Home Office through its construction manager, Gateway Science & Engineering (GSE), issued a Request for Proposals (RFP) to seven qualified firms, all of which submitted proposals. The proposals were evaluated based on cost-effectiveness, qualifications, experience with modular construction, and the ability to meet project timelines.



KCS demonstrated the best combination of cost efficiency and relevant experience, particularly with modular construction, making it the top-ranked firm. Should a contract with KCS not be finalized, AEL, the second-ranked firm, was identified as an alternative due to its competitive pricing and proximity to the site, though its modular experience was less robust.

Analysis:

- **Knowland Construction Services (KCS):**
 - Strong understanding of the project and modular construction.
 - Detailed cost proposal, including incremental and in-plant inspection rates.
 - Cost-effective hourly rates (\$105/\$110 for non-senior/senior inspectors).
 - Extensive client references and experience.
 - Proposed Costs:
 - Increment 1: \$123,480 (1176 hours at \$105).
 - Increment 2: \$158,760 (1512 hours at \$105).
 - In-Plant Inspection: \$28,560 (272 hours at \$105).
 - **American Engineering Laboratories (AEL):**
 - Competitive pricing and proximity to the site (2 miles).
 - Strong understanding of the project but limited modular experience for the proposed IOR.
 - Proposed Costs:
 - Increment 1: \$131,824 (1232 hours at \$107).
 - Increment 2: \$165,208 (1544 hours at \$107).
 - In-Plant Inspection: \$56,496 (528 hours at \$107).
-

Impact:

Approving this agenda item will ensure the selection of a cost-effective and experienced IOR, safeguarding compliance with DSA regulations and supporting the timely completion of the MSA-5 project.

Budget Implications:



The cost for IOR services is within the approved budget for the MSA-5 construction project.

Exhibits:

Exhibit A. KCS Proposal

Exhibit B. Evaluation Summary of IOR Proposals



Exhibit A:

KCS Proposal

Knowland

CONSTRUCTION SERVICES

DSA | HCAI | MUNICIPAL



MAGNOLIA PUBLIC SCHOOLS

REQUEST FOR PROPOSAL FOR DSA APPROVED INSPECTOR(S) OF RECORD MAGNOLIA SCIENCE ACADEMY 5 CHARTER MIDDLE & HIGH SCHOOL NEW CONSTRUCTION PROJECT

December 18, 2024





December 18, 2024

**Magnolia Educational & Research Foundation dba
Magnolia Public Schools
250 East 1st Street, Suite 1500
Los Angeles, CA 90112**

Subject: REQUEST FOR PROPOSAL FOR DSA APPROVED INSPECTOR(S) OF RECORD MAGNOLIA SCIENCE ACADEMY 5 CHARTER MIDDLE & HIGH SCHOOL NEW CONSTRUCTION PROJECT

Dear Magnolia Public Schools,

Knowland Construction Services (KCS) is pleased to provide Magnolia Public Schools with our qualifications and proposal to provide DSA Approved Inspector of Record Services for the Magnolia Science Academy 5 Charter Middle & High School New Construction Project. We have fully reviewed all associated documents, addenda #1, and have a strong understanding of all District expectations and requirements. KCS is extremely familiar with similar charter school standards, and the policies and regulations for DSA.

KCS is the largest DSA inspection firm in California and has successfully provided DSA Inspector of Record services for more than 20 years. KCS has more than 60 DSA Inspectors working for us full-time on multiple projects in numerous K-12 and Community College Districts nearby the Los Angeles area projects such as Los Angeles USD, Las Virgenes USD, Los Angeles CCD, Beverly Hills USD, Centinela Valley UHSD, Lawndale ESD, Long Beach USD, and more. KCS also has experience performing IOR services on similar new high school construction projects for charter school districts described in the RFP such as the Lifeline Education Charter School New High School. Our extensive experience performing OAR, planning, project management, and construction management services has provided our IORs the proper insight to collaborate effectively with the entire project team to close out each project. KCS is also known for maintaining excellent relationships with numerous directors and former directors of facilities who have moved on to different districts. We take pride in providing districts with quality IORs to ensure a safe and compliant construction process to close out their current projects.

Knowland Construction Services is not a body shop like many of our competitors. Most of our inspectors have worked for us for many years, and we have created and implemented a total quality control management system which provides a clear path to achieving DSA certification while focusing on maintaining quality and budget constraints with as little disruption to the community as possible, and to fulfill District needs. KCS can easily save the district hundreds of thousands of dollars for new projects by performing the proper specification updates prior to the start of construction. KCS is proposing a pool of qualified **DSA Class 1 Project Inspectors** for the district's evaluation and a list of additional inspectors that we can provide resumes upon the district's request. We assure you that all proposed KCS IORs are in good standing with the Division of State Architect and will bring a beneficial insight to your projects. We also encourage all KCS inspectors to have a big-picture mentality and to work as a team in the district's best interest.

We have attached our "INSPECTOR GUIDELINES" which are part of our inspector's contract, and details how they will perform on the project, and highlighted how KCS differentiates from other competitors by focusing on quality control on the following critical factors:

- 1) **DSA Project Documentation.** KCS requires inspectors to document project construction issues in a log which should be distributed at weekly District Meetings. This is done so there are no surprises at the end of the project. The Architect and the District may dismiss non-Fire / Life / Safety issues from the log. Issues are only elevated to Deviation Notices after the issue is discussed with the District/CM and the team agrees on how to approach and resolve the issue. The KCS office is notified prior to issuing Deviation Notices, so we may assist in resolving the issue prior to notifying DSA.

2) **Work Outside of Contract Requirements.** KCS encourages and expects our inspectors to assist with the successful completion of the project by doing any additional reasonable services which do not jeopardize the ability of the IOR to perform its DSA duties. This may include monitoring T&M, man counts, schedule review, change order review, site utility survey, DSA close-out, and assisting the CM and District as required, including other projects.

3) **Best Assets.** Knowland Construction Services takes pride in our ability to work with clients in their specific circumstances. KCS is the only inspection company that is also a general contractor and construction manager, and we believe we understand the entire DSA process better than our competition, who are primarily brokers. We will do everything possible to make the project a success.

It is our philosophy to work with the entire project team to be proactive and understand the entire construction process to prepare all contractors to meet the project requirements and standards of quality, schedule, budget, and close-out as determined by the district. We have also been instrumental in assisting many K-12 districts in minimizing change orders, delays litigation and improper contractor claims. KCS has never been removed from a project or had any claims filed against us. KCS has a fully staffed office and cloud-based management system for all documentation to be reviewed and accessed by the entire project team.

We look forward to working with the Magnolia Public Schools.

Sincerely,



**Chris Knowland – President
Knowland Inc. dba Knowland
Construction Service**

33 Narcissa Drive, Rancho Palos Verdes Ca 90275

(626) 786-4331 | chrisk@knowlandinc.com ; info@knowlandinc.com

Es. December 22, 2005; EID: #20-4112757; www.Knowlandinc.com





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TAB 1- FIRM INFORMATION / BACKGROUND



FIRM INFORMATION/ BACKGROUND

Knowland Construction Services provides DSA inspection, construction management, and quality control management services on numerous, high-profile projects in various K-12 districts, community college districts, and public works agencies throughout Southern California. We have been in business for over 20+ years, we have (2) office locations near Rancho Palos Verdes and Manhattan Beach, CA; and currently have more than 60 DSA Inspectors currently working in more than 40 community college and K-12 districts all over California. We have been instrumental in several delivery method approaches including Lease-Leaseback, Design-Bid-Build, Design-Build, CM at Risk, and Multi-prime. Some of the firm's current and recent projects includes four new joint-use Performing Arts Centers including, Pasadena City College, San Juan Capistrano Performing Arts Center, El Dorado High School Performing Arts Center, and

Arcadia High School Performing Arts Center. We have also inspected Chaffey College new Student Services Building, an \$85 million new College Preparatory Technical High School in Long Beach, a \$90 million joint new High School and Community College Continuing Education Center in Yorba Linda, a Monrovia High School \$72 million new Administration, Gymnasium and Science Building, a new \$38 million GTE Middle School, a new \$37 million Valadez Middle School. Additionally, KCS also provides Quality Control Services on several new projects in the \$30 million range and has worked at the Port of Los Angeles, and other public institutional and private sector projects.

KCS has a well-respected reputation when it comes to working with both private and public sector clients. KCS can provide the administrative support and management oversight to ensure our KCS quality assurance inspectors and project/ construction managers work as a team in the client's best interest and ensure a thorough project certification and close-out process. KCS has written numerous QA/QC plans, Testing Programs, and routinely performs Quality Control Services for contractors on large complex projects. KCS has written protocols for managing communications between contractors, IOR's, Special Inspectors, Testing Labs, CM's, and architects.

Our background in quality assurance inspection and construction management/ contracting has provided us the knowledge base to assist the district in managing schedules, coordination of trade inspections, submittal reviews, reviewing changes in the construction documents, documenting potential litigation, minimizing claims, and close-out of projects.



KCS has inspected and managed more than \$2 billion of construction projects over the past 30 years. We respect the roles and concerns of all members of the project team. We have gained the trust of our clients which have lasted for as long as the duration of their bond programs and beyond. In several instances, Knowland Construction Services has taken over projects from other construction firms in a school district or public agency. We believe it is beneficial to provide an environment that is always friendly and professional. We encourage you to talk to several previous Client/Districts.

KCS is proposing the following personnel to manage the inspection process for **Magnolia Public Schools** and guarantees that each proposed individual is well-qualified and possesses the necessary professional inspection and management experience to certify this project.



Company Name:

Knowland Inc., dba
Knowland Construction Service

CA Business License(s):

CA Corporation #20-4112757
DIR# PW-LR-1000798809
DSA Certification Class 1 #4339

CSLB Contractors License No.
B-611190

Office Location(s):

33 Narcissa Drive,
Rancho Palos Verdes, CA 90275

Field Office:

2221 Highland Ave.,
Manhattan Beach, CA 90266

No. of Employees/IORs:

+60

Years in Business:

+20 Years

Telephone:

Chris Knowland - President
Cell: (626) 786-4331

Diane Knowland - CFO/Owner
Cell: (626) 757-4141

Website:

www.knowlandinc.com

Main Contact(s):

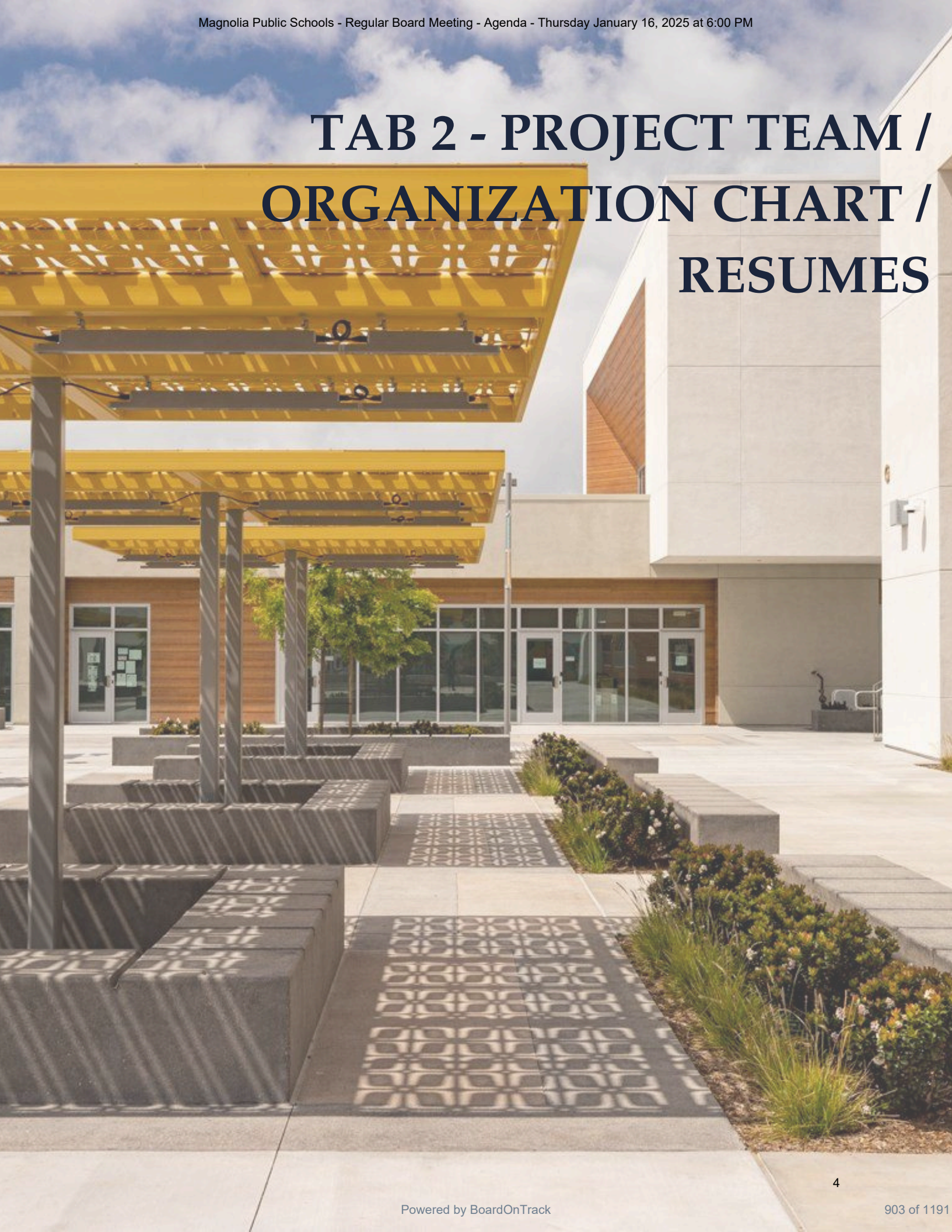
Steven Pozo (Project Manager)
E: stevep@knowlandinc.com ;
(310) 961-6978

Chris Knowland (President)
E: Chrisk@knowlandinc.com

General Email: info@knowlandinc.com

Type of Organization:
S-Corporation

TAB 2 - PROJECT TEAM / ORGANIZATION CHART / RESUMES



Knowland Construction Services - ORGANIZATION CHART

PROJECT TEAM



Christopher Knowland – President
Company wide client relations Project Close-Out

Diane Knowland– CFO/COO
Legal / Finance / Contracts

Mark Sarraffe
Daily Operations;
IOR Management

Steven Pozo
PM of Owner
Services
***DISTRICT
REPRESENTATIVE**

Austin Knowland
PM of IOR
Oversight

**Inspectors
of Record**

Fred Little - Class 1
Dan Alberico - Class 1
Glen Lowe - Class 1
Brian Poff - Class 1
Hani Yousseff - Class 1
Ed Pasache - Class 1
Bronco Popovich - Class 1
Paul Tsoi - Class 1 (IPI)
Mark Palmer - Class 1 (IPI)
Joe Dimaggio - Class 1

Austin Knowland

C.I.S Computer &
Web Support PDF
based field
tablets & Reporting
Systems

Katie Knowland

Office Administration
Document Controls

Blue Beam

Drones &
Photography

Project Engineers
Austin Knowland
Katie Knowland
Brandon Cervantez
Alex Cosoi
Jonathan Rizkalla

***KCS has over 60 DSA Inspector of Record near the Los Angeles area. Additional resumes can be furnished upon request by MPS.**

KCS can guarantee that at least (1) of the proposed inspectors will be available full-time for the project at MPS.

Frederick Little

DSA Class 1 Project Inspector #1635

PROFILE:

Mr. Frederick Little is a licensed DSA Class 1 / OSHPD Class A project inspector with over 34 years of inspecting high-profile projects for hospitals, K-12 school districts, community colleges districts, and major universities. Mr. Little holds a diverse construction background as plumbing contractor and as a foreman for an overhead fire sprinkler company. Mr. Little is a seasoned and skillful construction inspector with extensive knowledge in certifying K-12 projects, ensuring compliance with plans, specifications, and contract documents in accordance with applicable codes and DSA standards.

WORK EXPERIENCE: (1986 - 2021)

Santa Clarita Community College District
New Science Building and Lecture Building
 Total Construction Cost \$64,000,000.00

Santa Clarita Community College District
New Central Plant & Maintenance Yard
 Total Construction Cost \$8,322,499.00

Antelope Valley Community College District
New Palmdale Center
 Total Construction Cost \$14,449,226.04
 Title DSA Project Inspector

Santa Clarita Community College District
Institute for Culinary Education-ICUE
 Total Construction Cost \$7,364,679.00
 Title: DSA Project Inspector

Santa Clarita Community College District
Student Services/Administration Bldg., Pedestrian Bridge & Site Work
 Total Construction Cost \$14,080,409.00
 Title: DSA Project Inspector

Santa Clarita Community College District
COC Library Addition
 Total Construction Cost \$18,232,000.00
 Title: DSA Project Inspector

Santa Clarita Community College District
Canyon Country Campus Applied Technology Center
 Total Construction Cost \$3,654,500.00
 Title: DSA Project Inspector

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Fred Little

DSA Inspector

www.KnowlandInc.com

REGISTRATIONS/ LICENSES:

**Certified Class 1 DSA
 Project Inspector #1635**

OSHPD Class A Project
 Inspector #10625

REFERENCES:

Les Tso
 Structural Engineer
 (626) 441-1211

Michael Ciorte
 DSA Field Engineer
 (213) 897-0314

Thierry Cassan
 Architect
 (805) 690-3356

Pat Robinett
 Owner Testing Facility
 (661) 343-2815

David Connolly
 DSA Field Engineer
 (213) 897-0888

**Santa Clarita Community College District
Canyon Country Campus Education Center**

Total Construction Cost \$3,000,000.00

Title: DSA Project Inspector

**Santa Clarita Community College District
COC Mentry Hall Addition**

Total Construction Cost \$12,500,000.00

Title: DSA Project Inspector

**Santa Clarita Community College District
COC University Center**

Total Construction Cost \$26,728,085.00

Title: DSA Project Inspector

**Santa Clarita Community College District
COC Physical Education Building**

Total Construction Cost \$9,466,747.00

Title: DSA Project Inspector

**Santa Clarita Community College District
COC Laboratory Expansion/Lecture Center**

Total Construction Cost \$8,000,000.00

Title: DSA Project Inspector

**Santa Clarita Community College District
COC High Technology Classroom Building**

Total Construction Cost \$13,000,000.00

Title: DSA Project Inspector

**Santa Clarita Community College District
COC Music Dance Building**

Total Construction Cost \$6,000,000.00

Title: DSA Project Inspector

**Santa Clarita Community College district
COC Seismic Strengthening Project**

Total Construction Cost \$1,024,000.00

Title: DSA Project Inspector

**Santa Clarita Community College District
COC Technology Building Addition**

Total Construction Cost \$1,000,735.59

Title: DSA Project Inspector

Santa Clarita Community College District

COC ADA Upgrades Campus Wide

Total Construction Cost \$380,000.00

Title: DSA Project Inspector

Santa Clarita Community College District

COC Performing Arts Building

Total Construction Cost \$14,472,684.00

Title: DSA Project Inspector

Saugus Union School District

Highlands Elementary School Modernization

Total Construction Cost: \$8,400,000.00

Title: DSA Project Inspector

Saugus Union School District

Tesoro Del Valle School

Total Construction Cost \$8,700,000.00

Title: DSA Project Inspector

Saugus Union School District

Mountain View 2 Story Classrooms

Total Construction Cost \$1,400,000.00

Title: DSA Project Inspector

Saugus Union School District

Rosedell Elementary School Modernization

Total Construction Cost \$6,400,000.00

Title: DSA Project Inspector

Saugus Union School District

Rio Vista Elementary School Modernization

Total Construction Cost \$7,500,000.00

Title: DSA Project Inspector

Alan Hancock Community College District

Student Center Addition and Remodel

Total Construction Cost \$4,320,000.00

Title: DSA Project Inspector

Beverly Hills Unified School District

Beverly Vista Building 'D'

Total Construction Cost \$2,168,306.00

Title: DSA Project Inspector

Santa Clara Unified School District
Santa Clara and Wilcox High Schools Science Buildings
Total Construction Cost \$8,675,000.00
Title: DSA Project Inspector

Santa Clara Unified School District
Wilcox High School Dugouts and Baseball Field
Total Construction Cost \$173,968.00
Title: DSA Project Inspector

Santa Clara Unified School District
Site Utility and Grading
Santa Clara and Wilcox High Schools
Total Construction Cost \$1,626,616.00
Title: DSA Project Inspector

Antelope Valley College
Applied Arts Building/Temporary Central Plant
Total Construction Cost \$7,073,220.00
Title: DSA Project Inspector

Encinitas Union School District
Olivenhain Pioneer Elementary School
Total Construction Cost: \$5,500,000.00
Title: DSA Project Inspector

Terra Bella Union School District
Carl Smith Middle School
Total Construction Cost \$3,000,000.00
Title: DSA Project Inspector

Earlimart School District
Six Re-locatable Classrooms
Total Construction Cost \$130,000.00
Title: DSA Project Inspector

Saucelito Elementary School District
Modernization of Saucelito School
Total Construction Cost \$145,000.00
Title: DSA Project Inspector

California State University Bakersfield
Walter Stiern Library
Total Construction Cost \$13,638,119.00
Title: Senior Project Inspector

Arvin Unified School District
New Bear Mountain Elementary School
Total Construction Cost \$4,500,000.00
Title: DSA Project Inspector

California State University Northridge
Oviatt Library Addition
Total Construction Cost \$15,342,496.00
Title: Senior Project Inspector

Saddleback Valley Unified School District
Trabuco Hills High School
Total Construction Cost \$4,060,332.00
Title: DSA Assistant Inspector

Long Beach Unified School District
Lindberg Junior High
Total Construction Cost \$160,000.00
Title: DSA Project Inspector

Manor Care Health Care Facility
Fountain Valley, CA
Total Construction Cost \$3,959,401.00
Title: Assistant OSHPD Inspector/ OSA Masonry Inspector

Community Psychiatric Center
Santa Ana, CA
Total Construction Cost \$5,339,000.00
Title: Assistant OSHPD Inspector/ OSA Masonry Inspector

Dan Alberico

DSA Class 1 Project Inspector #4269

PROFILE:

Mr. Alberico is a career-driven professional with a broad range of experience in all phases of general construction and project management for K-14 projects. As a DSA Class 1 Project Inspector Dan's expertise has been heavily involved in modernization, and new construction projects. These projects include, but are not limited to, braced-frame, moment frame, concrete tilt-up, masonry CMU, wood frame, cold-formed metal framing. Mr. Alberico has been an LA and ICC special inspector for 15 years and has inspected multiple structural projects including concrete CIP, masonry, pre-stressed concrete, shotcrete, and drilled in anchors. As a general contractor since 1982, Mr. Alberico has had hands-on experience in both commercial and residential Type 1, Type II, and Type IV construction projects. **Over 2500 structural inspections** performed for concrete, masonry, drilled-in anchors, pre-stressed concrete, and shot-crete.

WORK EXPERIENCE:

Knowland Construction Services **\$32 Million**
DSA Class 1 Project Inspector **2023 - Present**
Duarte USD – Duarte HS **03-122044**
 Construction of a new 31,000 sq ft concrete tilt-up 2-story gymnasium building including site alterations and accessibility upgrades.

Knowland Construction Services **\$14.5 Million**
DSA Class 1 Project Inspector **2021 - 2023**
La Canada USD - La Canada HS Pool Addition **03-120782**
 Provided DSA inspection services for alterations and accessibility upgrades to the existing north gym locker rooms; Construction of 1-CMU pool support building and 43-meter pool, sitework, and shade structure. Project cost: *\$11.9 Million*

La Canada USD - La Canada HS Alterations **03-120732**
 Alterations to 3-Bldgs – A, B, F, Railings, Balconies, & Stairs Repair. *Project cost: \$1.5 Million*

La Canada USD - La Canada HS Relocatable **03-119911**
 Alterations to 1-Cafeteria building boiler room. *Project cost: \$600 Thousand*

Knowland Construction Services **\$45 Million**
DSA Class 1 Project Inspector **2018 - 2021**
Downey USD – Sussmann MS **03-119235**
 Provided DSA inspection services for the construction of new addition to existing 1100 sq. ft type V wood frame Administration building-P. Construction of new 1-story 24,000 sq. ft. CMU Gymnasium building-R. Construction of new 2-story 26,000 sq. ft. Structural Steel Science Building-S. Alterations/modernization to buildings D, J, K, L, N, M, A, B, C, E, F, G, H, P, Q, and 7-relo classroom buildings. New Fire Alarm (15) modernization buildings (3) new buildings, & (7) modular buildings. Sitework includes 3-deep soil mixing pads, new fire- water line, new storm drain system, electrical service, gas service, parking lots, ADA access, etc. App #03-119911 - \$550,000 Relocation of 2-48'x40'relocatable administration building, 1-12'x40' relocatable toilet building. App#03-119894 - \$350,000 relocation of 4-classroom buildings.



CERTIFICATIONS:

DSA Class 1 Project Inspector #4269
 BI General Contractor 424-526

CERTIFICATIONS:

OSHPD Class A
 LA City Masonry
 Concrete
 Drilled in Anchors
 Shotcrete
 ICC-Masonry
 Pre-Stressed Concrete
 ACI Concrete Tech 1

REFERENCES:

Mark Pange
LPA Architects
 (760) 774-3339

Vince Marchetti
Director of Facilities
Long Beach USD / NLMUSD
 (714) 402-6386

Rand Nichole
AOR / Westberg White
Architects - Downey
 (714) 915-4504

Dennis Smith
AOR / Gonzalez
Goodale Architects – La Canada
 (626) 487-5454

Knowland Construction Services **\$14.7 Million**
DSA Class 1 Project Inspector
Temple City USD – La Rosa ES **03-118449**
 Alterations to 4-buildings A, B, C, F. *\$4.5 Million*
Temple City USD – Cloverly ES **03-118450**
 Alterations to 1-building. *\$1.5 Million*
Temple City USD – Longden ES **03-116173**
 Construction of 2-story CMU elevator/restroom building, alterations to classroom. *\$8.7 Million*

Knowland Construction Services **\$59.7 Million**
DSA Class 1 Project Inspector **2010 - 2015**
Arcadia USD – Longley Way ES **03-114071**
 Provided DSA inspection services for the Alterations to 6-Bldgs A, B, C, D, E & G; Construction of 1-Library/Media Center/Lunch Shelter Building L; Relocation of 3-Modular Bldgs. P9B, P26 & P27. *\$10.5 Million*
Arcadia USD – Arcadia Education Center **03-113586**
 Construction of a 2-story 40,000 sq. ft. structural steel moment-frame office/classroom building with cold-formed metal stud framing with masonry veneer. New electrical switchgear substation. CMU perimeter retaining walls, and storm-water retention basin. *\$14.5 Million*
Arcadia USD – Arcadia HS Performing Arts Center **03-111685**
 Construction of a 2-story 40,000 sq. ft. structural steel braced-frame building with cold- formed metal stud framing, masonry veneer and EFS panels. Including a 1200-seat theater. Also, a new CMU electrical switchgear substation with transformer. *\$21 million*
Arcadia USD – Arcadia HS Student Services Bldg. **03-111084**
 Construction of a 2-story 50,000 sq. ft. structural steel braced-frame building with cold- formed metal stud framing. Masonry veneer and EFS panels exterior finish. *\$12 Million*

Knowland Construction Services **\$10.5 Million**
DSA Class 1 Project Inspector
Brea USD – Brea Olinda HS **03-107709**
 Construction of a two-story 20,000 sq. ft. concrete tilt-up science classroom building and alteration of one existing science classroom, Site improvements include soil grouting and stabilization, 2-CIP concrete bridges, ADA ramp, new asphalt paved parking lot.

Knowland Construction Services **\$23.5 Million**
DSA Class 1 Project Inspector
Norwalk-La Mirada USD – Multi-Phase Project
Norwalk HS **03-110257**
 Modernization of one administration, one computer, and one classroom building. *\$2.5 Million*
Norwalk HS **03-106421**
 A campus wide modernization project of all (13) existing Type-V classroom buildings. Installation of a (277/480 V 3-phase) main switchgear sub-station and service to buildings. *\$13 Million*
Norwalk HS **03-107825**
 Construction of 50,000 sq. ft. (3) structural wood frame buildings (classroom, science, and library). Construction included structural steel framework and wood framed walls with TJI roof rafters and glue laminated beams on a concrete slab on grade. *\$8 Million*

Bronco Popovich

DSA Class 1 Project Inspector #5749

PROFILE:

Mr. Popovich is available to assist with the success of a school construction project through quality assurance and structured collaborative partnering. **Mr. Popovich has over 32 years of service with LAUSD inspection department from 1983 – 2015** and has supported projects that posed challenges and/or were complicated to all parties; many of these projects were concluded successfully through the practice of collaborative partnering. This collaboration is a key to project success and a philosophy he supports with each project.

WORK EXPERIENCE:

Torrance Unified School District	2020 - Present
Class 1 Inspector of Record	
Torrance HS Aquatic Center – A#03-120388	\$1.7 Million
Alteration to 1-Site Improvement/resurfacing parking lot A & lighting upgrade. Start Date: 5-15-2020 – Completion date: 10-15-2020 at 98%.	
Casimir MS – A#03-120523	\$465,000
Alteration to 1-Site Improvement/resurfacing existing parking lots & Storm Drain System. Start Date: 5-15-2020 – Completion date: 10-15-2020 at 98%.	
Torrance North HS	\$3.7 Million
Gas Piping Replacement 2nd Phase. Start Date: 6-15-2020 – Completion date: 10-13-2020 at 95%.	
Ocean View HS – A#04-117803	\$50,400
Alteration to 1 Cell Tower Project.	
Bert Lynn MS – A#04-118274	\$21.9 Million
New gymnasium.	
Compton Community College District	2021
Class 1 Inspector of Record	
Compton Community College – A#03-119686	\$19.5 Million
New Student Services Bldg.	
Huntington Beach Union High School District	2019 - 2020
Class 1 Inspector of Record	
Ocean View HS – A#04-117336	\$3.8 Million
Construction of 7-Solar Panel Structure project.	
Ocean View HS – A#04-117803	\$550,000
Alteration to 1-Cellular project.	
Marina HS – A#04-117335	\$4.3 Million
Construction of 7-Solar Panel Structure project.	

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Bronco Popovich

DSA Inspector

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CERTIFICATIONS:

Class 1 DSA Project Inspector #5749

SWPPP Trained/Certified

DBIA Associate Certified (Design Build Institute of America)

Certificate of Completion - Asbestos Training

Certificate of Completion - LAUSD Facilities Services Division - Owner Authorized Representative Construction Management Procedures Training

Job Order Contracting Trained

Leadership in Energy Efficient Design (LEED) Trained

Managed the LA City Fire Regulation 4 program for LAUSD

CFC Qualification

DSA Inspector- Masonry (Non-Active)

SWAW Welding Techniques and Certifications, Local 250

US Department of Labor 10-hour OSHA training #001468006

AON Trenching and Excavation Safety Awareness Certification

Community Emergency Response Training (CERT) Trained/Certified

CALOES Type-III Damage-Safety Assessment Group

LAUSD Excellent Supervisor Certificate

CA High Performance Schools (CHPS) Trained

Los Angeles Unified School District	1992 - 2018
Class 1 Inspector of Record	
Venice HS – A#03-118733	\$12.6 Million
Campus-wide underground site utilities project.	
Accelerated Charter HS – A#03-114583	\$60 Million
New high school project.	
South Region HS	\$110.7 Million
Construction of new high school.	
Southeast Area New HS	\$50.8 Million
New high school.	
186th Street ES – A#64271	\$550,000
Modernization project. 60% roofing, plastering, painting, flooring removal and VCT installation, restroom fixtures plumbing modifications, framing/installation of wheelchair lift for the stage, framing/installation of reinforced concrete ramp and steel guard rails, refinishing of hardwood stage floor, assembly 1,500 sq. ft. and twelve 900 sq. ft. glass rooms. 25%gFraming of HVAC roof platforms, interior framing for fan coils door opening wall, installation of new steel door jams and doors. 15% installation of HVAC equipment, electrical conduit, underground pipe encasement and all associated components.	
Garfield Senior HS – A#57614	\$616,967
Air conditioning installation. 70% installation of HY AC equipment, electrical conduit, electrical wiring and HY AC reinforced concrete equipment pads and foundations, framing and installation of plywood panels. 15% trenching and concrete encasement; installation of steel frame equipment stands and anchoring. 10% roof (wood)-framed equipment platforms. 5% miscellaneous.	
Gardner/Humphreys/92nd Street ES – A#57567	\$339,238
Air conditioning installation in various locations. 70% framing and installation of plywood panels, installation of HY AC equipment, electrical conduit, electrical wiring and HY AC reinforced concrete equipment pads and foundations. 15% trenching and concrete encasement, installation of steel frame equipment stands and anchoring. 10% roof (wood)-framed equipment platforms. 5% miscellaneous.	
Lomita Fund Center/Russell ES – A#57149	\$479,000
Air conditioning installation in various locations. 70% framing and installation of plywood panels, installation of HVAC equipment, electrical conduit, electrical wiring and HVAC reinforced concrete equipment pads and foundations. 15% trenching and concrete encasement, installation of steel frame equipment stands and anchoring. 10% roof (wood)-framed equipment platforms. 5% miscellaneous.	
68th St/West Vernon ES – A#57114	\$372,220
Air conditioning installation in various locations. 70% framing and installation of plywood panels, installation of HY AC equipment, electrical conduit, electrical wiring and HY AC reinforced concrete equipment pads and foundations. 15% trenching and concrete encasement, installation of steel frame equipment stands and anchoring. 10% roof (wood)-framed equipment platforms. 5% miscellaneous.	

OTHER CERTIFICATIONS:

Management – Workplace & Sexual Harassment Training Certifications
 Proficient Business & Computer Skills
 Class C-M1 Driver’s License

American Concrete Institute (ACI) Field Testing Tech Grade 1 #061741 (Non-Active)

EDUCATION:

Washington High School East Chicago (1971)

Lincoln Technical Institute

LACC Harbor College

LACCD El Camino College

BS – Industrial Technology / Construction (1990)

REFERENCES:**John Gilber, DSA Inspector**

Cp-john@lausd.net

Tom Leslie, DSA Inspector

tleslie@earthlink.net

Michael Pasqual, DSA Field Engineer

Michael.Pasqual@dgs.ca.gov

James Lin, DSA Field Engineer

James.Lin@dgs.ca.gov

Dayton/West Vernon ES – A#57092 **\$103,200**

70% framing and installation of plywood panels, installation of HVAC equipment, electrical conduit, electrical wiring and HVAC reinforced concrete equipment pads and foundations. 15% trenching and concrete encasement, installation of steel frame equipment stands and anchoring. 10% roof (wood)-framed equipment platforms. 5% miscellaneous.

Los Angeles Unified School District **1997 - 2015**
Supervising Building/Construction Inspector**School \$28 Billion Bond Construction Program**

Managed the quality assurance program for the Los Angeles Unified School District (LAUSD) – School 28 Billion Dollar Bond Construction Program. This program involved the construction of 133 new school campuses and approximately 20,000 modernization projects. Oversaw and directed a staff of 350 personnel, responsible for compliance with regulatory and quality assurance requirements on school construction projects for both Division of State Architects (DSA) and LAUSD. Supervised and coordinated DSA project inspection and special inspections on DSA-approved projects for LAUSD. Supervised a staff of 80 members. Responsibilities also included emergency response/recovery, contract management, and DSA project closeout. Also participated in various public contract delivery methods:

- o Job Order Contracting (JOC) (CA PCC 20919.25, Article 41.5)
- o Lease-Back (CA Ed-Code 17406)
- o Design-Build (CA Ed-Code 17250)
- o Task/Purchase Orders
- o Owner/Builder
- o Formal
- o Informal (A-B Letters) (CA PCC 20111-20118.4)
- o Best Value (CA PCC 20119.2, Article 3.3)

MASONRY WORK EXPERIENCE:**Los Angeles Unified School District** **1992 - 2002**
Inspector of Record**Bell ES – A#03-103697** **\$13 Million**

Two-story classroom building, multi-purpose administration, and equipment enclosure with reinforced concrete masonry and steel construction.

Wilmington MS – A#03-10080 **\$1.9 Million**

Masonry elevator tower and machine room.

San Gabriel Avenue ES – A#55493 **\$5.1 Million**

Two-story building with subterranean parking, steel moment frame with reinforced concrete masonry units.

Kennedy HS – A#65853 **\$6.1 Million**

Two-story steel and reinforced concrete masonry units.

Jefferson MS – A#56799 **\$28.9 Million**

Three-story wood/steel building with stucco cover, subterranean parking, masonry perimeter walls, and gym-reinforced masonry.

20th Street School – A#55070 **\$5.1 Million**

Two-story steel moment frame, wood-shear walls with stucco cover, subterranean parking perimeter with structural concrete masonry walls.

Le Conte MS – A#53051 **\$3.9 Million**

Two-story wood/steel with adhered brick veneer, perimeter reinforced concrete masonry unit for subterranean parking.

Vine Street School – A#54264 **\$2.6 Million**

Two-story building, reinforced brick masonry units with reinforced concrete frame, and perimeter concrete masonry units for subterranean parking.

Wilton Place School – A#55682 **\$5 Million**

Two-story steel moment frame, Robertson decking, steel stud framing with stucco cover, and perimeter reinforced concrete.

Drew MS – A#57647 **\$720,000**

Masonry equipment enclosure.

PRIOR WORK EXPERIENCE:

Fluor Construction Company **1980 - 1982**

Project Inspector

Chaplin Oil Refinery

Jenkins Construction Company **1980 - 1982**

Project Inspector

Paxon Drill Site

CF Braun Construction Company **1980 - 1982**

Project Inspector

Budweiser Brewery – Los Angeles, CA

US Bridge Company **1974 - 1980**

Steamfitter/Welder

US Steel-Gary Works

Correct Piping Company **1974 - 1980**

Steamfitter/Welder

Youngstown Tube Steel

Kopper Construction Company **1974 - 1980**

Steamfitter/Welder

Inland Steel Site – East Chicago, Indiana

Glen Lowe

DSA Class 1 Project Inspector #3970

PROFILE:

Mr. Lowe is a career driven profession with over forty years of experience in all phases of general construction and inspection, with emphasis on schools, hospitals, industrial complexes, and commercial building projects. Glen also holds extensive experience as a DSA Inspector, Superintendent, Construction Manager, and Surveyor on Class 1 projects in excess of \$30 million. These projects included but not limited to Type I concrete, structural steel, and masonry structures as well as Type V wood frame structures. excellent knowledge in establishing budgets, estimates, schedule, and collaborating with the entire project team.

WORK EXPERIENCE:

Knowland Construction Services 2019-2020

DSA Class 1 Project Inspector

Antelope Valley Community College District

Provided DSA inspection services for a new \$10 million new masonry building for the Sheriff's Substation on the AVC campus.

Knowland Construction Services 2018-2019

DSA Class 1 Project Inspector

William S. Hart Union School District – Sierra Vista

Provided DSA inspection services for a new \$9 million new container classroom construction project with additional remodel work.

Knowland Construction Services 2017-2018

DSA Class 1 Project Inspector

William S. Hart Union School District – Saugus High School #03-114803

Provided DSA inspection services for a new \$20 million masonry and structural steel brace frame construction for a new Performing Arts Center.

Knowland Construction Services 2016-2017

DSA Class 1 Project Inspector

William S. Hart Union School District – Canyon High School #03-114546

Provided DSA inspection services for a \$17 million new masonry and structural steel brace frame construction for a new Performing Arts Center and included a large classroom remodel.

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Glen Lowe

DSA Inspector

www.KnowlandInc.com

REGISTRATIONS:

DSA Class 1 Project Inspector #3970

ACI Level I Concrete Technician

ACI Batch Plant Inspector

EDUCATION:

University of Texas – Structural Engineering Major

REFERENCES:

Wayne Roemhild – Balfour Beatty (949) 379-9688

Duane Kronnic – Linnik Corporation (661) 600-8717

Joe Wilcox – KBZ Architects
joew@kbzarch.com

Knowland Construction Services 2012-2015**DSA Class 1 Project Inspector****Lennox School District**

Provided DSA inspection services for a \$21 million new wood frame and steel construction project.

Knowland Construction Services 2011-2012**DSA Class 1 Project Inspector****Eastside Unified School District**

Provided DSA inspection services for a \$13 million ground up new middle school campus.

Knowland Construction Services 2009-2010**DSA Class 1 Project Inspector****Los Olivios Unified School District**

Provided DSA inspection services for the construction of a new Type V MPR building and infrastructure. \$13 million ground up new middle school campus.

Knowland Construction Services 2008-2009**DSA Class 1 Project Inspector****Goleta Unified School District**

Provided DSA inspection services for a multi-purpose building and classroom modernization.

Knowland Construction Services 2006-2008**DSA Class 1 Project Inspector****Santa Barbara Unified School District**

Provided DSA inspection services for a new gymnasium addition and renovation as well as a modernization project at San Marcos High School. Project includes all site work, infrastructure, foundation, structural elements and finishes. Finishes included a basketball / gymnasium flooring, sound baffling, HVAC, bleachers and electrical systems.

Knowland Construction Services 2005-2006**DSA Class 1 Project Inspector****Whittier Union High School District**

Provided DSA inspection services for a new masonry building shell with interior wood framed walls and structural steel roof components. Further work involved inspection of a gymnasium modernization and seismic upgrades for classroom buildings.

Edge Development, Palmdale, CA 2003-2005**Project Superintendent****Ana Verde School K-8**

Responsible for the construction of 17 acres of site and 90,000 square feet of building, consisting of Type I structural steel, multi-storied projects. Project

included a new gym, science buildings, classrooms, administration building and all associated site work.

Atkinson and Associates, Lancaster , CA

2001-2002

Project Superintendent

Responsible for 33 acres of site improvement including the construction of a Wal Mart Store.

Hani Youssef

DSA Class 1 Project Inspector #6063

PROFILE:

Mr. Youssef is an experienced DSA Project Inspector/CASp with significant expertise in inspections, monitoring, compliance, and quality control on numerous projects totaling \$1.5 billion with a diverse skill set and supervision experience in all phases of construction projects. A proven record of managing workflow, labor, staff, communications, materials, inspections, and quality control ensures that projects are completed on schedule and within budget to the referenced standards. Project management experience grounded by a rigorous training in mechanical engineering. Fluent in English and Arabic.

WORK EXPERIENCE:

California Consulting & Inspection Services

DSA Class 1 Project Inspector

2018 - Present

Los Angeles, CA

- S181296-19-00 Emergency repair for roof damage.
- S181212-19-00 Emergency Request to Replace/Repair Damaged Water Heater.
- S181160-19-00 OR Light Replacement.
- S180227-19-00 Telemetry Equipment Replacement (Mindray).
- S172688-19-00 Tibbitts Tower A&B Fire Alarm Replacement.
- S172206-19-00 PLCMMC Accessibility Upgrades.
- H171528-19-00 D & T Emergency Chiller.
- S170640-19-00 X-RAY EQUIPMENT REPLACEMENT.

Rudolph & Sletten Inc.

Regional Quality Manager

2017 - 2018

Kaiser Cirby Medical Office Building

- Supervised quality control of construction project.
- Verified compliance of all work with California building code and referenced standards before calling for inspections with The Inspection team.

Rudolph & Sletten Inc.

Quality Control Superintendent

2017 - 2017

Children's Hospital Los Angeles Voluntary Seismic Improvements and Radiation Oncology Department Upgrades

- Supervised quality control of construction projects.

Rudolph & Sletten Inc.

Quality Control Superintendent

2015 - 2017

24-Story San Diego Justice Center

- Supervised quality control of construction project.
- Verified compliance of all work with California building code and referenced standards before calling in the Inspector of Record.

Judicial Council of CA

Sr. Construction Inspector

2014 - 2015

24-Story San Diego Justice Center

- Inspects all facility modification construction through all of Southern California.

CERTIFICATIONS:

DSA Class 1 Project Inspector #6063

Certified Access Specialist CASp #810

OSHPD Hospital Inspector Class A

Contractor State License Board (A, B, C10, C20 & D12)

License # 1001062

ASSE 6020 Certified Medical Gas Inspector - License #12364691

American Welding Society Certified Welding Inspector (CWI)

License #14093741

IFC Certified Firestopping Inspector (Elite)

LA City Masonry

Concrete

Drilled in Anchors

Shotcrete

ICC License # 8028228

ICC Accessibility Inspector/Plans Examiner

ICC Reinforced Concrete Special Inspector

ICC Reinforced Masonry Special Inspector

ICC Spray Applied Fire Proofing Special Inspector

ICC Structural Steel and Bolting Special Inspector

ICC Commercial Building Inspector

LEED Green Associate - License #10933931

ACI Concrete Field-Testing Technician - Grade I - License #01171267

HVAC EPA Clean Air Section 608

EDUCATION & TRAINING:

Bachelor of Science, Mechanical Engineering – Ain Shams²⁰ University

Inspector of Record **2014 - 2014**

12-Story San Bernardino Justice Center

Inspected all aspects of construction within project.
 Interacted with AHJ field staff and projects participants.
 Verified inspections conducted by special inspectors.

Compliance Officer **2013 - 2014**

Office of Statewide Health Planning and Development (OSHPD), South Region

Ensured enforcement of construction standards related to Title 24 of the Health and Safety Code.
 Monitored private sector certified resident inspectors.
 Advised project participants on construction methods, techniques and materials, and code-related matters.

Inspector of Record **\$3.8 Million**

University of California, Irvine Medical Center **2013**

- **Boiler/ Burner Replacement (Project# P-2011-00441)**

Inspected all aspects of construction.
 Scheduled OSHPD field staff visits.
 Interacted with OSHPD field staff and projects' design professionals.
 Verified inspections by special inspectors.
 Reviewed architectural, mechanical, electrical, and plumbing plans for facility's OSHPD 3 projects.

Compliance Officer **2012 - 2013**

Office of Statewide Health Planning and Development (OSHPD), South Region, Facilities Development

Inspector of Record **2011 - 2012**

Antelope Valley Hospital, 3 Projects

Inspected all aspects of listed construction projects.
 Scheduled OSHPD field staff visits.
 Interacted with OSHPD field staff and projects' design professionals.
 Verified inspections by special inspectors.

- Canopy Addition – Increment 1 (OSHPD Project # HL072426-19A)
 - o \$1.5 Million
- Central Plant Upgrade (OSHPD Project # HL072250-19A)
 - o \$3.9 Million
- Cath Lab, Stat Lab, Imaging, CCU Remodel – Incr. 2 (OSHPD Project # HL071278-19A)
 - o \$9.3 Million

Inspector of Record **2011**

Kaiser Permanente – Panorama City Medical Center

Voluntary ADA Barrier Removal/PCMC Hospital B-3 - SL082874-19A, \$536k
 Voluntary ADA Barrier Removal/PCMC Central MOB - SL082872-19A, \$2.9 Mil
 Hot Water Boiler Replacement Central MOB - SL091618-19A, \$436k
 Operating Room Storage Cabinet Remodel - SL100176-19A, \$45k
 Level 5 Telemetry - SL101380-19A, \$219k
 Wireless Network Upgrade - SL110702-19A, \$2802k

AREAS OF EXPERTISE:

Public Works
 Project Management
 Safety & Building Codes
 Primavera Sure Track
 Monitoring
 Compliance
 Supervision
 Microsoft Projects
 Inspections
 Quality Control
 Communications
 Microsoft Office Suite

Joseph S. DiMaggio Sr.

Knowland
CONSTRUCTION SERVICES

DSA Class 1 Inspector #4698



Joe DiMaggio

DSA Inspector

www.KnowlandInc.com

PROFILE:

Mr. DiMaggio has 55+ years' experience in the Construction Industry, with 20 years as a tradesman in the Masonry and Carpentry Fields, and 27 years specifically as a Construction Special Inspector / DSA Project Inspector. He has an exemplary track record of attendance and remains on the project daily until all tasks and goals for the day have been completed. Mr. DiMaggio maintains excellent documentation of the Daily Events and Inspections of the Project. He produces an excellent set of "As-Built Drawings" of the Project containing all Requests for Information (RFIs), Change Orders (COs), Architect's Supplemental admirable communicative skills on the project with the Architect, Engineer, District/Client Contractor, and all other field personnel associated with the Project.

WORK EXPERIENCE:

San Bernardino City Unified School District 2023 - 2024

DSA Class 1 Inspector

San Bernardino HS – A#04-118897

\$24 Million

Theatre modernization. Alterations to 1-Auditorium Building.

San Bernardino City Unified School District 2020 - 2024

DSA Class 1 Inspector

San Bernardino HS – A#04-118577

\$1.2 Million

Athletic field improvements. Construction of 1-Flag Pole, 1-Batting Cage, 1-Site Lighting.

Rancho Santiago Community College District 2021 - 2023

DSA Class 1 Inspector

Santa Ana College – A#04-118141

\$33.9 Million

Russell Hall Replacement/Health Science. Construction of 1-Health Science Building. New construction/steel frame.

San Bernardino City Unified School District 2021 - 2022

DSA Class 1 Inspector

San Bernardino HS – A#04-120640

\$2.9 Million

Sports lighting (22 Musco light installations). Alterations to 1-Girls' Locker/Shower Building R (Switchboard/New electrical panel for connection); Construction of 4-Light Poles @ Swimming Pool, 2-Switchboards, 8-Light Poles @ Varsity Baseball Field, 4-Light Poles @ Varsity Softball Field, 6-Light Poles @ Tennis Courts.

Rancho Santiago Community College District 2019 - 2021

In House Inspector

Numerous DSA and Non-DSA project inspections.

CERTIFICATIONS:

DSA Class 1 Project Inspector #4698

DSA Masonry Inspector

I.C.C. Building Inspector

I.C.C. Structural Masonry

I.C.C. Structural Steel

I.C.C. Fire-Proofing

I.C.C. Reinforced Concrete

I.C.C. Post-Tension Concrete

Confined Space Entrant, Attendant & Supervisor

EDUCATION:

DSA / ACIA Seminars:

DSA Regulations and Procedures – Part 1

DSA Regulations and Procedures – Part 2

DSA Seminars

Fullerton Community College classes completed:

Uniform Mechanical Code

Residential/Light Commercial Blue-Print Reading

Uniform Building Code /Commercial Applications

Uniform Plumbing Code (UPC)

Heating Venting and Air Conditioning (HVAC)

National Electric Code (NEC) / Electric Wiring and Safety Fundamentals

Wood Frame Construction and Uniform Building Code

22

Hacienda La Puente Unified School District **2003 - 2020**
DSA Class 3 Inspector

Grandview MS – A#03-106061 **\$2.3 Million**
 Alterations To 1-C.R. Bldgs. C1,C2,C3,C4,C5,C6,C7 & K(A#18215)(Modernization), 1-Admin. Bldg. 'Al', M.P. Bldg.'Mp', Shower/Locker Bldg.'Sl',(A#18215), C.R. Bldg. 'C8'(A#25271) & P1,P2 & P3)(A#03-104273)(Fire Alarm Only).

Los Altos Es – A#03-106060 **\$1.4 Million**
 Alterations To 1-Admin. Bldg. 'Al', M.P. Bldg. 'Mp', Shower/Locker Bldg. 'Sl',(A#18215, A#45557) & C.R. Bldg. C8 (A#25271)(Modernization).

Los Altos Es – A#03-106050 **\$1.3 Million**
 Alterations To 1-5 C.R. Bldgs.'A','B','C','E' & 'F'(A#19204, A#19909).

Newton Ms – A#03-106062 **\$1.5 Million**
 Alterations To 1-(5) C.R. Bldgs.(B,C,D,E & G)(Hvac Upgrade)(A#13784, A#16455, A#17862, A#18321).

Newton Ms – A#03-106063 **\$876,000**
 Alterations To 1-Admin./M.P. Bldg.'A'(A#13784, A#17863) Locker/Shower Bldg.'F'(A#18365)(Hvac Upgrade).

Valinda School Of Academics – A#03-106056 **\$2.1 Million**
 Alteration To 5 C/R Bldgs.(A12873), C/R Bldgs.(A18382), 2c/R Bldgs.(A26313), C/R Bldg.(A29411), C/R Bldg.(A19788).

Valinda School Of Academics – A#03-106057 **\$619,000**
 Alteration To Admin. Bldg., Cafeteria Bldg.(A12873).

Los Altos Hs – A#03-106058 **\$3.9 Million**
 Alteration To: 3 C/R Bldgs.(A16193), 3 C/R Bldgs.(A17355), 5 C/R Bldgs.(A19024),3 Toilet Bldgs.(A16193,A17355,A19024).

Los Altos Hs – A#03-106059 **\$2.1 Million**
 Construction Of Elevator Tower Alteration To Admin. Bldg.(A16193), M/P Bldg.(A16193), Library Bldg.(A19024).

Orange Grove Ms – A#03-106046 **\$1.5 Million**
 Alteration To 6 C/R Bldgs. (Relocatable), 2 C/R Bldgs.

Orange Grove Ms – A#03-106047 **\$502,000**
 Alteration To Admin Bldg., Locker/Shower Bldg.

Los Robles Academy – A#03-106049 **\$680,000**
 Alterations To 1-Multi-Purpose Bldg.(#15476); Construction Of 1-Masonry Equip.Enclosure.

Rancho Santiago Community College District **2019**
DSA Class 1 Inspector

Santiago Canyon College – A#04-117460 **\$759,000**
 Concrete foundation modular project. Construction of 1-Office Building (Relocatable, 84x40) and Site Accessibility Upgrades.

Fullerton Joint Union High School District **2018 - 2019**
DSA Class 1 Inspector

Sonora HS – A#04-115681 **\$14 Million**
 Construction of 1-Gymnasium Building.

Colton Joint Unified School District **2017 - 2018**
DSA Class 1 Inspector

Bloomington HS – A#04-112487 **\$8.2 Million**
 Construction of 1-Multi-purpose / Cafeteria Building, 4-Lunch Shelters.

REFERENCES:

Frank Sand. (Team Inspections)

(951) 202-7595

Edd Olha (PM / San Bernardino City USD)

(951) 476-7299

Molly McMillan. (Pm / Tilden Coil Constructors)

(951) 529-3882

Colton Joint Unified School District **2016 - 2017**
DSA Class 1 Inspector

Bloomington HS – A#04-114715 **\$11.3 Million**
 Construction of 2-Bleachers, 5-Dug-outs, 1-Press Box, 1-Locker/Concession Building A, 1-Classroom/Restroom Building B; Relocation of 1-Toilet Building.

Lynwood Unified School District **1999 - 2017**
DSA Relocatable Classroom Inspector

Lindbergh ES – A#03-104610 **\$32,000**
 Alteration to 4 C. R. Bldgs (1 @ Pathway High School and 3 @ Lindbergh Elementary School).

Pathway HS – A#03-104611 **\$276,000**
 Construction one Classroom Bldg each @ Shandon High And Elementary., Relocation of one Classroom Bldg.

Roosevelt ES – A#03-102986 **\$48,000**
 Alteration to 6 C. R. buildings (Relocation) (3 C. R. Buildings added by Change order # 1).

Lincoln ES – A#03-105724 **\$8,000**
 Alteration to 1 C. R. Bldg (Relocation from Stockpile A # 103344).

Lugo ES – A#03-104614 **\$32,000**
 Alteration to 4 C. R. Bldgs (3 @ Lugo and 1 @ Roosevelt Elementary Schools)(Relocation).

Hacienda La Puente Unified School District **2016**
DSA Class 1 Inspector

Workman ES – A#03-117080 **\$249,000**
 Additions to 1-Kindergarten Building (Bldg. 1) with Two (2) Toilet Room Extensions (A#5340 & A#34036).

Los Altos ES – A#03-117281 **\$79,000**
 Relocation of 2-Classroom Buildings (Relocatable) 24x40 (Site: 03-111862), 24x40 (Site: 03-111862).

Fairgrove ES – A#03-117080 **\$31,000**
 Alterations to 1-Entryway at Administration Building (Bldg. N) (A#13513 & A#66814) and associated sitework.

Newton MS – A#03-117079 **\$46,000**
 Additions to 1-Administration Building (Bldg. A) (A#13784 & A#17883).

Mesa Robles K-8 School – A#03-117151 **\$79,000**
 Relocation of 1-24'x40' Relocatable Classroom Building (A#65839, S/N:19539-40).

Wedgeworth ES – A#03-117282 **\$230,000**
 Construction of 1-Classroom Building (Relocatable) (PC # 02-113876); Relocation of 1-Classroom Building (Relocatable) (Stockpile # 04-104798, Serial # 55549-01, 55549-02).

Los Molinos ES – A#03-117371 **\$225,000**
 Construction of 1-Classroom Building (Relocatable)(24'x40')from PC A#02-113876; Relocation of 1-Classroom Building (Relocatable)(24'x40') from same site A#03-104589 (s/n 30302/30303), 1-Classroom Building (Relocatable)(24'x40') from site A#03-111862 (s/n 08-428-01B/08-428-01A).

Mount San Antonio College **2015 - 2016**
DSA Masonry Inspector

Resource Center – A#03-116059 **\$102,000**
 Relocation of 1-Classroom Building (Relocatable)(40x60, Stockpile A#02-113928, S/N 14-155-003).

University of California, Irvine **2015**
DSA Class 1 Inspector

Multiple special inspections, numerous T-I projects, and Verizon cell tower.

University of California, Irvine **2014 - 2015**
DSA Class 1 Inspector

Parking Structure Solar Canopies **\$9.3 Million**
 Steel structures with solar panel roof/cover constructed on (3) individual parking structures.

Long Beach Community College District **2008 - 2015**
DSA Class 1 Inspector

Long Beach City College – A#03-112277 **\$22.2 Million**
 Alterations To 1-C.R./Admin. Bldg.(A 61928, Bldg. A), 2 C.R. Bldgs. (A 61928, A 41939, Bldgs. B & D), C.R./Lab./Student Union Bldg. (A 53153 Bldg. E).

Los Angeles Unified School District **2001 - 2015**
DSA Masonry Inspector

Corona Primary Center – A#03-105559 **\$7.1 Million**
 Construction Of Sixteen (16) C.R.-Two Story Double Loaded Corridor Bldg. W/ Basement Garage Parking.

Jefferson Primary Center – A#03-105172 **\$8.5 Million**
 Construction of 2-story C.R./Admin Bldg with underground parking, M.P. Bldg & K.G. Bldg.

Long Beach Community College District **2001 - 2015**
DSA Class 1 Inspector

Long Beach City College – A#03-105683 **\$6.9 Million**
 Alteration to 8 Cr Bldgs. & Shop Bldg.

San Diego State University **2013 - 2014**
DSA Class 1 Inspector

Steam System **\$3 Million**
 Steam system removal and replacement.

San Diego State University **2013 - 2014**
DSA Class 1 Inspector

Steam System Phase 2 **\$4.9 Million**
 Steam system removal and replacement.

Long Beach Community College District **2004 - 2014**
DSA Class 1 Inspector

Long Beach City College – A#03-108499 **\$13.7 Million**
 Construction of industrial technology bldg.

Long Beach Community College District **2009 - 2013**
DSA Class 1 Inspector
Long Beach City College – A#03-112930 **\$530,000**
 Relocation of 16-Classroom Buildings (Relocatable), 4-Toilet Buildings (Relocatable).

Long Beach Community College District **2010 - 2012**
DSA Class 1 Inspector
Long Beach City College – A#03-113348 **\$47,600**
 Alterations to 1-Classroom Building (Relocatable) From Stockpile A#02-106214; Relocation of 1-Classroom Building (Relocatable) From Stockpile A#02-106214.

Lynwood Unified School District **1998 - 2007**
DSA Masonry Inspector
Lynwood ES – A#03-100485 **\$4.2 Million**
 Construction of 22 C.R. Bldg/s (Relocatable), 2 Toilet Bldg/s (Relocatable), K.G. Bldg, Lunch Shelter & Screen walls; Alteration to Admin Bldg, M.P. Bldg & Tech Lab Bldg.

Magnolia School District **1998 - 2006**
DSA Class 3 Inspector
Esther Walter School – A#04-100682 **\$1.1 Million**
 Alterations To Six (6) Classroom Buildings; One (1) Kindergarten Building; One (1) Administration Building; And One (1) Multi-Purpose Building.

Lord-Baden Powell ES – A#04-100599 **\$1.1 Million**
 Alterations to 2-Classroom Buildings, 1-Administration Building, 1-Kindergarten Building.

Walt Disney ES – A#04-100600 **\$2.1 Million**
 Alterations to 5-Classroom Buildings (A#14080), 1-Administration Building (A#14080), 1-Multi-purpose Building (A#14080), 9-Relocatable Classroom Buildings (A#52307, A#55910, A#64487, A#47487, A#47470 & A#67369), 1-Kindergarten Building (A#14080).

Duarte Unified School District **2002 - 2004**
DSA Relocatable Classroom Inspector
Royal Oaks ES – A#03-106623 **\$127,000**
 Construction of Relocatable C.R. Bldg.

Theo Lacy Jail Expansion
Resident (ICC) Masonry, Concrete, & Fire Proofing Inspector
Pods "B" & "C"

Edwards Theatre Parking Structure
Resident (ICBO) Concrete/Post-Tension Inspector

Michelson Business Park
Resident (ICBO) Concrete/Post-Tension Inspector
Parking Structure

Edwin Pasache

DSA Class 1 Project Inspector #6272

PROFILE:

With over 30 years in the construction and inspection field, Mr. Pasache is an accomplished professional. His expertise spans various project types, ensuring compliance and quality across educational, residential, and commercial contexts. With a background encompassing roles from Building Inspector to General Contractor, he excels in managing intricate projects, fostering collaboration, and upholding high standards. Holding certifications and a strong educational foundation, Mr. Pasache is a skilled communicator proficient in both English and Spanish, dedicated to delivering successful project outcomes.

WORK EXPERIENCE:

Knowland Construction Services **2022 – Present**
Lifeline Education Charter School
DSA Class 1 Project Inspector

Seismic Retro Fit & Modernization Project #03-119939
 Provided DSA inspection services for the Rehabilitation of 1-(2)-story Commercial Bldg. for School Bldg. (REH #-10097). \$15M

Manhattan Beach Unified School District
DSA Class 1 Project Inspector

Pennekamp ES – A#03-120283 **\$6.5 Million**

2-Story modular build with elevator.

Pennekamp ES – A#03-120216 **\$8.1 Million**

Upgrade HVAC and F/A system, modernization of 7 buildings.

Inglewood Unified School District
DSA Class 1 Project Inspector

Oak ES – A#03-119483 **\$8 Million**

Modernization, FA, and HVAC system upgrade.

Oak ES – A#03-120838 **\$2 Million**

Installation of 8 relocatables.

Santa Monica-Malibu Unified School District
DSA Class 1 Project Inspector

A#03-119598 **\$6 Million**

JAMS-FA and HVAC upgrade.

Culver City Unified School District
DSA Class 1 Project Inspector

Linwood Howe Relocatable – A#03-120612 **\$450,000**

Culver City HS – A#03-120604 **\$455,000**

Dance floor upgrade.

EDUCATION:

University of Nevada, Las Vegas

1987 - 1989

Construction Management/Architecture

El Camino College

1984 – 1987

AA Degree – Construction/Auto Technology

Bishop Montgomery High School

1980 – 1984

Diploma – General Education

REFERENCES:

***Available upon request**

FOREIGN LANGUAGES:

Spanish – Speak, read, & write

City of Long Beach **2017 - 2018**
Building Inspector

El Camino College **2015 - 2018**
Part-Time Instructor

Graduated from ECC vocational program in 1988. Instructed students on plumbing, interior finishes, and exterior finishes.

Precision Construction Company (PCC) **1990 - 2017**
General Contractor

Monitored, provided direction, inspected, and maintained quality control on various ongoing projects to ensure proper and timely completion of jobs. Directly involved in the negotiating, estimating, budgeting, construction, and completion of Commercial / Industrial projects, SFR's (Single Family Residences), Insurance jobs and Tenant Improvements. Responsible for directing a variety of crews and subcontractors from demolition to roofing. Coordinated with sub-contractors regarding permits, city inspections, work scheduling, safety, product deliveries, site management and approval of work specified in contracts. Delegated assignments to qualified field personnel as needed. Knowledgeable in construction procedures, building codes, estimating, and scheduling.

Long Beach City College **2007 - 2009**
Part-Time Instructor

Taught home remodeling classes to a diverse student class. Responsibilities included instruction of complete construction process; from project feasibility, zoning & permit process to actual building of construction project. Hands-on instruction comprised of installation of all building materials including wood framing, concrete pour, rough plumbing, rough electrical, rough mechanical, roofing and interior finishes.

City of Los Angeles Housing Authority **1997 - 2008**
Construction Inspector

Monitored all aspects of work to ensure an acceptable level of quality, workmanship, and timely completion. Created and maintained a professional working relationship with parties on-site and off-site. Acted as liaison between contractor and project manager's team consisting of architects, engineers, and various specialists.

Los Angeles International Airport **1993 - 2008**
Ramp Agent Part-Time
United Airlines

Loaded and unloaded baggage on planes as they arrived and departed.

El Camino College **1995 - 1996**
Carpenter

Torrance, CA

Assisted senior carpenter and facilities supervisor with the remodeling of new nursing center at El Camino College.

**Los Angeles International Airport
1987**

1984 -

Ramp Agent

Delta Airlines

Loaded and unloaded baggage from planes as they arrived and departed. Used belt loaders and tugged carts to move baggage. Worked in bag room and freight department when necessary.

Paul Tsoi

DSA Class 1 Project Inspector #0664

PROFILE:

Mr. Tsoi is a quality-driven individual with over 35 years of experience as DSA inspection, carrying extensive knowledge of inspection procedures and a commitment to the required building code and regulations. Paul has experience in modernizations, new construction, modular projects, specialty buildings, Relocatable, In-plant, site work and infrastructure, HVAC projects and ADA projects with contractors and licensed professionals. Skilled in various inspection methodologies, including visual, non-destructive, and destructive testing. Dedicated to upholding construction integrity to deliver high-quality work.

WORK EXPERIENCE:

Knowland Construction Services **November 2023 - Present**

DSA Class 1 Project Inspector

Lawndale Elementary School District – Will Rogers MS Administration Building Renovation #03-122272

Additions to 1-Admin. Bldg. J (A-6849, A-9109, A-14642, A-15794, A-103412) & Bldg. K (A-6840, A-9109, A-20274, A-103412).; Alterations to 1-Admin. Bldg. J (A-6849, A-9109, A-14642, A-15794, A-103412) & Bldg. K (A-6840, A-9109, A-20274, A-103412). \$5.2M

Knowland Construction Services **June 2023 – January 2024**

DSA Class 1 Project Inspector

Lawndale Elementary School District – William Anderson ES Wellness Center #03-122109

Construction of 1-50'x32' Modular Wellness & Activity Building (PC-04-119219), and Associated Site Improvements. \$821K

Knowland Construction Services **2020 – 2023**

DSA Class 1 Project Inspector

Centinela Valley Union High School District – Leuzinger High School Athletic Facilities Improvement #03-121155

Provided inspection services for the Alterations to 1-Track & Field, Baseball & Softball Fields, and Site Improvements; Construction of 2-Netting support structures, 1-Home Concession Bldg 1, 1-Visitor Concession Bldg 2, 2-Home Bleacher with Press box & Visitor Bleachers, 4-Dugout Structures, 15-Sports Light Poles, 3-Scoreboards (per PC 04-116017) at Leuzinger HS. Scheduled and witnessed testing, sampling and inspection of various types of special inspections (concrete, masonry, soils, welding, fire proofing) during construction. Provides detailed reports noting conformances and any non-conformances for all inspections performed. Performed inspections involving various structural aspects

Knowland
CONSTRUCTION SERVICES



Paul Tsoi

DSA Inspector
www.KnowlandInc.com

CERTIFICATIONS:

DSA Class 1 Project Inspector #0857

DSA In-Plant Inspector

General Building Inspector, 1999
Class I #857

Relocatable Building Inspector, 1994
Approved #S-0216

Relocatable Building Inspector 1998
(In-Plant), #664

Shotcrete Inspector 2002 Approved-
#2773 (Exp. 12-31-2019)

> American Concrete Institute
(A.C.I.)

2000 Certified and Approved

> American Welding Society
(A.W.S.)

1993 Certified and Approved

> International Code Council (I.C.C.)

Certified (Structural Steel & Welding)
Inspector # 65491 in 09/25/93 till
present 2.Certified (Reinforce
Concrete) Inspector #64850 in
07/17/93 till present

OSHPD Class A Project Inspector #A-
20254

EDUCATION:

Illinois Institute of Technology:
Chicago, IL, May 1976 / B.S.
Degree in City & Regional
Planning

of construction including welding, high strength bolting, spray applied fireproofing, masonry, and soils. \$26.5M.

Knowland Construction Services **2018 –2020**
DSA Class 1 Project Inspector

Centinela Valley Union High School District – Leuzinger High School Phase 3 – Historic Main Building Modernization

Provided inspection services for the existing modernization of historic Main Building & Media Center at Leuzinger HS. Scheduled and witnessed testing, sampling and inspection of various types of special inspections (concrete, masonry, soils, welding, fireproofing) during construction. Provides detailed reports noting conformances and any non-conformances for all inspections performed. Performed inspections involving various structural aspects of construction including welding, high strength bolting, spray applied fireproofing, masonry, and soils. \$29M.

DSA Class 1 Project Inspector **1999-2015**
Los Angeles Unified School District

Provided inspection services for various projects for LAUSD. Provided Project Management , Facilities Project Manager. Scheduled and witnessed testing, sampling and inspection of various types of special inspections (concrete, masonry, soils, welding, fire proofing) during construction. Provides detailed reports noting conformances and any non-conformances for all inspections performed.

DSA Class 1 Project Inspector **1998-1999**
Long Beach Community College District – Building D “Math & Science”

Provided inspection services for DSA #49-06184. \$12Million Buildings “D” Math & Science Building. Modernization (three story building). Construction Inspector (1D.W.Si.nAd.oAwp-pinrofvileld&) door-in fill (shotcrete)2.Expanded 6” exterior wall to 12” shotcrete wall Architect: Kruger, Bensen, Ziemer Architect Inc. Contractor: D.J Amoroso Construction. \$12M

DSA Class 1 Project Inspector **1997-1998**
Palos Verdes Peninsula Unified School District – #03- 066685

Provided inspection services for modernization of High School Installation of New A/C Unit for classrooms and new roof and update ADA requirement. Architect: HMC Group. Contractor C-DAD, Inc. Scheduled and witnessed testing, sampling and inspection of various types of special inspections (concrete, masonry, soils, welding, fire proofing) during construction. Provides detailed reports noting conformances and any non-conformances for all inspections performed. \$3.3M

DSA Class 1 Project Inspector **1996-1997**
Fontana Unified School District – Dale Elementary School

Provided inspection services for \$7.8 million. New Construction of 8 buildings Type II Concrete Masonry Construction Architect: Ralph Allen & Partners Contractor: Douglas E. Barnhart, Inc. Scheduled and witnessed testing, sampling and inspection of various types of special inspections (concrete, masonry, soils, welding, fire proofing) during construction. Provides detailed reports noting conformances and any non-conformances for all inspections performed. \$7.8M

REFERENCES:

Jesse Romero (HMC architects)
 (909) 989-9979
jesse.romero@hmcarchitects.com;

John Stocks – TELACU
 (714) 450-2345
jstocks@telacu.com

Eric Mirabal – CVUSD
 (31) 263-3200 ;
mirabale@centinela.k12.ca.us;

James Lin – DSA Field Engineer
 (714) 497 – 7183;

DSA Class 1 Project Inspector **1994-1996**

Alhambra Unified School District - Alhambra High School

Provided inspection services for various projects a \$14 million addition to High School building, addition Type II Three storied building with basement Architect: H.M.C. Group Contractor: Gentosi Brother Construction. Scheduled and witnessed testing, sampling and inspection of various types of special inspections (concrete, masonry, soils, welding, fire proofing) during construction. Provides detailed reports noting conformances and any non-conformances for all inspections performed.

DSA Class 1 Project Inspector **1992-1994**

El Camino Community College District – Library Building Alteration

Provided inspection services for various projects for ECCCD. Scheduled and witnessed testing, sampling and inspection of various types of special inspections (concrete, masonry, soils, welding, fire proofing) during construction. Provides detailed reports noting conformances and any non-conformances for all inspections performed.

DSA Class 1 Project Inspector **1987-1991**

Montebello Unified School District

Provided inspection services for various projects for LBCCD. Scheduled and witnessed testing, sampling and inspection of various types of special inspections (concrete, masonry, soils, welding, fire proofing) during construction. Provides detailed reports noting conformances and any non-conformances for all inspections performed.

Mark Palmer

DSA Class 1 Project Inspector #5978

PROFILE:

Mark Palmer has been a certified DSA Inspector of Record for over 40 years. Mark carries extensive knowledge of DSA inspection procedures for both school and hospital construction as well as municipal projects. Mark also served as a construction manager in his earlier days making him a valuable asset to any project with unique inspection perspective. Mark understands all the requirements of DSA and quality standards set by the District. Mark is a highly professional building official certified by the DSA, OSPHD, ICC, and ACI.

WORK EXPERIENCE:

Knowland Construction Services **2021-Present**
Quality Control Manager/DSA Class 1 Project Inspector

Los Angeles Unified School District – South Shores Magnet School for the Visual and Performing Arts A -

03-119529 Provided quality control services for the construction of Construction of 1-(2)-story Student Services Building and Site Improvements (\$32.5 million); and for the construction of 1-(10'x70') Canopy Structure, 1-(18'x36') Greenhouse, 1-Autoclave Building, 1-Classroom Building (Discovery Lab) and Site Improvements. (\$19.5 million).

Knowland Construction Services **2020-2021**
DSA Class 1 Project Inspector

El Camino College District – ECC Student Activities Relocation Project A - 03-120138

Provided DSA inspection services for the alterations to 1-Communication Building (A# 21956, 03-109222, 03-110249).

Knowland Construction Services **2020**
DSA Class 1 Project Inspector

Anaheim Union High School District – Magnolia High School Site Improvements

Provided DSA inspection services for the alterations to 1-Tennis Courts and Site Improvements, 1-Science Building B (restroom), 2-Classroom Buildings A-1 & A-2 (restrooms); Construction of 4-Shade Structures, 1-Stage/Plaza Area; Relocation of 2-Classroom Buildings R1 & R2 (Relocatable).

Knowland Construction Services **2019-2020**
DSA Class 1 Project Inspector

Long Beach Community College District – Pacific Coast campus Building P2 PS Parking Structure A - 03-119691

Knowland
 CONSTRUCTION SERVICES



Mark Palmer

DSA Inspector

www.KnowlandInc.com

REGISTRATIONS/ CERTIFICATIONS:

DSA Class 1 Project Inspector #5978

OSHPD Class A Project Inspector #A10550

AWS Certified Welding Inspector ICBO

Building Inspector #46355 ICBO

Structural Steel Welding & Bolting Inspector #32698

Certified Medical Gas Inspector Level 1
 Ultrasonic Testing Tech ICC Prestressed Concrete

ICC Reinforced Concrete

ICC Structural Masonry

REFERENCES:

Available upon request.

Provided DSA inspection services for the Construction of 1- (3)-story Parking Structure and Site Improvements. These Improvements Provided All Necessary Utilities Including a Sanitary Sewer Lift Station with Force Main.

Knowland Construction Services **2017-2019**
DSA Class 1 Project Inspector
San Marcos Unified School District -Alvin Dunn K-8 School A - 04-115855, 04-116200 & 04-116805

Construction of 1-Classroom Building B, 1-Shade Structure. Alterations to 1-Site Improvement; Construction of 1-Administration/Classroom Building A, 1-Shade Structure 20'X 42. Construction of 1-Multi-purpose/Gymnasium Building, 1-Soccer Field, 1-Bus Drop-off, 2-Shade Structures (20'x42', PC#02-113840). Project Cost: \$44,736,452.00

Knowland Construction Services **2016-2017**
OSHPD Class A Project Inspector
United States Postal Services- Los Angeles Department of Water and Power – Hecate Development Services – Feed in Tariff Program

Inspect all Facets of Municipal Inspections from Foundations through Certificate of Occupancy for 11.709MW PHOTOVOLTAIC SYSTEM INSTALLATION AT 7001 S. CENTRAL AVENUE – LOS ANGELES, CA 90052.

Knowland Construction Services **2016-2017**
OSHPD Class A Project Inspector
Kaiser National Inspection Services Inc. - Compass Inspection Consultants, Inc.

Project Scope: Office of Statewide Health Planning and Development (OSHPD) Inspector of Record (IOR) A-10550 for Kaiser Los Angeles Medical Center 4867 Sunset Boulevard Los Angeles CA 90027

Knowland Construction Services **2016**
OSHPD Class A Project Inspector
Anderson Penna Partners / Advanced Special Inspection, Inc.
City of San Juan Capistrano - Development Services - Building and Safety Services - Inspect all Facets of Municipal Inspections from Foundations through Certificate of Occupancy for Hospitality, Light Industrial, Commercial and Residential Facilities

Knowland Construction Services **2016**
DSA Class 1 Project Inspector
William S. Hart Union High School District, New Theater A - 03-114803

Saugus High School Auditorium constructability review, plan review, code compliance review, specifications conflict and structural concrete, structural concrete masonry unit, HVAC and electrical meeting agendas.

Knowland Construction Services **2015**
OSHPD Class A Project Inspector
Anderson Penna Partners / Advanced Special Inspection, Inc.
Project Scope: County of San Diego - Department of Planning & Development Services -- Building Division
Inspect all Facets of Municipal Inspections from Foundations through Certificate of Occupancy for Commercial and Residential Facilities.

Knowland Construction Services **2013-2015**
DSA Class 1 Project Inspector
San Bernardino City Unified School District
Vermont Elementary School A - 04 -110627 - Construction of 1-Classroom Building (PreFas© Two-Story Pre Fab Tilt up - PC 04-109260 12 Classrooms) and Site Work.
Vermont Elementary School A - 04 -110708 Construction of 2-Kindergarten Classroom Buildings "PSK-1 & PSK-2" (36x40 Relocatable PC04-109404).
Vermont Elementary School A - 04 -114604 Alterations to 1-Multi-purpose Building (Relocatable) building D; Construction of 1-Walk In Refrigerator Unit.

Knowland Construction Services **2013**
DSA Class 1 Project Inspector
Saddleback Valley Unified School District - Trabuco Hills High School A - 04-112015
Project Scope: Alterations to 1-Classroom Building 100 (A#44807, 49429), 1-Multi-purpose Building 200 (A#44807, 57584), 1-Shop Building 300 (A#44807, 64393), 1-Classroom Building 400 (A#44807).

Knowland Construction Services **2012-2013**
DSA Class 1 Project Inspector
San Bernadino Valley College Central Plant A - 04 -111874
Construction of 1- New 1,000,000 gallon Thermal Energy Storage Tank, 1-Central Plant - Alterations to 10-Campus Buildings: 1-Campus Center Bldg (04-105114), 1-Media Center Bldg. (04-109146), 1-Library Bldg. (04-103276), 1-Liberal Arts Bldg. (A33780), 2-Life Science Bldgs. (04-103276), 1-Art Bldg. (04-105449), 1-Physical Sciences Bldg. (04-109148), 1-North Hall Bldg. (04-109147), 1-Business Bldg. (04-103653), Thermal Energy Storage Tank & Central Plant Constructed by Chicago Bridge & Iron.

Knowland Construction Services **2012**
DSA Class 1 Project Inspector
Placentia Yorba Linda Unified School District - Multiple Concurrent Projects
El Camino High School A - 04 -111443
El Dorado High School Performing Arts Center A - 04-111491
Valencia HS Interim Housing A - 04 -112535 Yorba Linda HS Interim Housing A - 04 -112519 Yorba Linda HS Musco Lighting A - 04 -111826 File No. 30 – H12
I.O.R. - Assist P. M. in C.O. Negotiations - Shop Drawing and Product Data Review and Approval - Provide Technical Assistance to Team Members as Needed - Work in Place Review.

Knowland Construction Services **2010-2012**
DSA Class 1 Project Inspector
South Region Elementary School No. 10 A-03-112554 - Taisei Construction Corporation
Construction of 1-Admin/C.R. Building, 1-Classroom Building, 1-Multi-purpose/Food Service Building. MEP Coordination - Quality Control Manager - Assist P. M. in C.O. Negotiations - Shop Drawing and Product Data Review and Approval - Provide Technical Assistance to Team Members as Needed - Work in Place Review.

Knowland Construction Services **2010**
DSA Class 1 Project Inspector
South Region High School No. 12 A - 03-111424
Construction of ADMIN BLDG; C.R. BLDG;
GYMNASIUM/MP/UNDERGROUND PARKING BLDG; FOOD SERVICE/M&O BLDG; POOL BLDG; OUTDOOR POOL; LUNCH SHELTER; SERVICE YARD ENCLOSURE; ATHLETIC FIELD & TENNIS COURTS; SITE WALLS; SITE WORK. MEP Coordination - Quality Control Manager - Assist P. M. in C.O. Negotiations - Shop Drawing and Product Data Review and Approval – Provide Technical Assistance to Team Members as Needed - Work in Place Review.

Knowland Construction Services **2008-2010**
DSA Class 1 Project Inspector
Central Region Elementary School No. 16 A - 03-109820
\$ 40 million 3 Story Str. Steel Moment Frame - Type 2 FR with CIP Underground Parking and a Type 1, A / B Occupancy Multi - Purpose Building for LAUSD in Los Angeles CA. MEP Coordination - Quality Control Manager - Assist P. M. in C.O. Negotiations - Shop Drawing and

Product Data Review and Approval - Provide Technical Assistance to Team Members as Needed - Work in Place Review.

Knowland Construction Services **2006-2008**
OSHPD Class A Project Inspector

St. Joseph's Hospital Cancer Center - Willdan - David Khorram - Bldg Official City of Orange.

\$ 100 million dollar Cancer Center, 7 Story Medical Office Building and 7 Story Pre-stressed Parking Structure located in Orange, CA. .Plan Reviewer for City of Orange / Inspector of Record (OSHPD) Additional duties included Specification and Plan Review for all 3 Structures, including Design and Code Analysis of Design Build High Rise Smoke Control System as per OSHPD, Title 24, AADAG, St. Joseph Health System Specifications and California Department of Public Health Division of Licensing Certification per Title 24 CCR's.

Knowland Construction Services **2004-2005**
DSA Class 1 Project Inspector

California State University Performing Arts Facility:

\$ 40 million dollar, 108,389 Sq.Ft. Structural Steel and Structural Masonry Type 1, with Musical Performance, Ballet and Acting Theatres, Fullerton, CA. Senior Building Inspector /Inspector of Record - Assist P. M. in C.O. Negotiations - Shop Drawing and Product Data Review and Approval - Provide Technical Assistance to Team Members as Needed - Work in Place Review.

Knowland Construction Services **2001-2003**
OSHPD Class A Project Inspector

West Valley Detention Center

\$ 220 million dollar, \$ 740,520 Sq. Ft. Structural Steel and Structural Masonry Type 1, I3 Occupancy I3, 2500 Bed Facility, Rancho Cucamonga, CA. Inspector of Record /Senior Building Inspector - Assist P. M. in C.O. Negotiations - Shop Drawing and Product Data Review and Approval – Provide Technical Assistance to Team Members as Needed - Work in Place Review.

Knowland Construction Services **1998-2002**
DSA Class 1 Project Inspector

Newport Harbor High School Interim Housing, A - 04 -

105213: \$2.5 million project, Newport Beach, CA.

Newport Harbor High School Pool Renovation, A - 04 - 104932:

\$1.2 million project, Newport Bch, CA.

College Park Elementary School, A - 04 - 105213: \$2.5 million project, Costa Mesa, CA.

Junipero Serra High School, A - 04 – 104217, : \$7.5 million project,

5156 Santo Road San Diego 92124.

Jean Farb Middle School, A - 04 - 104199: \$5 million project, San Diego, CA.

DePortola Middle School, A - 04 -104161: \$ 4 million project, San Diego, CA.

Nichols Elementary School, A - 04 - 100678: \$10 million project, Oceanside, CA.

Perris Union High School, A - 04- 51499: \$60 million dollar High School project, Perris, CA.

Vista Verde Middle School, A - 04- 54618: \$18 million dollar Middle School project, Moreno Valley, CA.

Thomas Rivera Middle School, A - 04 - 54710: \$18 million dollar Middle School project, Moreno Valley, CA.

Rainbow Ridge Elementary School, A - 49330: \$ 14 million dollar structural masonry and structural steel, Moreno Valley, CA.

Knowland Construction Services **1998-1999**

DSA Class 1 Project Inspector

Wilson High School Reconstruction, A - 60674:

\$ 22 million dollar reconstruction with new finishes, MEP systems and two structural steel towers with elevators for handicap access, Long Beach, CA.

Knowland Construction Services **1996-1997**

DSA Class 1 Project Inspector

La Tierra Elementary School Modernization, A - 51635,

1415 N. La Tijera Blvd., Inglewood, CA 90302: \$ 1.5 million dollar reconstruction with Asbestos Abatement, Roof Structure reconfiguration, New Finishes, MEP systems and Casework.

Knowland Construction Services **1987-1988**

DSA Class 1 Project Inspector

Victor Valley College Campus Center, A - 04-47330:

\$5 million dollar, structural masonry and structural steel project spanning a lake, Victorville, CA.

TAB 3 - SCOPE AND METHODOLOGY / DSA INSPECTION PROCESS



SCOPE & METHODOLOGY

KCS has worked on numerous high-profile projects within community college districts that were formatted to be collaborative in nature. Due to KCS's anticipated growth to a total of 60 DSA IORs (statewide), we have extensive experience of successfully working with Districts in staffing multiple project along maintaining good relationship with the Offices of DSA.

We currently have multiple IORS working nearby on various K-12/Community College District projects near the Los Angeles area. Information regarding each KCS personnel (IOR, PMs, engineers) experience will be outlined in their resumes. Our approach will be to focus on the following efforts to maximize our effectiveness and benefit the Client. KCS specific duties include:

Pre-Construction:

During the pre-construction phase, Knowland Construction Services can perform the following:



- KCS can perform plan review, constructability, and highlight & tab plans.
- KCS can develop required submittal list for submission to owner & architect.
- KCS can develop close-out documents list for submission to owner / architect.
- KCS can develop materials testing & inspection program based on the plans and project schedule.
- KCS can assist in development of testing lab RFP, if needed.
- KCS will read and tab specifications, and highlight testing requirements in yellow, close-out requirements in green, and required submittals in blue.
- KCS can develop the project close-out binder based on the plans and T&I sheet.
- KCS can review Client Standards.
- KCS can walk path of travel to verify compliance with the contract documents and perform site surveys.
- KCS can participate in:
 - Team Building: Define roles, responsibilities, communication channels, of various partners in the project.
 - Affirm the shared goals and commitment of the project team members.
 - Pre-construction meeting with DSA field engineer and project team: Review T&I sheet for accuracy.
 - Discuss close-out procedures with the architect, IOR, testing lab, AOR and owner.

Construction:

During the construction phase, Knowland Construction Services can perform the following:

- KCS will perform construction administration - monitoring, processing

reporting and evaluation of construction activities.

- KCS will serve as the owner's representative and coordinate with other owner consultants.
- KCS will conduct progress meetings to review and facilitate resolution of any items that may impacts construction process,
- KCS will perform construction scheduling – creation of preliminary schedule, review, and impact analysis of contractor's schedule
- KCS will manage change orders (evaluation, recommendation, and processing)
- KCS will monitor the construction process to anticipate difficulties, resolve issues early, and keep work flowing – (daily progress logs, videotaping and digital (photography).
- KCS will administer progress payments to assure that work milestones are met and that expenses are paid in a timely manner
- KCS will monitor the project site to ensure that the contractor provides a safe environment.

- KCS will create punch list items.
- KCS will coordinate quality management (inspection services and quality assurance).

Commissioning / Close-Out

During each month of construction, documentation is uploaded to our website for viewing by the project team or turned into the Client and architect in a binder so the information is available as it is collected, along with daily reports, photographs and other important documentation. A "construction issues" log is distributed at each construction meeting so there are no surprises at the end of the project. KCS will work with the contractor, commissioning agent and owner to verify punch completion, and receipt of required document submittals to comply with all project close-out. KCS will meet with the project team and evaluate the project and go over "lessons learned" we may utilize on future projects.

Coordination of the Duties of the Inspector of Record

The Project Inspector shall administer duties per the DSA 152 Manual and per the DSA 152 Inspection Card as determined by the AOR. The Architect of Record(AOR) and Project Inspector (PI) shall ensure that Administrative Requirements Responsibilities of DSA PR 13-01 are monitored and followed.

Knowland Construction Services will ensure coordination with the owner's representative and AOR on monthly basis to review the KCS company School District PI Performance Checklist to ensure proper Job-File Record keeping and DSA Drop Box project information monitoring follows PR-13-01 requirements. The PI and AOR shall be responsible for monitoring that the Geotechnical Engineer, Special Inspectors (SI) and Lab of Record (LOR) Daily reports, 41



Verified Reports and Final Verified Reports are filed with DSA.

For Knowland Construction Services, the Inspectors Duties also include the following:

- Be familiar with the plans and specifications and the general contractor's plan of operations and construction and changes to the plan of operations and construction.
- Personally observe, check and measure items placed in the construction for compliance to the contract documents, technical instructions from the Architect of Record and directives from the Owners authorized representative.
- Supervise and/or perform on-site testing and ensure that all required field and off-site tests are performed by the Laboratory of Record (LOR), the contractor or the Architect of Record as specified in the contract documents. Check and report all failed tests to the project manager, the Owners authorized representative, the contractor, and the Architect of Record and request instructions regarding resolution. Assist the project manager in checking billings from the testing laboratories to see that billings reflect only tests actually performed and requested, and that unit rates match personnel used and tests performed. Ensure that the DSA 156: Commencement/Completion of Work
- Notification is utilized throughout the course of the project for all major installations and milestones as indicated in the Critical Path Schedule.
- Provide notice of any work started prior to shop drawing final approval from Architect of Record.

- Inspect all materials immediately upon their delivery to the site to ensure that they comply with the specifications and approved submittals and shop drawings, and are in good condition, new, undamaged, etc. For items or work that is non-compliant identify in writing a DSA 154 Notice Deviation in consultation with Architect of Record and DSA Field Engineer.

- Receive samples which are required to be furnished at the job site; record date received and from whom, notify Architect of Record of their readiness for examination, record Architect of Record's approval or rejection; and maintain custody of approved samples. Confer with Architect of Record to identify mock-up samples required; determine where and how mock-ups are executed, and ensure adherence to design specifications and documents.

- Record the Architect of Record's and design consultant's verbal instructions during field supervision trips, in the Project Inspector's daily diary for that day or on a field instruction report. Whenever contacting a consultant directly, the inspector shall review the situation with the Architect of Record before issuing instructions. Should there be any question by the PI as to the consultant's instruction, he shall consult the Architect of Record whose decision shall govern.

- Record and provide copies of the DSA Field Engineer site visit's and notify the AOR, project manager, Contractor, and OAR regarding content of visit and issues requiring resolution.

- Assist in relaying instructions from the Owners authorized representative and the Architect of Record to the contractor and in relaying problems from the contractor to the

Architect of Record and Owners authorized representative for solution. Actively assist in securing decisions and clarification from the Architect of Record in a timely manner.

- Monitor Architect of Record submittal log to assure all submittals are approved in a timely manner (this includes resubmittals). Identify long lead submittals and critical path impacted submittal issues.

- Review the contractor's work on the required record drawings weekly to ensure that they are accurately marked up as required. Report any non-compliance at project meetings.

- Check the contractor's estimate of work completed for partial payments based on the approved cost breakdown.

- Monitor progress schedule to reflect work completed vs. actual time. Verify durations and resources have not been revised unless approved by the school district. If revised must submit new baseline revision for review.

- Advise the project manager, the Owners authorized representative, and the Architect of Record of circumstances surrounding requested changes in the work.

- Maintain a daily diary describing the general work performed, noting problems, rejections, and unusual events. The diary should be completed daily, and factually. The diary should reflect the contractor's activities each day and include weather conditions and personnel working. The diary shall be signed in ink below the last entry; if the diary is electronic in form, print out each day's diary, sign in ink below last entry, and maintain signed copy to file. Fill out and transmit to the Owners authorized representative a

report of injury whenever there is an accident. Provide a weekly report on the form provided (utilizing form "Project Daily Status Report". The daily/weekly reports shall be reconciled.

- Assist the owners authorized representative, the project manager, and the Architect of Record in the final inspection and project acceptance phase.

- Upon completion of the project, review with the project manager and the Architect of Record any and all guarantees, keying, operating instruction, completion of final punch list items, etc., that are called for in the project documents. Confirm that these are received before certifying the completion of the work in writing.

- Execute the Certification of Completion form, at completion of construction, that the project was constructed in accordance with the project documents.

- Complete and transmit the Project Closeout Checklist to the Owners authorized representative.

- Enforce the restrictions particular to the project as identified in the special conditions and Division I requirements.

- Report to the Owners authorized representative and the project manager poor performance or any acts prejudicial to the Board of Education interests. This report shall be in writing, verifying a telephone call to the Owners authorized representative whenever such conditions may come to inspector's attention.

- Ensure that Special Inspectors (SI) and Lab of Record (LOR) Inspectors prepare detailed

daily inspection reports outlining the work inspected and provide the project inspector a copy of the reports within one day of the day the inspections were performed (Per PR 13-01).

- Immediately submit reports of materials or work not conforming to the requirements of the DSA-approved construction documents. These reports shall be submitted to DSA, the architect, structural engineer, project inspector and the school district (Per PR 13-01).

- Submit daily special inspection reports in a timely manner such that construction is not delayed and not to exceed seven days from the date the special inspections were performed. The reports are to be submitted to the architect, structural engineer, and the school district. As a convenience, and if agreed upon by involved parties, the special inspection reports may be submitted electronically as identified in Section 4 of this procedure and within 14 days of completion of the SI work (Per PR 13-01).

Conduct of the Inspector of Record (IOR)

The Inspector of Record (IOR) in the conduct of the project must:

- Maintain an effective working relationship with the contractor, the AOR, the campus,

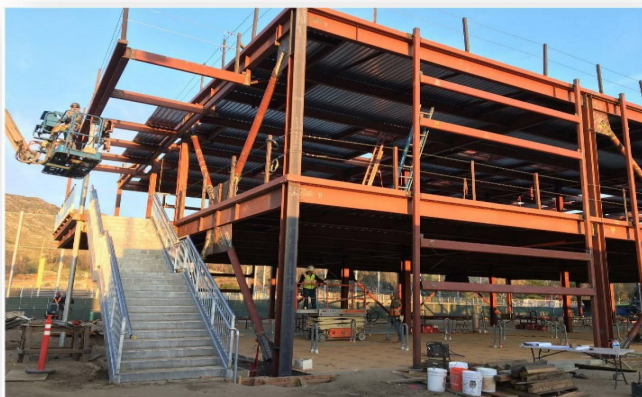
and the project manager, so as to safeguard the interest of the Board of Education;

- Be tactful, firm, and fair in his/her insistence to the adherence of the intent of the contract documents.

- Review and inspect work and materials in a timely manner so as to avoid, as much as possible, disruption to the schedule or work already in place;

- Rely on the Architect of Record to solve technical problems during construction;

- Exert extreme care that verbal and written communications to the contractor cannot be misinterpreted as changes in the scope of the work, or a change in the contract amount, unless the communication has the written approval of the Owners authorized representative.



DSA Processes / Closeout

Knowland Construction Services has over 30 years of extensive DSA Project Inspection/Inspector of Record experience in both New Construction and Modernization projects. Knowland Construction Services has significant experience in managing complex inspection service programs for DSA projects. Most importantly, KCS has managed quality assurance inspection services on numerous theatres and performing arts complexes.

DSA INSPECTION CARD PROCESS

The DSA 152 Project Inspection Manual and Inspection Card process was developed by DSA and specifically Chet Widom, the California State Architect, in 2013. The DSA 152 Manual and Inspection Card is intended to provide a process of incremental inspection approvals like residential construction. In addition, the DSA 152 Manual and Inspection Card is intended to ensure that all inspections occur contemporaneously. The DSA Inspection Card process is like a concurrent certification that ensures DSA 103 Testing and Inspection requirements are met, serves as a PI interim report and a reminder list of items still to be completed. The DSA 152 process also renamed the inspectors from Inspector of Record (IOR) to Project Inspector (PI). DSA has also implemented a central information depository of record form requirements named the DSA Box. All inspectors must upload documents that are required during the construction process leading to final close-out. The primary purpose is that inspections occur prior to covering of the work and the timely receipt of required documents is implemented.

In parallel to the DSA 152 manual and inspection cards, DSA also developed PR 13-01 Construction Oversight Process to specify the roles and responsibilities of all parties involved in the construction process including the Architect of Record (AOR), PI, Contractors, School District, Laboratory of Record (LOR) and their Special Inspectors (SI), and Geotechnical Engineer of Record. The Project Inspector is administratively supervised by the owner's authorized representative and receives technical direction from the Architect of Record and DSA Field Engineer. The PI ensures that all inspections and tests required by the contract documents are completed, and the PI is required to certify that the project is completed in accordance with the documents. The Project Inspector must be certified by DSA to provide services for K-14 schools.

The intent of PR 13-01 is to provide a required, prescribed method for compliance with regulations, communication, and documentation of status of construction inspections and material testing. PR 13-01 defines the inspection card process, roles, and responsibilities including PI duties, the use of the DSA

152 Inspection Card Manual and as a Testing and Inspection reference tool for Inspectors.



At KCS we believe that the construction process really should begin in the design stages with field knowledge of the work being designed. Knowland Construction Services has extensive field experience and can work with districts at the various stages of design with practical experience of implementation and constructability. The pre-construction process should begin with a thorough constructability review of the system components and requirements of inspection. The procedures outlined in PR 13-01 describe the necessary process requirements to ensure that all DSA approved documents are provided and installed to the documents developed by the professional in charge and approved by DSA. In addition, PR 13-01 describes the process of documenting changes to the plans using Construction Change Documents (CCD). There are two different types of documents: CCD A and CCD B. CCD A affects those areas of scope identified by the AOR that affect the three main areas of DSA approved documents: Structural, Fire/Life Safety and Access Compliance (ADA). CCD A's must be approved by DSA prior to commencement of changes to work. CCD B's describe changes that do not affect structural, fire/life safety and accessibility (i.e., carpet, color of casework, and finishes) and do not have to be submitted to DSA for change approval. Managing changes to the documents is critical for understanding impacts to the schedule and ensuring detailed information is available for post-construction as-builts. Procedurally each separate building on the project must have its own card and the site work should have its own separate inspection card. Finally, the intent of PR 13-01 and the DSA 152 Manual is to ensure necessary tests and inspections occur and documents received and are in the job file prior to approving (signing off) each applicable block and section of each inspection card. Inspector Card blocks cannot be signed off until the following occur:

- Completed work complies with DSA approved construction documents.
- All necessary testing and inspections are complete.
- All relevant DSA Field Trip Notes are resolved.
- All necessary documents are received by the PI.



Contractors may be prohibited from proceeding to additional work without sign off. In addition, if Contractor proceeds to cover up work prior to sign off, a Stop Work Order may be issued by DSA.\

When a Stop Work Order is issued for DSA (Division of the State Architect) inspections, Knowland Construction Firm or the inspector involved would typically follow these steps:

- **Assessment:** They would first assess the reason for the Stop Work Order. It could be due to safety concerns, code violations, incomplete paperwork, or any other regulatory issues.
- **Communication:** The construction firm or inspector would communicate with the relevant authorities to understand the specific issues that led to the Stop Work Order.
- **Corrective Action Plan:** They would develop a corrective action plan to address the issues raised in the Stop Work Order. This may involve rectifying any safety hazards, bringing the construction project up to code, completing necessary paperwork, or addressing any other compliance issues.
- **Documentation:** Throughout the process, detailed documentation of all actions taken would be maintained. This documentation would be important for demonstrating compliance and resolving any disputes with regulatory authorities.
- **Resumption of Work:** Once the issues highlighted in the Stop Work Order are satisfactorily addressed and verified by the inspector or relevant authorities, work can resume on the construction project.

- **Preventive Measures:** Additionally, measures may be put in place to prevent similar issues from arising in the future. This could involve enhanced oversight, training for staff, or procedural changes to ensure compliance with DSA regulations and other relevant standards.

Ultimately, the goal of both the construction firm and the inspector would be to ensure that the construction project proceeds safely, complies with all relevant regulations, and is completed in a timely manner.

Knowland Construction Services has developed a Project Inspection Request form for contractors to submit for required inspections. The form is intended to require contractors to meet the notice requirements for inspection but also to require that work be ready for inspection. The inspection request also protects the owner regarding proper preparation of the work requested and that all preparatory and follow on work is ready for subsequent activity. KCS also realizes that construction activities are fluid and may require instances when proper requests may not be met, however every inspection will have a form describing the work inspected, status of work and evaluation of completeness per the DSA documents regardless of a formal request for inspection is provided.

Knowland Construction Services employs various methodologies for ensuring work is completed in a continuous process prior to final card block sign off. Incremental sign off the work is documented via plans and photos to document the progressive nature of construction. Our inspector will cloud applicable areas inspected to the applicable sheet of the DSA approved documents. We will make sure that a progressive process of identification is noted on the plan area of the work being inspected. In addition, if the inspection is not installed properly KCS will initially notify the contractor verbally and reschedule for re-inspect and follow up with written notifications to team members.

Deviations to the plans are a serious issue that could lead to a Stop Work Order and delays to the project completion. At Knowland Construction Services we understand the importance of documenting all deviations as early as possible to resolve conflicts and issues.

The Architect of Record will be brought into deviation issue as early as possible in the process to ensure communications are kept up to date on all inspection issues. In addition, if cooperation is not apparent forthcoming from the Contractor, the DSA Field Engineer will be notified of the non-compliant actions. KCS will take a progressive approach towards deviations that is focused on mandatory communication to all parties. On the issue of deviations, time is of the essence.

DSA Stop Work and Order to Comply requirements are prescribed in DSA IR A-13. IR A-13 describes a Stop Work Order and Order to comply pertains to:

- Construction proceeding without DSA approved documents.
- Construction proceeds without a DSA certified project inspector specifically approved by DSA for the project.

- Stop Work to stop/correct work that is non-compliant and ensure that work is not concealed prior to approvals.

A-13 is very descriptive of the process required for issuing a Stop Work Order on a project. At Knowland Construction Services, we understand that this process is to be avoided whenever possible. However, if required, our goal is to ensure all documentation is in place for notices of deviation, photographic and plan descriptions, notifications to the AOR, construction administrators and the DSA Field Engineer. Further, KCS' process will document fully all conditions of deviation and proposed corrective plans by the design professional are implemented correctly and documentation is communicated to all affected parties.

COORDINATION OF THE DUTIES OF PROJECT INSPECTOR

The Project Inspector shall administer duties per the DSA 152 Manual and per the DSA 152 Inspection Card as determined by the AOR. The AOR and PI shall ensure that Administrative Requirements Responsibilities of DSA PR 13-01 are monitored and followed. Knowland Construction Services will ensure coordination with the owner's representative and AOR on monthly basis to review the KCS company School District PI Performance Checklist to ensure proper Job-File Record keeping and DSA Drop Box project information monitoring follows PR-13-01 requirements. The PI and AOR shall be responsible for monitoring the Geotechnical Engineer, Special Inspectors (SI) and Lab of Record (LOR) Daily reports, Verified Reports and Final Verified Reports are filed with DSA.

For Knowland Construction Services, the Inspectors Duties also include the following:

- Be familiar with the plans and specifications and the general contractor's plan of operations and construction and changes to the plan of operations and construction. Personally observe, check and measure items placed in the construction for compliance with the contract documents, technical instructions from the Architect of Record and directives from the Owners authorized representative.
- Supervise and/or perform on-site testing and ensure that all required field and off-site tests are performed by the Laboratory of Record (LOR), the contractor or the Architect of Record as specified in the contract documents. Check and report all failed tests to the project manager, the Owners authorized representative, the contractor, and the Architect of Record and request instructions regarding resolution. Assist the project manager in checking billings from the testing laboratories to see that billings reflect only

tests performed and requested, and that unit rates match personnel used and tests performed. Ensure that the **DSA 156: Commencement/Completion of Work**

- **Notification** is utilized throughout the course of the project for all major installations and milestones as indicated in the Critical Path Schedule.
- Provide notice of any work started prior to shop drawing final approval from Architect of Record.
- Inspect all materials immediately upon their delivery to the site to ensure that they comply with the specifications and approved submittals and shop drawings, and are in good condition, new, undamaged, etc. For items or work that is non-compliant identify in writing a **DSA 154 Notice Deviation** in consultation with Architect of Record and DSA Field Engineer.
- Receive samples which are required to be furnished at the job site; record date received and from whom, notify Architect of Record of their readiness for examination, record Architect of Record's approval or rejection; and maintain custody of approved samples. Confer with Architect of Record to identify mock-up samples required; determine where and how mock-ups are executed and ensure adherence to design specifications and documents.
- Record the Architect of Record's and design consultant's verbal instructions during field supervision trips, in the Project Inspector's daily diary for that day or on a field instruction report. Whenever contacting a consultant directly, the inspector shall review the situation with the Architect of Record before issuing instructions. Should there be any question by the PI as to the consultant's instruction, he shall consult the Architect of Record whose decision shall govern.
- Record and provide copies of the DSA Field Engineer site visit's and notify the AOR, project manager, Contractor, and OAR regarding content of visit and issues requiring resolution.
- Assist in relaying instructions from the Owners authorized representative and the Architect of Record to the contractor and in relaying problems from the contractor to the Architect of Record and Owners authorized representative for solution. Actively assist in securing decisions and clarification from the Architect of Record in a timely manner.
- Monitor Architect of Record submittal log to assure all submittals are approved in a timely manner (this includes resubmittals). Identify long lead submittals and critical path impacted submittal issues.
- Review the contractor's work on the required record drawings weekly to ensure that they are accurately marked up as required. Report any non-compliance at

project meetings.

- Check the contractor's estimate of work completed for partial payments based on the approved cost breakdown.
- Monitor progress schedule to reflect work completed vs. actual time. Verify durations and resources have not been revised unless approved by the school district. If revised must submit new baseline revision for review.
- Advise the project manager, the Owners authorized representative, and the Architect of Record of circumstances surrounding requested changes in the work.
- Maintain a daily diary describing the general work performed, noting problems, rejections, and unusual events. The diary should be completed daily, and factually. The diary should reflect the contractor's activities each day and include weather conditions and personnel working. The diary shall be signed in ink below the last entry; if the diary is electronic in form, print out each day's diary, sign in ink below last entry, and maintain signed copy to file. Fill out and transmit to the Owners authorized representative a report of injury whenever there is an accident. Provide a weekly report on the form provided (utilizing form "Project Daily Status Report". The daily/weekly reports shall be reconciled.
- Assist the owner's authorized representative, the project manager, and the Architect of Record in the final inspection and project acceptance phase. Upon completion of the project, review with the project manager and the Architect of Record all guarantees, keying, operating instruction, completion of final punch list items, etc., that are called for in the project documents. Confirm that these are received before certifying the completion of the work in writing.
- Execute the Certification of Completion form, at completion of construction, that the project was constructed in accordance with the project documents.
- Complete and transmit the *Project Closeout Checklist* to the Owners authorized representative.
- Enforce the restrictions particular to the project as identified in the special conditions and Division I requirements.
- Report to the Owners authorized representative and the project manager poor performance or

any acts prejudicial to the Board of Education interests. This report shall be in writing, verifying a telephone call to the Owners authorized representative whenever such conditions may come to inspector's attention.

- Ensure that Special Inspectors (SI) and Lab of Record (LOR) Inspectors prepare detailed daily inspection reports outlining the work inspected and provide the project inspector a copy of the reports within one day of the day the inspections were performed (Per PR 13-01).
- Immediately submit reports of materials or work not conforming to the requirements of the DSA-approved construction documents. These reports shall be submitted to DSA, the architect, structural engineer, project inspector and the school district (Per PR 13-01).
- Submit daily special inspection reports in a timely manner such that construction is not delayed and not to exceed seven days from the date the special inspections were performed. The reports are to be submitted to the architect, structural engineer, and the school district. As a convenience, and if agreed upon by involved parties, the special inspection reports may be submitted electronically as identified in Section 4 of this procedure and within 14 days of completion of the SI work (Per PR 13-01).

Conduct of the Project Inspector (PI)

The Project Inspector (PI) in the conduct of his/her duties, must:

- Maintain an effective working relationship with the contractor, the Architect of Record, the campus, and the project manager, to safeguard the interest of the Board of Education;
- Be tactful, firm, and fair in his/her insistence to the adherence of the intent of the contract documents.
- Review and inspect work and materials in a timely manner to avoid, as much as possible, disruption to the schedule or work already in place;
- Rely on the Architect of Record to solve technical problems during construction;
- Exert extreme care that verbal and written communications to the contractor cannot misinterpret as changes in the scope of the work, or a change in the contract amount, unless the communication has the written approval of the Owners authorized representative.

QA/QC Experience

QUALITY ASSURANCE PLAN

Our approach is to implement Quality Control plan that is designed to be forward thinking and prepare the contractor to think about all facets of construction including, **submittals, schedule, site conditions, inspection, testing requirements commissioning, close-out**, and other related trade coordination.

With a project-specific QA/QC plan, our Construction Management Team will be responsible daily for leading the project's QA and QC Procedures. Highlights of our QA/QC process during the construction phase include:

- Require the Requests for Clarification (RFC) / Request for Information (RFI) be presented in a timely fashion with suggested solutions.
- Require a thorough review of all submittals / shop drawings.
- Submittals do not go to the architect until they are ready for approval.
- Craft coordination of mechanical and electrical shop drawing process that addresses system layouts, embeds, and inserts, access requirements, transitions, clearances, potential interferences, and future requirements for testing, balancing, tenant improvement work, and commissioning.
- Shop or field mock-ups as required for new and repetitive work approval by the Project Team prior to installation.
- Coordinate off-site inspections at the various fabrication plants.
- Pre-Installation meetings with the Design Team, each Prime Contractor and Inspectors prior to a Prime Contractor working on-site.

The Quality Control process will involve **four phases** of QA/QC with documentation maintained for each phase of the process. **Each phase will record meetings, inspection routines, and methods for documenting the work of each trade.** Meetings are attended by the prime contractor and each individual trade contractor at various stages of construction. Briefly the phases are as follows:

The **Preparatory Phase** takes place well in advance of the contractor starting work and will introduce each trade to inspection and quality control requirements in support of the schedule, submittals, coordination issues, progression of work and close-out procedures. The contractor will review the plans, specifications, and submittals with the Project Manager prior to performing the work. In reviewing these documents, the contractor will be aware of all areas affecting the work, any missing submittals which must be approved in order for the work to be signed off.



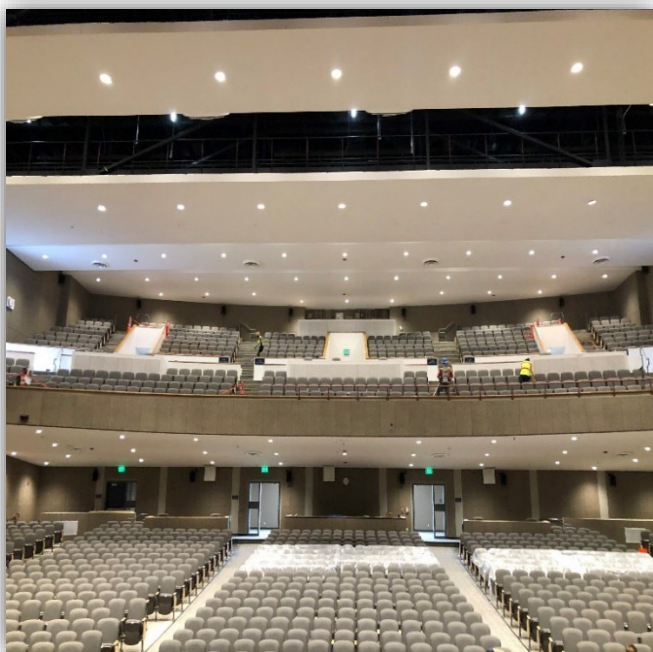
Quality Assurance Plan (Cont.)

The **Initial Phase** of Quality Control will start as each trade begins to physically start on-site or off-site construction. By this time, the contractor should have in his possession all reviewed submittals and be familiar with the project requirements. The initial phase will involve monitoring the work of the contractor to ensure all work is within compliance of the plans and specifications. For example, the Project/Construction Manager will witness the first sections of ductwork being installed, verify materials, coordination issues and locations. The contractor's first day of work will be noted on the daily report and a picture will be taken of the initial installation.

Forms: Daily Reports / Weekly Photos / Inspection Requests / Schedule

The **Follow-Up Phase** involves the on-going daily observation of work, remedial actions, and compliance with contract documents in regard to supplying information for close-out and warranty work. Work in this phase will culminate when all work has been accepted and all documentation has been received and accepted by the District.

Forms: RFI'S / Change Order Negotiation / Field Directives / Bulletins / Meeting Minutes / Daily Reports / Weekly Photos



The Close-Out Phase involves preparing the contractor to leave the job site. This means commissioning of all equipment, finalizing the punch list, obtaining all warranties and operations manuals, providing training of all systems per the specifications, turning over samples and spare parts to the client, and finalization of N.O.C., lien releases, inspection reports, and test documentation to turn the project over fully and completely to the client.

Forms: Close-Out Documents / Punch List / Warranties

ISSUE TRACKING

Knowland Construction Services will be responsible for identifying key issues and tracking documentation during all phases of our projects. We will maintain the quality standard of each project while continuously tracking issues on a daily basis as well as on-site. We shall create and distribute issues reported as part of the monthly report package to the entire Project Team and use it to monitor construction progress and resolve potential problematic areas.

DSA CLOSE-OUT

DSA Close-Out Procedures shall be implemented since the first day of construction. We will work with both the District and the entire Project Team to ensure that each DSA project is on track with all the necessary documentation/protocols in order to close-out. Knowland Construction Services has created a system to maintain DSA standards which typically requires us to complete all project accounting, maintain and submit all verified inspection reports prepared by each Special Inspector, Lab of Record, verify that the Design Team has submitted and processed each change order through DSA, and secure a DSA Form 6 from each contractor, every consultant, and the IOR.

TAB 4 - LITIGATION HISTORY



CONFLICT OF INTEREST / LITIGATION HISTORY

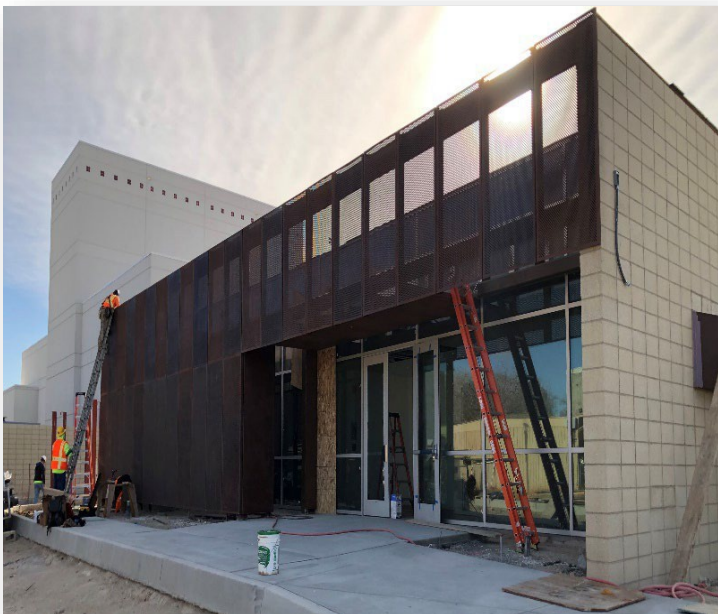
Knowland Construction Services has never been named in a lawsuit by a Client, District, Architect, Construction Manager, Contractor or its agents. Knowland Construction Services is not aware of any pending litigation within the last 7 years. Knowland Construction Services has never been terminated from a project and no contractor has initiated litigation against our firm. There has never been a judgement or settlement against Knowland Construction Services from any service provider, employee, subconsultant or other vendor. There has never been an insurance claim made by Knowland Construction Services, or against Knowland Construction Services. KCS has never had a significant dispute with a client and has long-term relationships with most of the people we work with; we have been inspectors for several districts for more than 10 years.

KCS or any of its principles are not aware of any pending litigation or threatened litigation that would affect our performance at Magnolia Public Schools.

KCS or any of its principles have never had a settlement or a judgment within the last 7 years.

KCS or any of its principles have never has a contract terminated for cause by any public agency, nor has encountered any judgment, settlement, or arbitration award valued at \$5,000 or greater relating to civil action judgment, settlement, arbitration award, or administrative action for any individual licensee, as required to be reported by the State of California.

Knowland also maintains \$4 million General Liability, \$2 million Professional Liability from Cornerstone Specialty Insurance Services (Acord) and all other insurances as required. KCS maintains a \$1 million workers compensation policy from State Fund, \$2 million sexual molestation insurance, and commercial auto form Mercury Casualty Company. See next page for copies of our insurance coverage.



TAB 5 - FEE SCHEDULE / COST PROPOSAL





Los Angeles

Orange County

Inland Empire

San Diego

SCHEDULE OF FEES –2025

<u>PROJECT TITLE</u>	<u>HOURLY RATE</u>
Sr. DSA Class 1 Project Inspector	\$ 110.00
DSA Class 1 Project Inspector	\$ 105.00
Sr. DSA Class 2 Project Inspector	\$ 100.00
DSA Class 2 Project Inspector	\$ 95.00
Sr. DSA Class 3 Project Inspector	\$ 90.00
DSA Class 3 Project Inspector	\$ 88.00
Project Engineer / Assistant	\$ 78.00
Project Manager	\$ 105.00

*Overtime Rate shall be calculated by the following rate amount x 1.5

*Daily Rate Fee shall be calculated by the following rate amount x 8 hours

*Weekend Rate shall be calculated by the following rate amount x 2

Knowland Construction Services is flexible and willing to negotiate all rates with the district. Depending on the timing of the project, KCS may be able to reduce the rates quoted above, however, the quoted rates are a good representation of what we believe reflect the current market conditions. KCS can also provide cost effective options such as providing a DSA Project Engineer at a lower cost to assist IORs take on multiple projects. KCS can provide monthly fixed amount fees and alternative methods of billing when agreed to by a District. A \$3/hr. rate increase shall take affect January 1st of each year after the start of the contract/project period to accommodate inflation.

Compensation Method during Project Delays: KCS is also willing to work with the district to find the best cost-effective solution that will keep the project moving to benefit all parties during contractor delays. In many circumstances KCS will reduce our inspection costs to less than 20 hours a week (moving from full-time to part-time basis) during the final stages of the project, but still be able to cover all required inspections to successfully close-out and certify the project. We have no problem meeting with the district to map out the remaining schedule and find a common plan of action. KCS will also not bill against a project unless an inspector is absolutely needed during the Close-Out phase of a project.

ADDITIONAL COSTS/INFORMATION

<u>OTHER SERVICES</u>	<u>HOURLY RATE</u>
Project Close-Out Services	Negotiated Fee
AWS / CWI	\$120.00
Drone Video Photography	\$ 78.00
Blue Beam Project Engineer	\$ 85.00
Procore Software Project Administrator	\$ 75.00

Fees include laptop computers, printers, digital cameras, office furniture. District to supply office & utility hook-ups unless agreed in writing. KCS is capable of providing our own trailers, if required at a reimbursable cost from the district. KCS can provide all levels of CM Staff Augmentation, if requested. Quoted Rates include all required insurances: Liability, Workers Compensation, Auto & other insurances, as required by the State and District Contract. Standard Documentation includes Daily Reports, Semi-Monthly Reports, Digital Photography, & documentation shown in KCS's Proposal for Inspector Services. A \$3/hr. rate increase shall take affect January 1st of each year after the start of the contract/project period to accommodate inflation. KCS does not anticipate any standard reimbursable costs.

PROPOSAL FOR PROJECT INSPECTOR SERVICES

SCHOOL DISTRICT: **Magnolia Education & Research Foundation dba Magnolia Public Schools**

INSPECTORS: **Fred Little / Dan Alberico / Jerry Padilla / Glen Lowe / Brian Poff / Hani Youseff / Ed Pasache / Bronco Popovich / Paul Tsoi / Mark Palmer / Joe Dimaggio / Jonathan Rizkalla / Steven Rizkalla / other approved KCS IOR/PE/Personnel, as required.**

PROJECT: **Magnolia Science Academy 5 Charter Middle & High School New Construction Project(s) Increment #1 & Increment #2**

DURATION: **Increment #1: January 20, 2025 – August 15, 2025(154 working days; 1,176 hours)
Increment #2: September 1, 2025 – June 18, 2026 (197 working days; 1512 hours)
Modular In-Plant Fabrication: (68 days; 272 hours)**

RATE: **Sr. Class 1: \$110.00/hr
Class 1: \$105.00/hr
Project Engineer: \$78.00/hr**

TOTAL ESTIMATE: **Option #1: Full-Time Sr. Class 1 @ \$110/hr
Increment #1: 1,176 hours @ \$110/hr
= \$129,360.00 +
Increment #2: 1,512 hours @ \$110/hr
= \$166,320.00 +
Separate DSA IOR In-Plant Inspection: 272 hours @ \$105/hr
= \$28,560.00
TOTAL ESTIMATE: \$324,240.00**

**Option #2: Full-Time Class 1 @ \$105/hr
Increment #1: 1,176 hours @ \$105/hr
= \$123,480.00 +
Increment #2: 1,512 hours @ \$105/hr
= \$158,760.00 +
Separate DSA IOR In-Plant Inspection: 272 hours @ \$105/hr
= \$28,560.00
TOTAL ESTIMATE: \$310,800.00**

Option #3: Part-Time Class 1 with PE

Increment #1: 588 hours @ \$110/hr ; 588 hours @ \$78/hr
= \$64,680.00 + \$45,864.00 = \$113,544.00

Increment #2: 756 hours @ \$110/hr ; 756 hours @ \$78/hr
= \$83,160.00 + \$58,968.00 = \$142,128.00

Separate DSA IOR In-Plant Inspection: 272 hours @ \$105/hr
= \$28,560.00

TOTAL ESTIMATE: \$284,232.00

**Hourly Rate increase of \$3 at the start of every January of the construction/ contract period.*

PROJECT INSPECTOR AGENCY AGREEMENT AND CONTRACT DUTIES:

1. Knowland Construction Services agrees to provide for continuous inspection of work for compliance with approved contract documents. Project Inspector duties as outlined in Title 24, Part 1, Chapter 4, Sections 4-333 thru 4-342 California Code of Regulations, including DSA Interpretive Regulations A-6, A-7, A-8, and as incorporated in the following paragraphs.
2. Represent the District under the guidance of the designee of the District Superintendent.
3. Attend all planning, pre-construction conference, project meetings, or meetings as required by the District.
4. Monitor and observe all Special Inspections performed by the Districts contracted Testing Lab as required by the Testing and Inspections Sheet and as outlined in the Project Specifications. Maintain and update a log specifying hours spent on the project by Special Inspectors. Perform or monitor testing for Torque, Epoxy, Pull Tests, and other tests as approved by the DSA Field Engineer. Knowland Construction Services shall assist in minimizing unnecessary costs for testing where possible.
5. The District & the Inspector, Knowland Construction Services, shall each defend and hold harmless each other against any losses, liabilities, damages, injuries, claims, costs, or expenses arising out of or connected with the provisions of this agreement and the contract documents.
6. The Agreement shall begin upon written notice by a representative of the District and remain in effect continuously until project closeout, unless terminated in writing. Contract is intended to be an agency agreement and may be terminated in 15 days by either party with or without cause. This Agency Agreement shall be assignable to other schools within the District, and shall apply to other Inspectors as requested and approved by the District. The District shall not employ, contract, or engage in business or mutually beneficial relationships with Inspectors introduced to the District through Knowland Construction Services for a period of two (2) years after the dissolution of any contracts

through Knowland Construction Services unless permission is granted prior to such relationships.

7. Knowland Construction Services shall maintain in effect a \$1 million General Liability insurance policy, Workman's Compensation as required, and Full Liability Auto Insurance as required. District requests for additional insurances shall be paid additionally by the District at current market rates.
8. Magnolia Public Schools agrees to pay Knowland Construction Services the cost of project services billed at the rate as outlined in the fee schedule within 30 working days of receipt of invoice. KCS shall bill in (4) or (8) hour increments (to include drive time) for each site visit. Overtime shall be billed at 1 ½ times standard pay or per the local operator's union. Fee schedule shall escalate \$3/hr. each January after the contract is approved. KCS will allocate (4) hours per month for KCS administrative fees/ Project Management oversight. Knowland Construction Services (Project Inspectors /Project Managers/ Engineers) shall provide all necessary cell phones, laptop computers, digital cameras, and equipment necessary to maintain proper documentation and administrative functions throughout the duration of the project. The District shall provide all utility lines, office space and furniture on an off-site location. KCS at its own discretion may utilize project managers or project engineers to perform administrative, report writing, DSA Box, and other duties where it is in the interest of the project.
9. When an IOR is on vacation or unable to be at the project for reasons beyond his reasonable control, a Project Manager / Project Engineer will be assigned to oversee the project, and shall be responsible for the accurate reporting of all activities to the Inspector of Record. Hours billed for inspection services shall include only hours worked in support of the project. Other billing arrangements may be as agreed in writing by the District.

Dated: December 18, 2024

Christopher Knowland

Christopher Knowland – KCS

Dated: December 18, 2024

Agent – Magnolia Public Schools

TAB 6 - INSURANCE REQUIREMENTS





CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
12/17/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Cornerstone Specialty Insurance Services, Inc. 14252 Culver Drive, A299 Irvine CA 92604	CONTACT NAME: Aimee Guesno PHONE (A/C, No, Ext): (714) 731-7700 FAX (A/C, No): (714) 731-7750 E-MAIL ADDRESS: aimee@cornerstonespecialty.com
INSURER(S) AFFORDING COVERAGE	
INSURER A: RLI Insurance Company NAIC # 13056	
INSURER B:	
INSURER C:	
INSURER D:	
INSURER E:	
INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** 23/24 COVERAGES **REVISION NUMBER:**

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY	Y	Y	PSB0009795	12/15/2024	12/15/2025	EACH OCCURRENCE \$ 2,000,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000
	<input checked="" type="checkbox"/> ADDT'L INSURED / P & NC						MED EXP (Any one person) \$ 10,000
	<input checked="" type="checkbox"/> BLNKT WVR OF SUBRO						PERSONAL & ADV INJURY \$ INCLUDED
GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:							GENERAL AGGREGATE \$ 4,000,000
							PRODUCTS - COMP/OP AGG \$ 4,000,000
							\$
A	AUTOMOBILE LIABILITY	Y	Y	PSB0009795	12/15/2024	12/15/2025	COMBINED SINGLE LIMIT (Ea accident) \$ 2,000,000
	<input type="checkbox"/> ANY AUTO						BODILY INJURY (Per person) \$
	<input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS						BODILY INJURY (Per accident) \$
	<input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident) \$
							\$
A	<input type="checkbox"/> UMBRELLA LIAB	Y	Y	PSE0004801	12/15/2024	12/15/2025	EACH OCCURRENCE \$ 3,000,000
	<input checked="" type="checkbox"/> EXCESS LIAB						AGGREGATE \$ 3,000,000
	<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE						\$
DED <input checked="" type="checkbox"/> RETENTION \$ 0							\$
WORKERS COMPENSATION AND EMPLOYERS' LIABILITY							PER STATUTE OTH-ER
ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y / N N / A							E.L. EACH ACCIDENT \$
If yes, describe under DESCRIPTION OF OPERATIONS below							E.L. DISEASE - EA EMPLOYEE \$
							E.L. DISEASE - POLICY LIMIT \$
A	Professional Liability			RDP0052895	12/15/2024	12/15/2025	Each Claim \$2,000,000
	Claims Made						Annual Aggregate \$4,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 RE: Proof of Insurance

CERTIFICATE HOLDER FOR PROPOSAL PURPOSES	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
--	--

ACORD CERTIFICATE OF LIABILITY INSURANCE

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday January 16, 2025 at 6:00 PM

DATE (MM/DD/YYYY)
12/17/2024

PRODUCER Diamond Valley Insurance Services, Inc. 41856 Ivy Street # 108 MURRIETA, CA 92562 License #: 0H94716	Phone: (951)553-7400	THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.	
	INSURERS AFFORDING COVERAGE		NAIC #
INSURED Knowland Inc. dba Knowland Construction Service 33 NARCISSA DR RANCHO PALOS VERDES, CA 90275-5927	INSURER A: Mercury Casualty Company	38342	
	INSURER B: State Compensation Insurance Fund	35076	
	INSURER C:		
	INSURER D:		
	INSURER E:		

COVERAGES

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

PER LTR	AGD/INSR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS
		GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC				EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COM/P/OP AGG \$
A	Y	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS	BA040000030888	12/07/2024	12/07/2025	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
		GARAGE LIABILITY <input type="checkbox"/> ANY AUTO				AUTO ONLY - EA ACCIDENT \$ OTHER THAN AUTO ONLY: EA ACC \$ AGG \$
		EXCESS/UMBRELLA LIABILITY <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE DEDUCTIBLE \$ RETENTION \$				EACH OCCURRENCE \$ AGGREGATE \$ \$ \$
B		WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/EMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below	17938262023	07/01/2024	07/01/2025	<input checked="" type="checkbox"/> W/C STATU-TORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
		OTHER				

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS

RE: Proof of Insurance

CERTIFICATE HOLDER

FOR PROPSDAL PURPOSES ONLY

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL _____ DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

Ashley Barn

(ART)

TAB 7 - ADDITIONAL INFORMATION / PROJECT EXPERIENCE & REFERENCES



EXHIBIT "A"

HOURLY RATES

(Fill in Applicable Rates Below or Attach CONSULTANT's Proposal, if any, for Rates and/or Additional Basic Services)

CONSULTANT CERTIFICATION	HOURLY
PROJECT CONSULTANT SR. CLASS 1	\$ <u>110.00</u>
PROJECT CONSULTANT CLASS 1	\$ <u>105.00</u>
PROJECT CONSULTANT SR. CLASS 2	\$ <u>\$100.00</u>
PROJECT CONSULTANT CLASS 2	\$ <u>\$95.00</u>
PROJECT CONSULTANT SR. CLASS 3	\$ <u>\$90.00</u>
PROJECT CONSULTANT CLASS 3	\$ <u>\$88.00</u>

EXHIBIT "B"

CONSULTANT'S CERTIFICATION REGARDING BACKGROUND CHECKS


Pursuant to Education Code section 45125.1, CONSULTANT has conducted criminal background checks, through the California Department of Justice, of all employees providing services to Magnolia Public Schools, pursuant to this AGREEMENT, and that none have been convicted of serious or violent felonies, as specified in Penal Code sections 1192.7(c) and 667.5(c), respectively.

As further required by Education Code section 45125.1, below is a list of the names of the employees of the undersigned who may come in contact with pupils:

[INSERT LIST OF NAMES]

- Fred Little - Class 1
- Dan Alberico - Class 1
- Glen Lowe - Class 1
- Brian Poff - Class 1
- Hani Yousseff - Class 1
- Ed Pasache - Class 1
- Bronco Popovich - Class 1
- Paul Tsoi - Class 1 (IPI)
- Mark Palmer - Class 1 (IPI)
- Joe Dimaggio - Class 1

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date <u>12/18</u> , 20 <u>23</u> 4	<u>KNOWLAND INC. DBA KNOWLAND CONSTRUCTION SERVICE</u> [Name of Consultant]
	<u>CHRIS KNOWLAND – PRESIDENT</u> By: 

RELEVANT PROJECT EXPERIENCE

Knowland Construction Services has extensive experience providing DSA inspection services on more than \$1 billion of school construction projects for various clients, including K-12 districts. DSA stands for the Division of the State Architect, an architectural government agency in California responsible for enforcing construction building codes and standards specifically for K-12 public schools and community colleges in California. Some of the issues that arise on our projects include deviations (deviating from the approved DSA plans/building codes), ADA accessibility requirements, and the close-out process, which certifies that the project is built per plan and is structurally sound. Our IORs play a very crucial part in resolving these issues by providing the necessary guidance and technical assistance to the entire project team. We encourage our IORs to become proactive by thoroughly reviewing all DSA-approved plans and specifications to identify specific issues before the start of construction. Conduct various pre-inspections to ensure that the work being completed meets the necessary standards/requirements before an inspection is required. In general, the best way to avoid any issues arising on a DSA project is to be openly communicative and proactive throughout the entire construction process. We heavily rely on transparent communication with all parties of the project team to address potential concerns and to work together find the best solution that benefits the Client.

Below is a summary of our proposed team of KCS DSA IOR's experiences. KCS's background as construction managers, architects, and inspectors has also provided us a strong understanding of the entire building process and we respect the roles and concerns of all members of the project team. Proof of valid DSA certifications can be found by inputting the IORs name and license number into the following website:

<https://www.apps2.dgs.ca.gov/dsa/tracker/Inspectors.aspx>

Downey Unified School District

2019 -2021

Sussmann Middle School

#03-119235

Knowland Construction Services provided DSA inspection services for the construction of new addition to existing 1100 sq. ft type V-Administration building-P. Construction of new 1-story 24,000 sq. ft. CMU Gymnasium building-R. Construction of new 2-story 26,000 sq. ft. Structural Steel Science Building-S.

Alterations/modernization to buildings D, J, K, L, N, M, A, B, C, E, F, G, H, P, Q, and 7-relo classroom buildings. New Fire Alarm (15)

modernization buildings (3) new buildings, & (7) modular buildings. Site-work includes 3-deep soil mixing pads, new firewater line, new storm drain system, electrical service, gas service, parking lots, ADA access, etc. App #03-119911 - \$550,000 Relocation of 2-48'x40' relocatable administration building, 1-12'x40' relocatable toilet building. App #03-119894 - \$350,000 relocation of 4-classroom buildings. \$32 million



Saugus Union School District**2018-Present**

24940 Stanford Avenue, Santa Clarita, CA 91355

**Project(s) Description:**

- | | |
|---|---|
| 03-121095 - Mountainview ES Fire Alarm | 03-121619 - Westcreek ES Solar Lunch Shelters |
| 03-121251 - Highlands ES Solar | 03-121687 - Tesoro Solar Lunch Shelters |
| 03-121016 - North Park School Fire Alarm | 03-121987 - CedarCreek New Flex Classroom Building |
| 03-120595 - Plum Canyon ES Fire Alarm | 03-120269 - Skyblue Mesa ES CDP |
| 03-121276 - Emblem Academy Play Equipment | 03-120568 - Skyblue Mesa ES New Library/ Classroom Building |
| 03-120835 - Helmers ES Admin Remodel | 03-120808 - Westcreek Academy Shade Structure |
| 03-121414 - Bouquet Canyon School POE | 03-120944 - Charles Helmers ES Two Story Classroom Building |
| 03-120938 - Highlands ES Modernization | 03-120953 - Rosedell ES Classroom Building Addition |
| 03-121288 - CedarCreek Fire Alarm | 03-121290 - Skyblue Mesa ES Fire Alarm |
| 03-120349 - CedarCreek MPR | 03-121691 - CedarCreek Edible School Yard |
| 03-121487 - Skyblue Mesa ES Track & Field | (Non DSA) - Emblem Academy Track & Field |
| 03-121365 - Plum Canyon Rooftop Solar | |
| 03-121551 - Plum Canyon Solar Lunch Shelter | |
| 03-121552 - Skyblue ES Solar Lunch Shelters | |
| 03-121636 - Mountainview Solar Lunch Shelters | |

Knowland Construction Services has been providing DSA inspection services for Saugus USD since 2018, taking on over 30 projects in over 5 years. Some of the ongoing projects consist of new building additions (construction of a new library building), existing building modernizations, as well site infrastructure, MPR additions, Track & Field projects, portable classroom building installations, solar shade structures, fire alarm upgrades, and more. KCS's success is based on having the capability to properly staff each project, provide/retain all substantial documentation (records tracking), and providing the proper insight on inspecting/managing all the district's projects.

References:Kathy Pisano – SUSD (661) 29405300 x5106 | kpisano@saugusUSD.org

Lori Rubenstein – Ex District Project Manager (661) 343-2509

TEMECULA VALLEY UNIFIED SCHOOL DISTRICT

2017-PRESENT

31350 Rancho Vista Rd. Temecula, CA92592



KCS has provided DSA inspector of records services for Temecula Valley USD since 2017. KCS has inspected the following projects listed below:

- K-8 STEAM ACADEMY #04-118490**
- K-8 STEAM ACADEMY Phase 2 & 3 #04-121235**
- Rancho Elementary School Modernization Phase 1 & 2 #04-119104**
- Vail Elementary School #04-116811**
- Vail Elementary School BASES #03-118751**
- James Day Middle School #04-117891**

The project consisted of the following scopes: Construction of 1-Multi-purpose Building M, 1-Administration Building A, 1-Classroom Building B, 1- Classroom Building C, 1-Site Improvement New K-8 Campus, 1-Shade Structure. \$29.7M; Construction of 1-Library Building F, 1-Site Improvement (incl play structure), 1-Classroom Building E, 1-Classroom Building B (\$16.6M) Additions to 1-Multi-purpose/Administration Building 1; Alterations to 5- Classroom Buildings 2, 3, 4, 6 & 7, 1-Multi-purpose/Administration Building 1; Construction of 1-Storage Building 7A, 1-Toilet Building 3A, 1-Solar Panel Structure(PC), 1-Classroom Building 5; Rehabilitation of 1-Multi-purpose/Administration Building 1. (\$13.7M); Alterations to 1-Administration/Classroom Building A, 1-Multi-purpose Building B, 1-Classroom Building E, 1-Site Improvement, 1-Campus Wide Fire Alarm Upgrade, 1-Site Work demolition/Mass Grading and Utilities/Demolition of Building C and D; Construction of 1-2-story Classroom Building C, 1-Media/Labs Building D, 1-Marquee Sign, 3-Shade Structures; Relocation of 1-24'x40' Relocatable Classroom Building E1, 1-12'x40' Relocatable Toilet Building E2 (\$21.7M); Construction of 1-After School Care Building E (PC#04-118421, 60x90), 1-Lunch Shelter (PC#04-117117, 24x64), 1-Site Improvements (including utilities, paving, fencing, gates and landscaping) (\$3.5M); Alterations to 1-Administration Building 100, 4-Classroom Buildings 200, 300, 400, 500, 1-Multi-purpose Building 600, 24-Classroom/Toilet Buildings (Relocatable)/Fire Alarm upgrade, 1-Toilet Building 700, 1-Locker Building 800 (\$2.8M).

References:

Amber Perez–TVUSD Director of Facilities Development(aperez3@tvusd.us)

Scott Kasper–TVUSD Facilities Coordinator(skasper@tvusd.us)

Janet Dixon–Ex-TVUSD Director of Facilities (951.596.7914)

Cindy Estrada–cestrada@tvusd.us;(951-506-7084) Michelle Swanson–mswanson@tvusd.us;(951-506-7066)

Beverly Hills Unified School District**2019 - Present**

255 S Lasky Dr, Beverly Hills, CA 90212

Project(s) Description: \$400 Million Bond Program

Knowland Construction Services has provided DSA Inspection, construction management as well as QA/QC services for various project for BHUSD since 2013.

DSA #03-118303 BHUSD Beverly Hills High School B3 Modernization - \$45 million DLR Architects, ProWest Constructors mandatory seismic retrofit to Peters Auditorium Building involving footing enhancements, FRP, spall repair, new structural steel, wood framing, brick restoration, utilities, and finishes.

- 20 months involvement
- Tim Chen DLR Group (Architect) 213-493-5027
- Robert Randall SBI (Structural Engineer) 626-485-9445
- Ken Haas BHUSD (M&O Director) 805-209-5871
- Jeff Rising ProWest Constructors Executive 909-578-9633
- Mike Stansauk ProWest Constructors Senior Superintendent 951-609-6699



DSA #03-116437 BHUSD Beverly Hills High School Building B1/B2 Modernization - \$65 million DLR Architects, ProWest Constructors mandatory seismic retrofit to 3 buildings library, admin, and classrooms involving micropiles, footing enhancements, FRP, spall repair, new structural steel, wood framing, brick restoration, utilities, and finishes.

- 20 months involvement
- Tim Chen DLR Group (Architect) 213-493-5027
- Robert Randall SBI (Structural Engineer) 626-485-9445
- Ken Haas BHUSD (M&O Director) 805-209-5871
- Jeff Rising ProWest Constructors Executive 909-578-9633
- Mike Stansauk ProWest Constructors Senior Superintendent 951-609-6699

DSA #03-118503 BHUSD Beverly Hills High School B2 Site Accessibility Upgrade - \$7 million DLR Architects, ProWest Constructors alterations to existing campus handicap parking, path of travel to modernized buildings

- 9 months involvement
- Tim Chen DLR Group (Architect) 213-493-5027
- Ken Haas BHUSD (M&O Director) 805-209-5871
- Jeff Rising ProWest Constructors Executive 909-578-9633

- Mike Stansauk ProWest Constructors Senior Superintendent 951-609-6699

**DSA #03-116868 Beverly Hills Unified School District – March 2020 – September 2021
El Rodeo Modernization & Seismic Retrofit - \$120M**

Project consists of construction of a new state of the art Athletic Complex. KCS was awarded a construction management contract as well as DSA inspection contract for the \$441 million bond program which included the athletic complex. Alterations to 5-Modernization at Bldgs. A,B,C,D,& E, and Voluntary Seismic Retrofit at Bldgs. A, B, C, & D; Construction of 3-Share Structures & Related Site Work

References:

Jeff Pyleman -Project Director -661 699-6972

Dr. Mike Bregy – Superintendent (2020) – 310 551-5100

Robert Uribe – PBK-WLC Architects 909 938-6535 /robert@wlcarchitects.com

Jessie Romero - HMC Architects -909 904-8313

Dan Polen – Project Executive ProWest: 916 747-8133

Israel Pena (HMC Architects) - (909) 957 – 9919

Larry Sobolowski (ProWest Constructors Sr. Superintendent) – (951) 805 – 8219

Molly Souhkaseum (Hohbach-Lewin, Inc. – Structural & Civil Engineers) – (909) 331 – 7179

Ken Haas (BHUSD M&O Director) – (805) 209 – 5871

Jeff Rising (ProWest Constructors Project Executive) – (909) 578 – 9633

Anaheim Union High School District

2007-Present

501 N Crescent Way Anaheim, CA 92803-3520

**Project(s) Description: \$230 million
Bond Program**

Dale Junior High School \$39 million

KCS has worked on various notable projects which included full site remodel with added new projects at Dale Jr. High School. This specific project included a new library, gymnasium, classroom buildings, and modernization of classroom buildings. Knowland Construction Services has also provided DSA inspection, project management, survey, constructability, project close-out and staff augmentation for more than \$300 million of projects, including new construction, modernization, infrastructure, ADA upgrades and



maintenance projects. Other projects at Dale Jr. High also include a new library, gymnasium, construction additions, classroom modernizations, utilities upgrades. KCS has provided DSA Inspector of Record , Project Management Services at AUHSD for more than 14 years.

References:

Patty Neely – Director of Facilities/Construction; neely_p@auhsd.us 714-999-3505

Darcie Gumbayan – LPA Architects (949) 261-1001

David Bannon – GBA Architects (714) 697-3836

Long Beach Unified School District

2018 - Present

1515 Hughes Way, Long Beach, CA 90810

Project(s) Description: \$400 million Bond Program

KCS has provided DSA Inspection services since 2008 and for more than \$400 million dollars of construction projects including Jordan High School, a \$149 million phased new construction, seismic upgrades, and renovation of performing arts centers, STEM buildings, modernization/alterations to classroom and administration buildings, athletic complexes.



References:

Darcie Gumbayan – LPA Architects
(949) 701-4117 –

dgumbayan@lpainc.com

Roy Combs – District Project Manager –
(509) 656-6150

David Bannon – GBA Architects (714) 697-3836

Duane Kronick – Linnick Corporation – (661) 600-8717 dkronnick@linikcorp.com

Placentia Yorba-Linda Unified School District

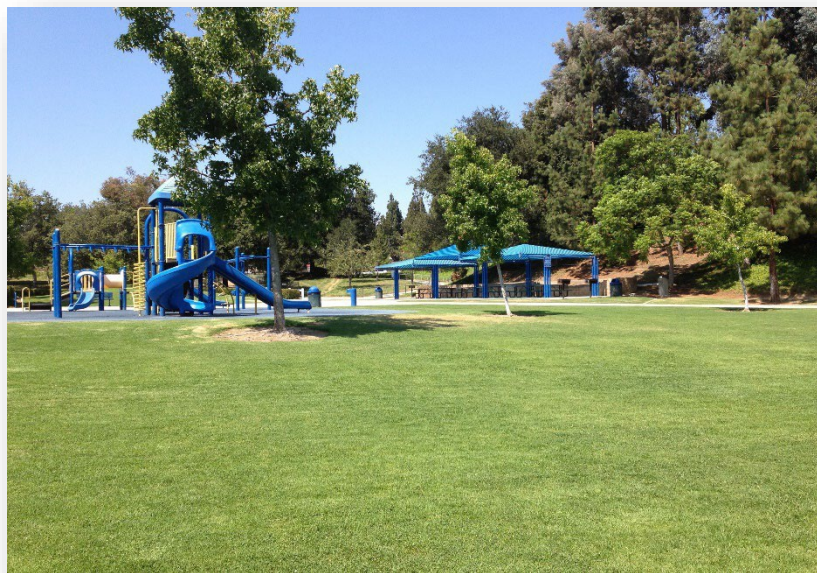
2013-2018

1301 East Orangethorpe Ave. Placentia, CA 92870-5302

Project(s) Description: \$600 Million Bond Program

Knowland Construction Services has provided DSA/Project inspection services / construction management services for various projects at PYLUSD since 2005. A representative project includes the El Dorado Performing Arts Center. KCS provided project management, site utility surveys, constructability, change order analysis, and DSA inspection. Other significant projects include \$100 million new Yorba Linda High School, numerous modernizations, seismic

upgrades, stadiums, shade structure, and infrastructure projects. KCS worked with the Director of Facilities for 15 years, and Rick Guaderrama now works for KCS.



Yorba Linda Joint Use Park

Project Description:

This project was a joint use park between the city of Yorba Linda and PYLUSD on an 8 acre site. Services include project/ construction management, quality control, construction inspection and staff augmentation. KCS performed constructability, value engineering, site utility surveys, schedule, contractor coordination, change order

analysis, inspection and final settlement agreements. Specific project consisted of a new restroom building, walking trails, infrastructure, site lighting, irrigation, landscape, drainage, riprap, ADA compliance, benches, shade structures, modular buildings, aquatic centers, multi-purpose buildings, security fencing, retaining walls and off-site improvements.

REFERENCES:

Rick Guaderrama -Former Director of Facilities (562) 293-6268 | rguaderrama@pylUSD.org

Jim DiCamillo / Robert Uribe - WLC Architects (909) 987-0909

Max Van de Mortel – PYLUSD – 714 984-3008

City of Arcadia / Arcadia Unified School District

2004 – 2018

150 South 3rd Ave. Arcadia, CA 91006-3703

Project(s) Description: \$220 Million Bond Program

KCS has provided Services included Project/Construction Management, Quality Control and DSA Inspection of the new construction and renovations of school facility buildings, stadiums, restrooms, site work, infrastructure, cell towers, ADA upgrades, irrigation, landscaping, photovoltaic, seismic



retrofit, parking lots, lighting, shade structures, ball parks, swimming pools and associated site work. KCS provided Project Management Services for the \$20 million Performing Arts Center in Arcadia. The project was a Lease-Leaseback delivery with McCarthy as the general contractor. Project had 750 seats, as well as numerous classrooms, choir rooms, and classrooms. The Performing Arts Center was part of a larger program consisting of a new STEM Classroom, Student Services Building, Stadium, and modernization of the entire campus. Overall budget was more than \$100 million.

Arcadia High School

Project Cost: \$140 million

Project Description:

Project consists of construction of a new Performing Arts Building, Student Services Building, Science Building, Media Center, new Stadium and classroom modernizations. KCS provided Project Management and DSA inspection for various projects throughout the District.

References:

Jim Leahy – Director of Facilities - (626) 808-7777

Marc Pange – LPA Architects (760) 774-3339

Gary Attridge – PM, McCarthy (949) 500-2625

Gene Kesler – DCA Architects gkesler@dcarchitects.com

Huntington Beach City School District

2018 – 2021

8750 Dorsett Dr., Huntington Beach CA 92646

Provided DSA Inspection services for the following projects:

Ethel Dwyer Middle School Multi-Purpose Gymnasium & STEM Lab #04-116716 – (\$12.6 million) Construction of 1-Gymnasium/Multipurpose Building F, 1-Canopy, 1-Classroom Building E.

Ethel Dwyer Middle School Modernization Phase 2 #04-118150 – (\$4 million) Alterations to 1-Case Classroom/Multi-purpose Building B, 1-Main Administration/Classroom/Auditorium Building A; Construction of 3-Shade Structures.

Agnes L. Smith Elementary School Modernization Phase 1 #04-118146 –



(\$5.5 million). Alterations to 7-Classroom Buildings A, B, C, F, G, H and J, 1-Multi-purpose Building D.

Agnes L. Smith Elementary School Phase 2 #04-118147 – (\$9.3 million) Alterations to 1-Multi-purpose Building D, 1-Classroom Buildings E; Construction of 1-Parking Lot, 1-Site Improvement (POT and Retaining Walls @ Ramp), 1- Administration Building/ Classroom Building.

References:

Greg Magnuson - HBCSD – (714) 402-6599 | gmagnuson@hbcasd.us

John Ashby – HBCSD (310) 924-9274 | jashby@hbcasd.us

Michael Henning – BCA Architects – (949) 293-2524 | michaelh@bcaarchitects.com

Fullerton Joint Union High School District 2018-Present

1051 West Bastanchury Rd. Fullerton, CA 92833-2247

Provided construction services for the following projects:

Fullerton Union High School Shade Structure #04-118970 – (\$39,000) Construction of 1-Shade Structure

Fullerton Union High School Elevator Project #04-117308 -(1.4 million) Additions to 2- Classroom Buildings C & D (Modular Elevator Buildings per PC#02-114000)

Fullerton Union High School Team Room Project #04-118939 –(\$ 1.7

million) Construction of 2- Team Room Buildings (32x60, PC#04-117144)

La Habra High School Performing Art Center #04-115857 – (\$27.1 million) Construction of 2- Team Room Buildings (32x60, PC#04-117144). Project Duration: 8/21/2017 – 7/27/2020

La Habra High School Gymnasium # 04-115592 – (\$2.1 million) Additions to 1-Gymnasium Building Q; Alterations to 1-Gymnasium Building Q. Project Duration: 2/28/2017 – 3/11/2019

References:

Jay Little - Architect jay.tittle@littleonline.com

Troy Shandy Construction Projects Manager tshandy@fjuhsd.org (714) 626-4381



Saugus Unified School District

2018 – Present

24930 Avenue Stanford, Santa Clarita,
CA 91355

Project(s) Description:

Highland New Solar
Charles Helmers New Classroom
Cedar Creek Fire Alarm
Cedar Creek MPR/ Flex Site
Sky Blue Library / Classroom Bldg.
Cedar Creek MPR/ Flex Site
Highland New Solar
Cedar Creek MPR/ Flex Site
Skyblue Mesa Elementary School



Knowland Construction Services has been providing DSA inspection services for Saugus USD, taking on over 9 projects in over 4 years. Projects consists of construction of a new library building, as well site infrastructure, modernization of existing classroom buildings, MPRs, solar shade structures, etc. KCS is providing project management and DSA inspection for numerous projects throughout the District.

REFERENCES:

Lori Rubenstein –District Project Manager (661) 343-2509

Capistrano Unified School District

2009 – 2018

33122 Valle Rd. San Juan Capistrano, CA 92675-4706

Estancia K-8 – New School

Project Cost: \$29 million

Project Description:

This specific project included a ground up new elementary school on a 14 acre site, as well as a new \$8 million new joint use park and gymnasium for Rancho Mission Viejo. Knowland Construction Services and CJK Construction Management have provided full service construction management, project management, DSA inspection, constructability, project close-out and staff augmentation for more than \$150 million of projects, including new construction, modernization, infrastructure, ADA upgrades and maintenance projects.



REFERENCES:

John Forney – Executive Director of Construction
949 289-3902

Orange Unified School District

2018 - 2021

1401 N Handy St, Orange, CA 92867

La Moderna High School - Fred Kelly Athletic Stadium A#04-115687

Project Cost: \$24.3 million

Project Description:

Provided DSA Inspection services throughout the entire construction process for the Construction of 3-Toilet Buildings 2, 2A & 3, 1-PC Elevator Building, 1-Scoreboard, 2-Team Buildings 4 & 5, 1-Sport Field, 2-Bleachers, 1-Utility Building 6, 7- Shade Structures, 1-Press Box, 2-Concession Buildings 1 & 1A, 6-Stadium Light Poles.

References:

Christina Lin - OUSD
Executive Director (714)
682-4550

Robert Parme - Architect
rparme@hed.design 619-398-3800



CLIENT REFERENCES

#	Firm Name	Owner Name & Location	Project Name	Period of Performance	Services Provided	Client-Architect-CM Contact Information & Project Roles
1	Knowland Inc, dba Knowland Construction Service	Los Angeles Unified School District	\$400 million Bond Program: KCS has provided DSA inspector of record and quality control management services for LAUSD since 2006. Notable projects include Franklin elementary School which was a \$49 million new construction and remodel project. Central Region Elementary School #13 project include the construction of (1) C.R./K.G. Admin Building, (1) Library Building, M.P. Kitchen Building, Lunch Shelter, CMU and Retaining Walls.	2006-Present	DSA Inspector of Record Services	Socorro Leano – District Contact 213 407-7449 socorro.leano@lausd.net Richard Laret – Director of Construction and Inspection (626) 585-7023
2	Knowland Inc, dba Knowland Construction Service	Centinela Valley Union High School District 14901 S Inglewood Ave. Lawndale, CA 90260	\$200 million Bond Program: KCS has provided DSA inspector of record services for multiple athletic sports complex projects, new construction, and modernization projects at CVUSD since 2018. KCS has inspected the following projects: Hawthorne HS Phase 2 Building M #03-118304 - Construction of 4-Classroom Buildings J, K, L, M and Related Sitework (\$42M) 2018-2023 Hawthorne HS Athletics Sports Complex #03-121573 -Alterations to 1-Site Improvements: Tracker & Field, Practice/Softball & Baseball Fields, & Associated Sitework; Construction of 1-Field Bldg #1, 1-Ticket Booth Bldg #2, 4-Dugouts Bldgs, 1-Home Bleachers & Pressbox, 1-Visitors Bleachers, 3-Scoreboards (per PC 04-122194), 16-Light Poles (\$33.8M) 2023-Present Lawndale HS New Gymnasium & Track and Field #03-121461 - Alterations to 1-Track and Field Improvements.; Construction of 1-Gymnasium Building, 1-Baseball & Softball fields with Dugouts. (\$32.5M) Leuzinger HS - Athletics Complex #03-121155 -Alterations to 1-Track & Field, Baseball & Softball Fields, and Site Improvements; Construction of 2-Netting support structures, 1-Home Concession Bldg 1, 1-Visitor Concession Bldg 2, 2-Home Bleacher with Press box & Visitor Bleachers, 4-Dugout Structures, 15-Sports Light Poles, 3-Scoreboards (per PC 04-116017) \$23.3M 2021 - 2023 Leuzinger HS Phase 3 Modernization #03-115842 - Alterations to 2-(E) Buildings: Modernization in Main Admin/Auditorium/Classroom Bldg.A; Converting Existing Library to Band/Choral Classrooms in Classroom Bldg.B; and Site Improvement. \$31.2M (2016 - 2020)	2018-Present	DSA Inspector of Record Services	Eric Mirabal - Director of Facilities, (310) 263-3245, mirabale@cvusd.org
3	Knowland Inc, dba Knowland Construction Service	Long Beach Unified School District 1515 Hughes Way Long Beach, CA 90810	\$400 million Bond Program: KCS has provided DSA Inspection services since 2008 and for more than \$400 million dollars of construction projects including Jordan High School, a \$149 million phased new construction, seismic upgrades and renovation of performing arts centers, STEM buildings, classroom and administration buildings. Jordan High School Phase 2 - #03-119239 Construction of 1-Site Improvement, 4-(46x20'-6in) Shade Canopies, 1-(2-story) Classroom Building (300 (C)), 1-Trash/Utility Enclosure Structure, 1-Lunch Shelter(72x106'), 1-Elevator Tower/Machine Room/Stairs/Bridge/Landing(Building 210(B.1)) \$28 Million Bancroft Middle School HVAC Upgrade #03-120782 Alterations to 10-Bldgs 100 (A-4068, 9232), 200 (A-4135, 50566), 300 (a-4135, 50566), 400 (A-10157, 50566), 500E & 500W (A-10157, 50566), 600 (A-5896, 50566), 700 (A-4135, 50566), 800 (A-26662, 50566), 1000 (A-16662, 50566), and Associated Sitework - \$32.6M	2008-Present	DSA Inspector of Record Services	Jason King - LBUUSD (949) 793-0199, jking@lbuschools.net David Bannon – GBA Architects (714) 697-3836 Roy Combs – District Project Manager – (509) 656-6150 Paige Lawrence - PM (213) 701-0321, plawrence@lbuschools.net David Bannon – GBA Architects (714) 697-3836 Darcie Gumbayan – LPA Architects (949) 701-4117, dgumbayan@lpainc.com Duane Kronick – Linnick Corporation – (661) 600-8717, dkronick@linnickcorp.com
4	Knowland Inc, dba Knowland Construction Service	Huntington Beach City School District 8750 Dorsett Dr. Huntington Beach, CA 92646- 7149	KCS has provided DSA inspection services for the following projects at HBCSD: Isaac L. Sowers Middle School #04-121015 - Alterations to 4-Relocatable Classroom Buildings 500, 600, 700 & 800; Construction of 1-Administration / Kitchen Building 100, 1-Relocatable Classroom Building 400, 1-Gymnasium Building 200, 1-Locker Building 300, 1-STEM (Science, Technology, Engineering, Mathematics) Building 900, 2-Parking Lots & Site Improvements, 7-Shade Structures (20'x20'); Relocation of 4-Relocatable Classroom Buildings 500, 600, 700 & 800. \$40 Million. Ethel Dwyer Middle School Multi- Purpose Gymnasium & STEM Lab #04-116716 – (\$12.6 million) Construction of 1-Gymnasium/Multipurpose Building F, 1-Canopy, 1-Classroom Building E. Ethel Dwyer Middle School Modernization Phase 2 #04-118150 – (\$4 million) Alterations to 1-Case Classroom/Multi-purpose Building B, 1-Main Administration/ Classroom/Auditorium Building A; Construction of 3-Shade Structures. Agnes L. Smith Elementary School Modernization Phase 1 #04-118146 – (\$5.5 million). Alterations to 7-Classroom Buildings A, B, C, F, G, H and J, 1-Multi-purpose Building D. Agnes L. Smith Elementary School Phase 2 #04-118147 – (\$9.3 million) Alterations to 1-Multi-purpose Building D, 1-Classroom Buildings E; Construction of 1-Parking Lot, 1-Site Improvement (POT and Retaining Walls @ Ramp), 1-Administration Building/ Classroom Building.	2018-Present	DSA Inspector of Record Services	Pam Ogdon - Administrative Assistant to the Superintendent HBCSD (714) 964- 888 ext. 2051, pogdon@hbcusd.us Mark Manstorf - Director of Facilities, Maintenance, Operations, and Transportation (949) 445-0075, mmanstorf@hbcusd.us Greg Magnuson - HBCSD – (714) 402-6599 gmagnuson@hbcusd.us John Ashby – HBCSD (310) 924-9274 jashby@hbcusd.us Michael Henning – BCA Architects – (949) 293-2524, michaelh@bcaarchitects.com
5	Knowland Inc, dba Knowland Construction Service	Anaheim Union High School District 501 N Crescent Way Anaheim, CA 92801	\$230 Million Dollar Bond Program: KCS has worked on various notable projects which included full site remodel with added new projects at Dale Jr. High School and Magnolia High School. These projects included a new library, gymnasium, classroom buildings, site improvements, pool additions, fire alarm upgrades, HVAC upgrades, and modernization of classroom buildings. Knowland Construction Services has provided project management, DSA inspection, survey, constructability, project close-out and staff augmentation for more than \$300 million of projects, including new construction, modernization, infrastructure, ADA upgrades and maintenance projects. Other projects such Dale Jr. High also include new construction additions, classroom modernizations, utilities upgrades. KCS has provided DSA Inspector of Record Services for more than 14 years. Dale Jr. Mod/New Bldg #04-116371 Polaris Mod #04-116539 Magnolia HS Site Improvements #04-118913 Magnolia HS Lockers #04-119719 Magnolia HS Cyber Bldg #04-120391 Magnolia HS Pool #04-120892 Magnolia HS Bldg M #04-120799 Magnolia HS Solar #04-121125 Magnolia HS HVAC #04-121418 Magnolia HS FACP # 04-120850 Dale Junior High School \$39 million	2017-Present	DSA Inspector of Record Services	Leah Jason - Construction Services Administrator AUHSD, (714) 747-8021, jason_l@auhdsd.us Patty Neely - District Director of Construction AUHSD, (714) 999-3505, neely_p@auhdsd.us Darcie Gumbayan – LPA Architects (949) 261-1001 David Bannon – GBA Architects (714) 697-3836
6	Knowland Inc, dba Knowland Construction Service	Placentia-Yorba Linda Unified School District 1301 East Orangehorpe Ave. Placentia, CA 92870-5302	\$600 Million Bond Program: Knowland Construction Services has provided DSA/Project inspection services / construction management services for various projects at PYLUSD since 2005. A representative project includes the El Dorado Performing Arts Center. KCS provided project management, site utility surveys, constructability, change order analysis, and DSA inspection. Other significant projects include \$100 million new Yorba Linda High School, numerous modernizations, seismic upgrades, stadiums, shade structure, and infrastructure projects. KCS worked with the Director of Facilities for 15 years. Yorba Linda Joint Use Park Project Description: This project was a joint use park between the city of Yorba Linda and PYLUSD on an 8 acre site. Services include project/construction management, quality control, construction inspection and staff augmentation. KCS performed constructability, value engineering, site utility surveys, schedule, contractor coordination, change order analysis, inspection and final settlement agreements. Specific project consisted of a new restroom building, walking trails, infrastructure, site lighting, irrigation, landscape, drainage, riprap, ADA compliance, benches, shade structures, modular buildings, aquatic centers, multi-purpose buildings, security fencing, retaining walls and off-site improvements.	2013-2018	DSA Inspector of Record Services	Rick Guaderrama - Director of Facilities (562) 293-6268 rguaderrama@pylused.org Jim DiCamillo / Robert Uribe - WLC Architects (909) 987-0909 Max Van de Mortel – PYLUSD – 714 984-3008

CLIENT REFERENCES

#	Firm Name	Owner Name & Location	Project Name	Period of Performance	Services Provided	Client-Architect-CM Contact Information & Project Roles
7	Knowland Inc., dba Knowland Construction Service	Los Alamitos Unified School District 10293 Bloomfield St. Los Alamitos, CA 90720-2264	Los Alamitos High School Project Cost: \$48 million Project Description: Project consists of construction of a new 3 story STEM building. KCS has provided DSA inspection and project management services for multiple projects around the District for 15 years.	2003-Present	DSA Inspector of Record Services	CJ Knowland - Director of Facilities (714) 794-7006
8	Knowland Inc., dba Knowland Construction Service	Saugus Union School District 24930 Avenue Stanford Santa Clarita, CA 91355-1272	Project(s) Description: 03-121095 - Mountainview ES Fire Alarm, 03-121251 - Highlands ES Solar, 03-121016 - North Park School Fire Alarm, 03-120595 - Plum Canyon ES Fire Alarm, 03-121276 - Emblem Academy Play Equipment, 03-120835 - Helmers ES Admin Remodel, 03-121414 - Bouquet Canyon School POE, 03-120938 - Highlands ES Modernization, 03-121288 - Cedar creek Fire Alarm, 03-120349 - Cedar creek MPR, 03-121487 - Skyblue Mesa ES Track & Field, 03-121365 - Plum Canyon Rooftop Solar, 03-121551 - Plum Canyon Solar Lunch Shelter, 03-121552 - Skyblue ES Solar Lunch Shelters, 03-121636 - Mountainview Solar Lunch Shelters, 03-121619 - Westcreek ES Solar Lunch Shelters, 03-121687 - Tesoro Solar Lunch Shelters, 03-121987 - Cedar creek New Flex Classroom Building, 03-120269 - Skyblue Mesa ES CDP, 03-120568 - Skyblue Mesa ES New Library/Classroom Building, 03-120808 - Westcreek Academy Shade Structure, 03-120944 - Charles Helmers ES Two Story Classroom Building, 03-120953 - Rosedell ES Classroom Building Addition, 03-121290 - Skyblue Mesa ES Fire Alarm, 03-121691 - Cedar creek Edible School Yard, (Non DSA) - Emblem Academy Track & Field	2018-Present	DSA Inspector of Record Services	Jim Sandefur - Facilities Project Manager, (661) 294-5300 x5232, jsandefur@saugusud.org Kathy Pisano - District Program Manager, (661) 294-5300 x5106, kpisano@saugusud.org
9	Knowland Inc., dba Knowland Construction Service	Buena Park School District 6885 Orangethorpe Ave Buena Park, CA 90620	KCS has provided DSA Inspection Services for the Installation of a district-wide solar array installation project for Buena Park School District. The project consisted of installing over +30 solar panel structures combined and associated ADA scope of work at (7) individual school sites. KCS was responsible for managing the inspection of all special materials testing and construction throughout the entire project duration. KCS's primary focus was ensuring that the project complies with all DSA regulations and building codes and acting as the main point of contact for the client and other stakeholders throughout the construction process. Beatty Middle School #04-120616 Buena Park Middle School #04-120617 Carl E. Gilbert Elementary School #04-120618 Arthur F. Corey Elementary School #04-120635 Terrace Elementary School #04-120636 James A. Whitaker Elementary School #04-120637 Pendleton Elementary School #04-120884	2019-Present	DSA Inspector of Record Services	Mike Anderson - Director Facilities, Maintenance, & Operations and Transportation, (714) 736-4294, manderson@bpsd.us
10	Knowland Inc., dba Knowland Construction Service	Capistrano Unified School District 33122 Valle Rd. San Juan Capistrano, CA 92675	Project Description: Knowland Construction Services / CJK provided full DSA Inspection services for more than \$100 million of projects including a new school, a new joint use facility, several large STEM classroom additions, and numerous smaller projects. KCS started out as DSA inspectors, and then released ourselves from that contract to perform CM services. Estancia K-8 - New School Project Cost: \$29 million Project Description: This specific project included a ground up new elementary school on a 14 acre site, as well as a new \$8 million new joint use park and gymnasium for Rancho Mission Viejo. Knowland Construction Services and CJK Construction Management have provided full service construction management, project management, DSA inspection, constructability, project close-out and staff augmentation for more than \$150 million of projects, including new construction, modernization, infrastructure, ADA upgrades and maintenance projects.	2009-2019	DSA Inspector of Record Services	John Forney - Director of Facilities - (949) 289-3902, jgforney@capousd.org
11	Knowland Inc., dba Knowland Construction Service	Beverly Hills Unified School District 255 South Lasky Dr. Beverly Hills, CA 90212-3644	\$400 Million Bond Program: Knowland Construction Services has provided DSA Inspection, construction management as well as QA/QC services for various projects at BHUSD since 2013. Current projects at Beverly Hills High School include a historical renovation and seismic upgrade of buildings B1, B2 (\$65 million), and the (\$100 million) Salter's Theater and Peters Auditorium seismic and historical upgrade projects. These projects involve installation of micro piles, repair of structural concrete utilizing GRFP reinforcement on columns, walls, and ceilings, and the repair of existing architectural details on the building. Other projects include El Rodeo Elementary School which is going through a \$92 million seismic and historical renovation, Horace Mann Middle School which was a \$90 million new construction project and historical renovation. Project delivery is lease-leaseback and Design Bid Build. El Rodeo Elementary School Project Cost: \$92 million Project Description: Project consists of construction of a new state of the art Athletic Complex. KCS was awarded a construction management contract as well as DSA inspection contract for the \$441 million bond program which included the athletic complex.	2018-2021	DSA Inspector of Record Services	Jeff Pyleman - Project Director - (661) 699-6972 Dr. Mike Bregy - Superintendent (2020) - (310) 551-5100 Robert Uribe - PBK-WLC Architects - (909) 938-6535, robert@wlcarchitects.com Jessie Romero - HMC Architects -909 904-8313 Ken Haas - (BHUSD M&O Director) - (805) 209-5871 Dan Polen - Project Executive ProWest - (916) 747-8133 Israel Pena - (HMC Architects) - (909) 957-9919 Larry Sobolowski - (ProWest Constructors Sr. Superintendent) - (951) 805-8219
12	Knowland Inc., dba Knowland Construction Service	San Diego Unified School District 4100 Normal Street San Diego, CA 92103	Project consists of providing IOR Services for a large variety of projects (FPC Prop Z & YY) million bond program that included the multiple modernization upgrades of existing classroom buildings/facilities, and new building additions (Gymnasiums, Classrooms, etc.) La Jolla High School WSM-Interim Housing . Wilson Middle School -Increment Phase 2; Hoover High School -New Theater & CR Building; Logan Memorial WSM; FPC Prop Z and YY	2018- Present	DSA Inspector of Record Services	Serena Griswold - sgriswold@sandi.net, (858) 496-6776 Carl Rob Davidson - cdavidson@sandi.net, (619) 925-3817 Kuhns Hughes Lynn - lkuhns@hughes@sandi.net Wendy Engram - wengram@sandi.net Mark Stapledon - mstapledon@sandi.net Don Webb - dwebb1@sandi.net, Office: (858) 573-5712
13	Knowland Inc., dba Knowland Construction Service	Orange Unified School District 726 Collins Avenue Orange CA 92867	Orange High School Modernization Phase 2 - 04-120151 Project Cost: \$19.6 Million Project Description: Alterations to 1-Library Building 500B, 1-Theater Building 100C, 1-Theater Building T (Original BLDG 100C) (Ceilings and HVAC); Construction of 1-Classroom/Student Service Building A. La Moderna High School - Fred Kelly Athletic Stadium A#04-115687 Project Cost: \$24.3 million Project Description: Provided DSA Inspection services throughout the entire construction process for the Construction of 3-Toilet Buildings 2, 2A & 3, 1-PC Elevator Building, 1-Scoreboard, 2-Team Buildings 4 & 5, 1-Sport Field, 2-Bleachers, 1-Utility Building 6, 7- Shade Structures, 1-Press Box, 2-Concession Buildings 1 & 1A, 6-Stadium Light Poles.	2018-Present	DSA Inspector of Record Services	Rory Lorenzo - Measure 5 Bond Project Manager, (714) 628-5823, rory.lorenzo@orangusd.org Christina Lin - OUSD Executive Director, (714) 682-4550 Robert Parme - Architect rparme@hcd.design, 619-398-3800
14	Knowland Inc., dba Knowland Construction Service	Arcadia Unified School District 234 Campus Drive Arcadia CA 91007	\$220 Million Dollar Bond Program: KCS has provided Services included Project/Construction Management, Quality Control and DSA Inspection of the new construction and renovations of school facility buildings, stadiums, restrooms, site work, infrastructure, cell towers, ADA upgrades, irrigation, landscaping, photovoltaic, seismic retrofit, parking lots, lighting, shade structures, ball parks, swimming pools and associated site work. KCS provided Project Management Services for the \$20 million Performing Arts Center in Arcadia. The project was a Lease-Leaseback delivery with McCarthy as the general contractor. Project had 750 seats, as well as numerous classrooms, choir rooms, and classrooms. The Performing Arts Center was part of a larger program consisting of a new STEM Classroom, Student Services Building, Stadium, and modernization of the entire campus. Overall budget was more than \$100 million. Arcadia High School Project Cost: \$140 million Project Description: Project consists of construction of a new Performing Arts Building, Student Services Building, Science Building, Media Center, new Stadium and classroom modernizations. KCS provided Project Management and DSA inspection for various projects throughout the district.	2004-2017	DSA Inspector of Record Services	Jim Leahy - Director of Construction, (626) 808-7777, jleahy@ausd.net Marc Pange - LPA Architects, (760) 774-3339, mpange@lpainc.com Gary Altridge - FM, McCarthy, (949) 500-2625, galtridge@mccarthy.com Gene Kesler - DCA Architects, gkesler@dcaarchitects.com

CLIENT REFERENCES

#	Firm Name	Owner Name & Location	Project Name	Period of Performance	Services Provided	Client-Architect-CM Contact Information & Project Roles
15	Knowland Inc., dba Knowland Construction Service	San Marino Unified School District 1665 West Dr. San Marino, CA 91108-2594	Huntington Middle School Project Cost: \$14 million Project Description: Project consists of construction of a new gymnasium and multi-purpose building. Chris Knowland performed construction management and DSA inspection for various projects. Projects were primarily multi-prime delivery.	1996-Present	DSA Inspector of Record Services	Mike Lin, Ed.D, MBA, CBO, (626) 299-7000 x1390, mlin@smusd.us Jim Leahy - District Bond Manager, (626) 808-7777 Jennifer Wheeler, Executive Assistant of Business Services, (626) 299-700 Ex: 1391 or Ex: 1414, jwheeler@smusd.us
16	Knowland Inc., dba Knowland Construction Service	Fullerton Joint Union High School District 1051 W Bastanchury Rd Fullerton, CA 92833	Provided construction services for the following projects: Fullerton Union High School Shade Structure #04-118970 - (\$39,000) Construction of 1-Shade Structure Fullerton Union High School Elevator Project #04-117308 - (1.4 million) Additions to 2- Classroom Buildings C & D (Modular Elevator Buildings per PC#02-114000) Fullerton Union High School Team Room Project #04-118939 - (\$ 1.7 million) Construction of 2- Team Room Buildings (32x60, PC#04-117144) La Habra High School Performing Art Center #04-115857 - (\$27.1 million) Construction of 2-Team Room Buildings (32x60, PC#04-117144). Project Duration: 8/21/2017 - 7/27/2020 La Habra High School Gymnasium # 04-115592 - (\$2.1 million) Additions to 1-Gymnasium Building Q; Alterations to 1- Gymnasium Building Q. Project Duration: 2/28/2017 - 3/11/2019	2018 -2021	DSA Inspector of Record Services	Alex Kang - Construction Project Manager, FJUHSD, (714)732-4668, akang@fjuhsd.org Jay Little - Architect jay.little@littleonline.com Troy Shandy - Construction Projects Manager, tshandy@fjuhsd.org, (714) 626-4381



Exhibit B:

Evaluation Summary of IOR Proposals

MSA5 Inspector of Record – Summary and Recommendation

7 firms were invited to participate, 7 confirmed interest, and 7 submitted proposals:

- TYR
- Pringle Group (Pringle)
- Knowland Construction Services (KCS)
- Vital Inspection Services (VIS)
- American Engineering Laboratories (AEL)
- The Anaheim Group (TAG)
- Payte Inspection (Payte)

It is our recommendation that Magnolia Public Schools contract with Knowland Construction Services (KCS) for the MSA5 Project. Our recommendations are based upon the review detailed below.

TYR:

TYR's proposal exhibited both an understanding of the project and demonstrated experience in inspecting modular school construction. However, TYR does not have the capacity to provide in plant inspection for the modular building and therefore is subcontracting the work which includes a mark-up cost. As a result, we found that TYR's in-plant inspection costs to be significantly higher than others. Finally, their hourly rates were tied for the third-highest received.

Hourly rate proposed: \$115

Increment 1 proposed hours and cost: \$74,060 (644 hours at \$115)

Increment 2 proposed hours and cost: \$207,000 (1800 hours at \$115)

In-Plant proposed hours and cost: \$92,400 (flat rate – no additional details provided)

Payte:

Payte's proposal exhibited both an understanding of the project as well as demonstrated experience in inspecting modular school construction. However, Payte did not include a proposed cost for the in-plant inspection. As this information was required in order to make an IOR selection, we have disqualified Payte from further consideration.

Hourly rate proposed: \$118

Increment 1 proposed hours and cost: \$68,440 (580 hours at \$118)

Increment 2 proposed hours and cost: \$172,280 (1460 hours at \$118)

VIS:

While VIS demonstrated understanding of the project, we found that their proposed inspection team had minimal experience in modular construction. In addition, VIS did not include a proposed cost for the in-plant inspection. As this information was required in order to make an IOR selection, we have disqualified VIS from further consideration.

Hourly rate proposed: \$110

Increment 1 proposed hours and cost: \$101,200 (920 hours at \$110)

Increment 2 proposed hours and cost: \$237,600 (2160 hours at \$110)

KCS:

KCS's proposal demonstrated a detailed understanding of the project, provided detailed information regarding their approach to providing IOR services, and was of the few proposers that provided client reference information. In addition, KCS's proposal was the only proposal that highlighted both modular experience for both the on-site IOR and in-plant inspector. Finally, while KCS's cost proposal details a 3% increase in their rates at the start of the calendar year, we feel that this is fair given that their proposed rates were amongst the lowest.

Hourly rate proposed: \$105/\$110 (non-senior/senior)

Increment 1 proposed hours and cost: \$123,480 (1176 hours at \$105)

Increment 2 proposed hours and cost: \$158,760 (1512 hours at \$105)

In-Plant proposed hours and cost: \$28,560 (272 hours at \$105)

AEL:

AEL's proposal demonstrates significant understanding of the project going as far to propose an IOR that lives only 2 miles from the MSA5 site. In addition, the proposed in-plant inspector has provided inspection for multiple modular projects at Silver Creek's Perris, CA facility. However, the proposed IOR's experience with respect to modular construction is not demonstrated. Finally, our team found that AEL's proposed rates were amongst the lowest.

Hourly rate proposed: \$107

Increment 1 proposed hours and cost: \$131,824 (1232 hours at \$107)

Increment 2 proposed hours and cost: \$165,208 (1544 hours at \$107)

In-Plant proposed hours and cost: \$56,496 (528 hours at \$107)

TAG:

TAG's proposal demonstrates a significant understanding of the project and provided direct responses to the issued RFP in addition to providing letters of recommendation. However, the proposed in-plant inspector lacks the modular experience that we would like to see for anyone assigned to oversee the manufacture of the modular classroom building. Finally, their proposed rates were tied for the third highest we received.

Hourly rate proposed: \$115

Increment 1 proposed hours and cost: \$72,360 (584 hours at \$115)

Increment 2 proposed hours and cost: \$255,010 (2144 hours at \$115)

In-Plant proposed hours and cost: \$29,480 (268 hours at \$115)

Pringle:

Pringle's proposal demonstrates an understanding of the project and 2 of the 4 proposed inspectors have modular experience. However, Pringle's cost proposal has some of the highest hourly rates of the proposals received. In addition, Pringle's cost proposal details that a 5% increase to the hourly rates will become effective at the start of each year. Our team is of the opinion that the high cost of their hourly rate should be offset by proposing inspectors with significant modular experience which we do not feel is fully demonstrated

within their proposal.

Hourly rate proposed: \$115/\$120 (non-senior/senior inspector)

Increment 1 proposed hours and cost: \$141,680 (1240 hours at \$115)

Increment 2 proposed hours and cost: \$182,880 (1544 hours at \$115)

In-Plant proposed hours and cost: \$61,640 (536 hours at \$115)

Overall impressions and Recommendation:

It is important to remember that this work will be performed at a Not-to-Exceed rate and the total hours to be spent on each increment will shift based upon our final schedule. We also understand that each proposer has allocated their hours into each increment based upon their own understanding of the construction schedule. For example, some proposers have bid the in-plant inspection at half time (4-hour days). Therefore, our team has weighed the proposed hourly rates and experience with modular construction as the leading criteria for our recommendation with the understanding that the selected inspection firm will provide a revised cost proposal in-line with our revised construction schedule.

Overall, we found that overall KCS's proposal provides the best combination of cost-effective pricing and quality personnel.

Overall rankings:

1. KCS
2. AEL
3. TAG
4. Pringle
5. TYR
6. Payte/VIS (Disqualified)

It is our recommendation that Magnolia Public Schools contract with Knowland Construction Services (KCS) for the MSA5 Project. Should MPS be unable to move forward with KCS, American Engineering Laboratories (AEL) would be our secondary recommendation.

Coversheet

Approval of Inspector for Specialty Inspections for Magnolia Science Academy-5 Project at 7111 Winnetka Ave

Section: IV. Action Items
Item: K. Approval of Inspector for Specialty Inspections for Magnolia Science
Academy-5 Project at 7111 Winnetka Ave
Purpose: Vote
Submitted by:
Related Material: IV_K_Inspector for Specialty Inspections for MSA-5 Project.pdf



Agenda Item:	IV K: Action Item
Date:	January 16, 2025
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 Inspector for Specialty Inspections for MSA-5 Project at 7111 Winnetka Ave

Action Proposed:

I move that the Board approve the contract with Twining for Special Inspection and Testing Services for the Magnolia Science Academy-5 construction project for a total cost of not to exceed \$323,770.

Background:

The MSA-5 construction project requires the services of a qualified Special Inspection and Testing (SI&T) firm to ensure compliance with project specifications, applicable codes, and regulatory requirements. After soliciting proposals from multiple firms, four qualified responses were received. Based on a thorough evaluation, it is recommended that Magnolia Public Schools (MPS) contract with **Twining** for these services.

Proposal Evaluation:

Firms Contacted:

10 firms were invited to participate, and 6 expressed interest. Four firms submitted proposals for review:

- Twining
- Koury (Disqualified)
- Smith Emery
- MTGL



Selection Criteria:

Proposals were evaluated based on qualifications, methodology, experience in the education sector, and cost. A detailed review of each firm’s "Testing and Inspection Request for Quote" exhibit was conducted, including scope comprehension, hours proposed, and cost alignment.

Summary of Findings:

1. Twining:

- Highest qualifications and significant experience in the education sector.
- Detailed understanding of project scope, including segmentation of services into Increment 1 and Increment 2.
- Rates will remain fixed if the project adheres to the current schedule.
- Proposed Budget: \$323,770.00
- Proposed Hours: Inspection (2,300) | Testing (185)
- Average Hourly Rate: \$118.00

2. Smith Emery:

- Strong qualifications but underestimated inspection/testing hours in key areas.
- Proposed Budget: \$92,223.65
- Proposed Hours: Inspection (724) | Testing (130)
- Average Hourly Rate: \$106.25

3. MTGL:

- Lacked specific experience in the education sector and demonstrated inconsistencies in hour estimation.
- Proposed Budget: \$239,240.00
- Proposed Hours: Inspection (1,806) | Testing (598)
- Average Hourly Rate: \$120.00

4. Koury:

- Proposal incomplete and disqualified.
-

Recommendation:

The Facilities Team recommends the Board approve contracting with Twining for Special Inspection and Testing Services for the MSA-5 construction project. Twining’s detailed



approach, educational sector expertise, and commitment to fixed rates provide the best value for MPS.

Fiscal Impact:

The cost for Twining's services will not exceed \$323,770.00, as outlined in their proposal, and is included in the project budget.

Exhibits:

Exhibit A. Twining Proposal

Exhibit B. Evaluation Summary of SI Proposals



Exhibits:

Exhibit A. Twining Proposal



MAGNOLIA PUBLIC SCHOOLS

PROPOSAL TO PROVIDE

Special Inspection & Testing Services for Magnolia Science Academy 5 Charter Middle & High School New Construction Project

December 18, 2024





18071 Mt Washington St, Unit A
Fountain Valley, CA 92708

Tel 949.553.0370
Fax 949.553.0371

December 18, 2024
Proposal No. 24-2354

Magnolia Public Schools
Gateway Science and Engineering
Project Construction Manager
c/o James Villanueva, Project Engineer
jvillanueva@gateway-sci-eng.com

**RE: REQUEST FOR PROPOSALS (RFP) Special Inspection & Testing Services for
Magnolia Science Academy 5 Charter Middle & High School New Construction Project**

Dear James,

Twining Consulting (Twining) is pleased to present our qualifications to provide special inspection and testing services for Magnolia's upcoming projects. **With an office and lab in Long Beach 24 miles from the Magnolia Public Schools** and complemented by seven other labs and offices throughout California, we can provide the full scope of services you seek. Our highly qualified team of technical experts, inspectors, and technicians, coupled with our local experience on City of Los Angeles, Division of the State Architect (DSA) projects, and investment in the local region, makes us highly suited to help Magnolia achieve its planned construction goals. The following are relevant qualifications and benefits, as well as a brief description as to why Twining is well suited to meet Magnolia's needs.

- **A Partner, Not a Consultant**

At Twining, we prioritize providing Magnolia with our utmost support by fostering transparency in communications and embracing a partnership approach. We believe in genuine staff augmentation, meaning our geotechnical, special inspectors, and material testing laboratory experts are readily available to answer your team's inquiries through text, phone, email, or in-person visits. We are committed to being accessible and responsive whenever you reach out. We proactively partner with your team to address your needs and anticipate potential challenges, aiming to enhance our collaboration for mutual success. This embodies our vision of being a true partner, not just a consultant.

- **Highly Experienced with Division of the State Architect (DSA) Projects**

With over 4,545 DSA projects completed in the past decade, Twining has extensive expertise in material testing, inspection, and geotechnical services. Our specialization in K-12 schools positions us as a trusted provider in this field. We are well-versed in the unique requirements of DSA, from geotechnical site feasibility studies to project closeout. Recognizing the increased emphasis on project closeout, we are assigning a dedicated **Project Manager, Michael Osorio, to ensure prompt document submission and timely certification of DSA buildings for student use.** Additionally, our President/DSA Expert, Linas Vitkus, PE, GE, played a pivotal role in the development and implementation of DSAbbox, the DSA's electronic reporting and submittal platform. Linas' leadership and strong relationship with the DSA further solidify our competence in delivering successful California K-12 projects.

1. Cover Letter

- **Deep Bench of Multi-Carded Inspectors**

We understand the value that having multi-certified/licensed field technicians assigned brings to this project. Our deep bench of over 150 multi-carded inspectors allows us to meet this requirement with highly qualified inspectors. By dispatching multi-certified inspectors to your project, we minimize the number of inspectors required on site, lowering total costs. We will also endeavor to provide experienced journeymen and apprentices for construction quality control and materials testing and inspection.

- **Proven Project Manager – Single-Point-of-Contact**

These projects will be managed by Michael Osorio, your Project Manager. Michael will work closely with Benito Caban, PE, our Project Executive. Both Michael and Benito have experience working on DSA projects for local K-12 clients. Together, they will ensure that we scale our staffing according to the project's demands and provide rapid, accurate laboratory testing and reporting turnaround. While Michael collaborates with Benito to ensure each project is successful, Michael will remain your single point of contact for each project.

- **Adherence to Stringent Standards**

Twining meets the industry's most rigorous inspection and certification criteria. We are certified, accredited, and/or inspected by prominent agencies, including the Division of the State Architect (DSA), Caltrans, the Federal Aviation Administration (FAA), the United States Army Corps of Engineers (USACE), the American Concrete Institute (ACI), the International Code Council, the American Association of State Highway and Transportation Officials (AASHTO), and the Cement and Concrete Reference Laboratory (CCRL) underscore our status as a certified geotechnical, materials testing, and inspection laboratory.

We thank you for the opportunity to submit our proposal. We are confident you will find our familiarity with the local area, experience completing DSA projects, and depth of resources to exceed your expectations for these projects. Should you have any questions about our submittal, please contact Steve Schiffer, authorized personnel to speak on behalf of Twining Consulting during the evaluation process, at (562) 522-1179 or by email at SSchiffer@twininginc.com.

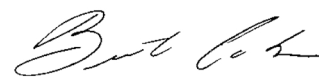
Twining acknowledges receipt of the RFI Response #1 (12/4/2024) and #2 (12/9/2024) and has incorporated the relevant items into our proposal.

Sincerely,

Twining Consulting



Steve Schiffer
Chief Revenue Officer
Authorized Individual



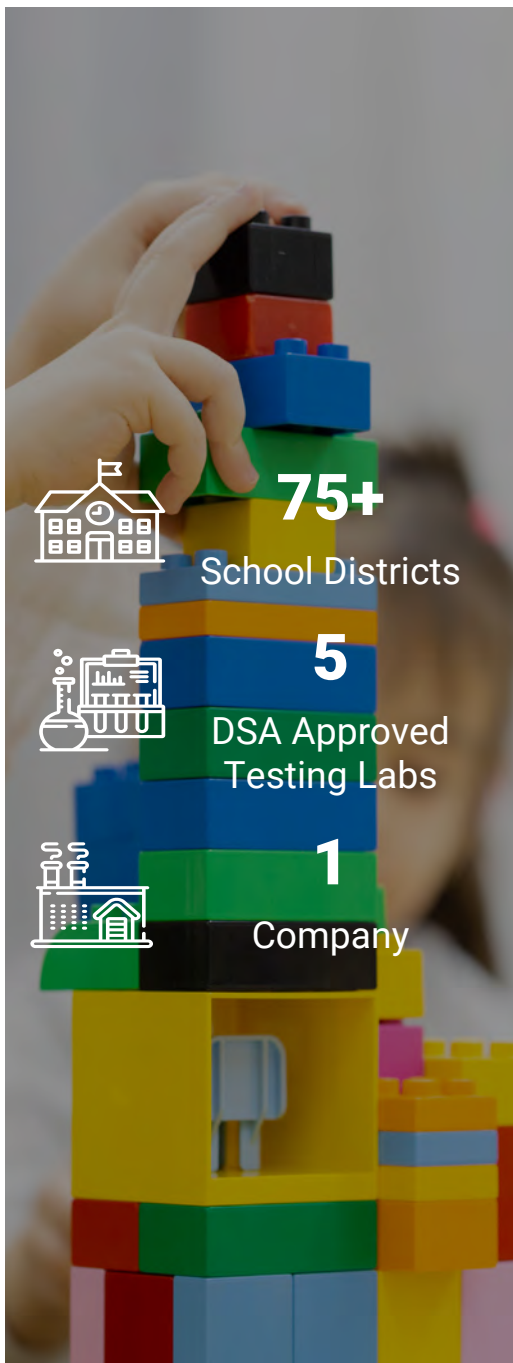
Benito Caban, PE #73220
President/Project Executive
Authorized Individual



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1. HISTORY & BACKGROUND



Firm History & Background

Twining's legacy dates back more than 126 years. What started as a family business in 1898 has evolved into one of California's largest service providers of geotechnical engineering design, materials testing, and construction inspection services. Highly regarded by state and local agencies, developers, contractors, consultants, and industry for providing high-quality services that are reliable, timely, and compliant, Twining has been a central part of some of California's most regionally significant construction projects. The expertise and capabilities of Twining in geotechnical and many civil engineering disciplines, including testing of asphalt, soils, steel, and various construction materials, complement our services for the asphalt construction industry.

Twining has developed a strong reputation by providing sound engineering, testing, and inspection services on every project we undertake. We earned this reputation knowing that the true measure of our performance rests in the satisfaction of our clients. We approach each project with the understanding that we are evaluated on the safety and durability of the structures and pavements we test and inspect.

We employ some of the industry's most well-known construction experts, including asphalt and concrete experts who perform research as well as consult with regulatory agencies to shape the future of construction standard practices. Our geotechnical team leaders are licensed and highly qualified with experience in geotechnical design, analysis, and construction support. In addition to our engineers' highly technical consulting services, we can also provide construction material testing and inspection services. Our engineers offer routine training to our field soil technicians to continuously improve and reinforce their skills related to field testing. Additionally, experienced inspectors and laboratory technicians can provide field observation and testing to provide immediate compaction data to the Contractor, thus allowing for efficient and accelerated progress of the schedule.

1. History & Background

Firm's Contact Information

Steve Schiffer
 SSchiffer@twininginc.com
 D (562) 513-1704
 M (562) 522-1179

Twining Philosophy

Our firm's DNA is rooted in a philosophy that extends beyond project deliverables, focusing on building enduring relationships, fostering talent, and creating collaborative partnerships. Our approach to team-building emphasizes the cultivation of a diverse, skilled, and motivated workforce. Through strategic recruitment, ongoing training, and a commitment to professional development, we ensure our staff embodies the values that define our organization.

In past projects, this philosophy has translated into successful deliverables, where owner goals were not merely met, but often exceeded. By assembling teams with complementary skills and a shared commitment to excellence, we've navigated challenges seamlessly. Our emphasis on communication and collaboration mitigates project issues, fostering an environment where innovative solutions can flourish.

Ongoing training programs, mentorship initiatives, and a culture of continuous learning ensure our teams are not only well-equipped for the current project but also poised for future challenges. ***Our staff is not just a workforce; they are the embodiment of our values, and this commitment to their development pays dividends in project outcomes.***

Experience with DSA Projects

Twining has over 50 years of specific experience providing materials testing, special inspections, and geotechnical services for DSA school projects. Our years of experience provide us with a strong understanding of the importance of proper project closeout and DSA final certification. Our team members are familiar with their unique requirements, from breaking ground through closeout.

Additionally, Twining's **President, Linas Vitkus, PE, GE**, was one of six members of a working group that provided input to DSA on the **implementation of the DSAbox and the inspection card process**. Linas continues to participate with the panel regarding the evolution of the DSAbox.

Years in Business

126

Office Location

18071 Mt Washington St, Unit A
 Fountain Valley, CA 92708

Inspectors and Technicians

180+

Professional Services

- » Geotechnical Engineering
- » Nondestructive Examination
- » Materials Testing Laboratory
- » Vibration Monitoring
- » Stormwater Site Monitoring and SWPPP
- » Forensic Evaluation of Existing Structures
- » Applied Research and Materials Engineering
- » Concrete Technology & Concrete Insight
- » Concrete for Pavements & Infrastructure
- » Asphalt Pavement Engineering Design
- » Construction Quality Assurance Programs
- » Mobile Laboratories
- » Roofing and Waterproofing Inspection
- » Plan Review and Plant Inspection
- » Building Material Evaluations & Specialized Testing
- » Petrographic Laboratory



1. History & Background



DSA Inspection and Testing

Inspection Services

Twining's inspection staff consists of nearly 180 inspectors located throughout California. More than 80 percent of these inspectors hold multiple inspection certifications in disciplines including structural steel, high strength bolting, prestressed concrete, reinforced concrete, structural masonry, drilled in anchors, spray applied fireproofing, and more. Twining also employs Class A HCAI and Class 1 DSA inspectors.

These highly skilled men and women have been selected for their diversity of knowledge and ability to work with clients to achieve maximum performance at minimum cost. Twining has the resources to staff projects regardless of size and complexity with experienced and professional inspection personnel.

Field Engineering

Twining's ability to perform a variety of services in-house makes testing quicker, easier, and more responsive to our clients' needs. We perform standardized tests and services including but not limited to:

- » Pull testing of building components
- » Testing of wedge anchors, epoxied anchors, and wedge anchors
- » In-place shear testing of masonry walls
- » Flat-jack load testing of masonry walls
- » Fireproofing for adhesion and cohesion
- » Floor flatness and levelness testing

Materials Testing

Twining has been at the forefront of construction materials testing for over a century. Our network of state-of-the-art laboratories, complimented by our fleet of mobile laboratories, allows us to provide in-house testing for projects throughout the state.

Twining provides fast, reliable test results that our clients can count on. We subscribe to the most stringent inspection and certification requirements in the industry. We are recognized by agencies including Division of the State Architect (DSA), Caltrans, American Association of State Highway and Transportation Officials (AASHTO), United States Army Corps of Engineers (USACE), Cement and Concrete Reference Laboratory (CCRL), Federal Aviation Administration (FAA), International Accreditation Service (IAS), along with numerous cities and counties as a certified geotechnical, paving, materials testing, and inspection laboratory.

Non-Destructive Examination

The field of non-destructive examination is undergoing rapid change, bringing technologies that had previously been the subject of research into the arena of practical application. Twining has been at the forefront of these applications; from participating in the post-Northridge SAC committees, to being the first firm to fully implement the requirements of FEMA 353 and now AWS D1.8, and to field implementation of the latest technologies such as Phased Array Ultrasonics and Time of Flight Diffraction. Twining is fully compliant with ASNT SNT-TC1A and also the stricter certification standards of CP-189.

1. History & Background

DSA Qualifications and Experience

Twining has over 50 years' experience working with school district clients throughout Southern California. DSA projects are one of our core competencies, and we have long-lasting relationships with school district clients with whom we provide soils and materials testing and inspection services. Following is a listing of some of our school district clients.

K-12 School District Clients

- » Beverly Hills Unified School District
- » Los Angeles Unified School District
- » Santa Monica-Malibu Unified School District
- » ABC Unified School District
- » Alhambra Unified School District
- » Azusa Unified School District
- » Banning Unified School District
- » Barstow Unified School District
- » Bellflower Unified School District
- » Burbank Unified School District
- » Capistrano Unified School District
- » Charter Oak Unified School District
- » Chino Valley Unified School District
- » Colton Joint Unified School District
- » Compton Unified School District
- » Conejo Valley Unified School District
- » Corona-Norco Unified School District
- » Covina-Valley Unified School District
- » Desert Sands Unified School District
- » Downey Unified School District
- » Duarte Unified School District
- » El Segundo Unified School District
- » Fairfield-Suisun Unified School District
- » Fillmore Unified School District
- » Fontana Unified School District - Julius Conway
- » Garden Grove Unified School District
- » Glendale Unified School District
- » Glendora Unified School District
- » Irvine Unified School District
- » La Canada Unified School District
- » Las Virgenes Unified School District
- » Long Beach Unified School District
- » Los Alamitos Unified School District
- » Lynwood Unified School District
- » Murrieta Valley Unified School District
- » Newport-Mesa Unified School District
- » Norwalk-La Miranda Unified School District
- » Orange Unified School District
- » Palos Verdes Peninsula USD
- » Palos Verdes Peninsula USD
- » Palos Verdes Unified School District
- » Pomona Unified School District
- » Poway Unified School District
- » Rialto Unified School District
- » Rowland Unified School District
- » Saddleback Valley Unified School District
- » San Bernardino City Unified School District
- » San Diego Unified School District
- » Santa Ana Unified School District
- » Santa Barbara Unified School District
- » Santa Clara Unified School District
- » Simi Valley Unified School District
- » South Pasadena Unified School District
- » Temple City Unified School District
- » Upland Unified School District
- » Val Verde Unified School District
- » Ventura Unified School District
- » Wiseburn Unified School District

Community College District Clients

- » Los Angeles Community College District
- » Chabot Las Positas Community College District
- » Coast Community College District
- » Desert Community College District
- » Long Beach Community College District
- » Mount San Antonio Community College District
- » North Orange County Community College District
- » Palomar Community College District
- » Rancho Santiago Community College District
- » Rio Hondo Community College District
- » Riverside Community College District
- » San Diego Community College District
- » Santa Barbara Community College District
- » Santa Monica Community College District
- » South Orange Community College District
- » Southern Orange County Community College District
- » Ventura County Community College District

1. History & Background



ABC Unified School District

Tracy High School Solar Panel Project

Start Date

2021

Completion Date

2024

Tracy (Wilbur) High Continuation School (Tracy HS) is a public continuation school in Cerritos, California, serving grades 9-12. Solar energy arrays were installed on three elevated carport structures at the campus. Structures A, B, and C were installed in the parking lot in the northwestern corner of the campus. The carports are a minimum of 13 feet high and consist of metal columns and beams supporting array panels. Structures A and C each have 258 photo-voltaic (PV) modules with a direct current (DC) system size of 108.360 kilowatts (kW) and Structure B has 248 PV modules with a DC system size of 246 kW, all tilted at a 7-degree angle. This makes a total of 762 PV modules with a total DC system size of 320.040 kW in the school. Approximately 1,002 feet of conduits were installed through directional borings from the solar arrays through paved lots and grass areas to two existing electrical equipment boxes.

Twining provided materials testing and deputy inspection services for this project. Our ability to provide in-depth inspection and materials engineering support, a broad range of sophisticated laboratory testing, and hundreds of technicians and inspectors make us the best choice for working with institutions.

ABC Unified School District

Gahr High School Solar Energy Project

ABC Unified School District is comprised of ten preschools, 30 schools, and serves over 21,000 (K-12) ethnically diverse students in the cities of Artesia, Cerritos, Hawaiian Gardens, and portions of Lakewood, Long Beach, and Norwalk. In 2018, voters in Magnolia approved Measure BB, a \$258 million bond to improve and enhance the schools in Magnolia. One of the major investments ABC is making is placing photovoltaic (PV) solar panels throughout Magnolia.

An example of one of these projects is at Gahr High School, where Magnolia installed 1,428 PV module solar energy arrays on nine elevated carport structures. The carports are a minimum of 13-feet tall and consist of metal columns and beams supporting array panels. Approximately 530 feet of conduits were also buried.

Twining assumed the GEOR role and provided engineering and oversight services during the construction of this project. We also provided materials testing and deputy inspection services on concrete and steel, including shop fabrication.



Start Date

2021

Completion Date

2024

1. History & Background



Anaheim UHSD

Oxford Academy Modernization

Start Date

2018

Completion Date

2020

Located in Cypress, California, Anaheim UHSD's Oxford Academy is ranked #2 in California High Schools and #12 in National Rankings. The campus offers students a competitive advantage in learning, academics, and college preparation. The school opened in 1998.

This modernization project includes a new music building, landscaping, perimeter fencing and gates. The project also includes conversion of the library and choir room shop to two classrooms and a workshop, construction of a new shop yard enclosure, and conversion of the existing band room into a new library.

Twining holds on-call contracts with Anaheim UHSD for both geotechnical soils inspections as well as materials testing. This project, which falls under both contracts, requires Twining to provide geotechnical observation and inspection as well as materials testing and inspection. Our scope of work includes the testing and inspection of soils, structural steel/bolting, reinforcing concrete, and masonry. All work is being performed in accordance with DSA standards.

Anaheim ESD

Paul Revere Elementary School Multipurpose Building

The project will demolish the existing site structures and replace them with a new 12,661 SF one-story multipurpose building. It will include an adjoining structural steel shade with an approximate area of 400 SF, new signage supported on concrete caissons, high-strength tube steel columns, topped with a steel framed sign above. The design components include reinforced concrete spread footings, grade beams, slab-on-grade, with combination structural steel and wood framed vertical core and shell, open web steel trusses, structural steel low-roof, metal decking and steel studs.

Twining is providing geotechnical engineering, as well as material testing for reinforced concrete, masonry, structural steel, cold formed steel, epoxy dowels, wedge anchors, and inspection pull testing of post-installed anchors and wire hangers.

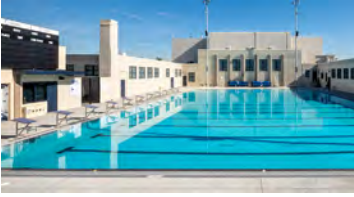

Start Date

2024

Completion Date

Ongoing

1. History & Background



Anaheim UHSD

Aquatics Center

Start Date

2018

Completion Date

2019

This \$12.9 million project featured the new construction aquatic center featuring a 38-meter pool, lights for night events, and covered bleachers with solar panels on top. The district also upgraded the locker rooms, built a storage yard, and constructed a new 2,600 square foot pool building with offices and shower facilities for swimmers. Twining provided materials testing services and geotechnical soils inspection and testing. Our scope included concrete, soils, and rebar. Our work was done in compliance with DSA guidelines.

Anaheim UHSD

Katella High School - Pool Renovation Project

The Anaheim Union High School District was seeking firms to complete the Katella High School pool renovation project as part of the Measure H Bond that was passed and approved. The project required the reconstruction of the existing pool, including diving well infill and overall depth increase, a new deck, a new storage area, a new restroom, modernization of equipment rooms and new equipment, and new accessible ramp and fencing. Twining was selected as one of the firms to assist with the completion of this project. Twining is providing materials testing and inspection services for this project.



Start Date

2023

Completion Date

Ongoing

1. History & Background



Bright Star Schools

Rise Kohyang Middle School

Start Date

2020

Completion Date

2023

This DSA project consisted of the construction of a new four-story school building with an additional subterranean level for parking. The school aims to serve approximately 450 middle school students. The building totals 74,000 square feet and is comprised of 21 classrooms, a multi-purpose room, administrative office, an underground parking structure, an area for student drop-off, and outdoor play decks.

Twining provided the geotechnical investigation report in advance of the design and construction of the school. Our duties included, but were not limited to performing subsurface field exploration, percolation test, geotechnical laboratory testing, analyzing findings, and preparing a final report.

Corona-Norco USD

Auburndale Intermediate School Gym and Performing Arts Building

This project features the construction of a new, approximately 10,000-square-foot, gymnasium and performance arts building at Auburndale Intermediate School in Corona. The project included all associated improvements, as well as the incorporation of a storm water infiltration best management practice (BMP) system.

Twining is providing geotechnical engineering design services, in accordance with CGS and DSA standards. Our scope of services included reviewing background information and site reconnaissance, coordinating and performing field exploration, performing percolation testing, performing geotechnical laboratory testing, conducting engineering analyses, preparing the geotechnical report, and providing post-report consultation and design review.


Start Date

2022

Completion Date

Ongoing

1. History & Background



Culver City USD

Robert Frost Auditorium Expansion

Start Date

2018

Completion Date

2019

In 1964, Robert Lee Frost Auditorium opened for use at Culver City High School. The Auditorium facilitates a myriad of uses throughout each year, including everyday assemblies as well as dance, music, film, and theatrical performances from both CCUSD and public entities. The venue also serves as a teaching tool for the young performers, technicians, and craftspeople attending Culver City Schools who are involved in the Academy of Visual and Performing Arts.

The renovation of the existing auditorium included a new catwalk system, improvements to the stage, and back of house. This work involves the installation of new concrete pile foundations, pile caps, structural steel framing, concrete slabs, shear walls, and masonry construction.

Twining was selected to provide a full range of services on this project. We assumed the role as Geotechnical Engineer of Record, and provided observation, and testing. We also provided materials testing and structural inspection services.

San Bernardino CUSD

Indian Springs HS Performing Arts Center

The Performing Arts Center project included the construction of a new performing arts center located at Indian Springs High School. The Center features seating for over 500 patrons, as well as an orchestra pit, scene shop, green room, and dressing rooms. The entrance to the theatre includes a ticketing booth, as well as a gallery that features student art work. Twining provided the geotechnical investigation report for this project, which included review of all available background information, field exploration, geotechnical laboratory testing, engineering analyses, and a final geotechnical report. Our report found the proposed project was geotechnically feasible. Twining's Geotechnical Engineer of Record provided recommendations that were incorporated into the design and that are to be implemented during the construction phase of this project.

Twining continued on this project during the construction phase to provide materials testing and inspection services, as well as maintaining the role of Geotechnical Engineer of Record. Our scope of work included providing materials testing and inspection of soil, concrete, masonry, and structural steel, in compliance with DSA regulations and the project's plans and specifications.


Start Date

2017

Completion Date

2019

1. History & Background



San Bernardino CUSD

Cajon High School Classroom

Start Date

2022

Completion Date

2023

This project features the construction of a new, approximately 2,500-square-foot, permanent modular classroom at Victress Bower Elementary School in Norco. The project includes the additions and improvements of utilities, flatwork, and storm water infiltration best management practice (BMP) system.

Twining is providing geotechnical engineering design services in accordance to CGS and DSA standards. Our scope includes reviewing project literature, pre-field activities, field exploration, geotechnical laboratory testing, and engineering analyses and report preparation.

San Bernardino CUSD

Cardinal Child Care Center

This project consisted of the construction of a new, approximately 21,000-square-foot, building that will hold the preschool, kindergarten, administration, and support facilities for Cardinal Child Care Center. The project includes improvements to new hardscape, ramps, retaining walls, stairs, and storm water infiltration best management practice (BMP) system.

Twining provided geotechnical investigation services, in accordance with CGS and DSA standards. This included reviewing background information and site reconnaissance, coordinating and performing field exploration, performing percolation testing, performing geotechnical laboratory testing, conducting engineering analyses, preparing geotechnical reports, and providing post-report consultation and design review services.



Start Date

2022

Completion Date

2023

1. History & Background



Santa Ana USD

CTE Library Renovation

Start Date

2018

Completion Date

2019

Santa Ana High School’s Edward James Olmos School of Film and Cinematic Arts has transformed a library at historic Santa Ana High School into a new, state-of-the-art, 12,000 square foot library and digital media lab. Features include intricate radius metal framing and soffits, custom column capitals, specialized fire automatic accordion door, all glass sliding partitions, fiber cement branding walls, steel portal door frames, extensive storefront system with sweeping views of the campus courtyard, acoustical sound door for sound stage, theater lighting, accent lighting, redesigned AV system with low walls to support additional power and data, and a completely renovated student restroom. Work is being performed while students occupy campus. This library media center will become the new standard for Santa Ana Unified School District high schools and is the first of its kind in this District. In 2020, it won the Award of Excellence, Small Budget: Coalition for Adequate School Housing.

Twining provided a single, multi-certified inspector to assist the IOR in observing the disciplines of reinforced concrete, expansion-epoxy anchorage, and structural steel welding/high strength bolting along with the associated testing and reporting set forth as per DSA-103.

Santa Ana USD

Valley High School

Valley High School in Santa Ana underwent an expansion and renovation to be able to better support its students, especially in technical training. This DSA project consisted of the construction of a new gym facility, theater addition, culinary arts building, new auto tech building, new lobby expansion, a new campus commons area, new east courtyard area, new landscaping, and associated improvement.

Twining provided geotechnical investigation services for each of these projects. Our scope included reviewing background information and site reconnaissance, coordinating and performing field exploration, performing geotechnical laboratory testing, conducting engineering analyses, preparing geotechnical reports, and post-report consultation and design review.

On the gym and theater addition project, the site was determined to be liquefiable during the design-event earthquake. Twining’s geotechnical engineers provided recommendations for ground improvement as required for the buildings to mitigate excessive settlement and ground rupture due to liquefaction. Recommendations for ground improvement consisting of vibratory stone columns were provided by the Twining team, who provided support during the development of foundation and grading plans to achieve approval through CGS and DSA.



Start Date

2018

Completion Date

2019

1. History & Background



Santa Ana USD

INDA Academy

Start Date

2019

Completion Date

2020

Santa Ana Unified School District is constructing site improvements to this existing facility in order to convert the space into the INDA Academy charter school. Proposed improvements will include seismically retrofitting the existing 9,242-square-foot building, repaving the parking lot, and adding two playgrounds and a stormwater infiltration system. The existing building is a two-story glass office building and will be improved for use as a charter school building. It is anticipated that the seismic retrofit and other changes will require additional foundations for the building.

Twining provided a subsurface investigation and geotechnical recommendation report for the proposed INDA Academy. Tasks performed by Twining's team included reviewing background information and site reconnaissance; coordinating and performing field exploration, percolation testing; geotechnical laboratory testing; engineering analyses; and preparing the final geotechnical report.

Twining's final engineering analysis and reports included recommendations regarding: site preparation and grading; appropriate foundation type for the structures; design criteria for recommended foundation type; estimates of foundations settlement; subgrade preparation for concrete slabs-on-grade; suitability of on-site soil for use as fill; impact of groundwater on design and construction; and the potential for soil liquefaction.

Oxnard UHSD

Del Sol High School

The project consists of the construction of a new, \$200 million, 270,000-square-foot high school complex in Oxnard. Built to handle about 2,500 students, the project includes the construction of classrooms, sports fields, and a pool on nearly 50 acres of land at Camino Del Sol and Gibraltar Streets and is intended to help deal with overcrowding at other Oxnard Union High School District campuses.

Twining is providing material testing and special inspection services.



Start Date

2021

Completion Date

2023

1. History & Background



Oxnard UHSD

Oxnard High School

Twining Consulting has been providing inspection and material testing services per DSA regulations for Oxnard High School. There are additional inspections that we are undertaking to ensure the quality and satisfaction of this project. We are performing fireproofing material inspections and other inspection services included with the original request. This project is currently ongoing.

Start Date

2021

Completion Date

Ongoing

William S. Hart USD

Castaic High School

The new state of the art high school for the William S. Hart Union High School District in the Santa Clarita Valley. This \$75 million project roughly covers 198 acres, 58 of which contain the campus, and included the construction of 16 buildings including administrative, gymnasium, performing arts, food service, library, storage, technology and classrooms. The district constructed approximately 250,000 square feet of buildings on this campus. Castaic High School has opened it's door in the Fall of 2019.

Castaic High School houses both a regular and trade/tech high school in lowprofile architecture and is designed to blend in with Castaic's beautiful and natural topography. The multi-use athletic facilities include a modern running track, football and soccer fields, outdoor basketball and tennis courts, and baseball, softball and other athletic fields. The project also featured a 700,000-gallon state-of-the-art water storage tower. Besides serving the campus, it can be used to connect a hydrant to firefighting/water dropping helicopters. A unique flood-control design on the campus calls for the creation of an extra parking lot that doubles as a storm water run-off evaporative basin.

Twining provided a full range of testing and inspection services on this project including soils, concrete, and masonry. Timely DSA closeout was performed as the project progressed.


Start Date

2017

Completion Date

2019

2. PROPOSED TEAM/ KEY PERSONNEL



Organization Chart

The following organizational chart identifies our proposed project team. Twining will be able to handle the entire scope in house with no subconsultants. All assigned key personnel and staff members are professionally qualified to perform the requested services, and hold any/all proper business or other required licenses. Twining will endeavor to use multi-carded (local) special inspectors.



2. Proposed Team/Key Personnel

Projected Workload

Twining is accustomed to the daily management of dozens of projects while adhering to project demands and aggressive project schedules. We maintain proper scheduling and staffing through our assigned Project Manager, Michael Osorio who will be your single point of contact throughout all the projects Magnolia assigns to Twining. This project management approach ensures successful and consistent communication with Magnolia's team and allows for continuity and familiarity with Magnolia processes and procedures.

Michael Osorio, Twining's proposed Project Manager, will constantly contact general contractors and/or Magnolia's field staff to understand the daily project staffing needs. We utilize a central dispatch to coordinate internally and staff all our projects appropriately. **Being able to staff multiple projects daily is the essence of what we do. It is the nature of our business.** We understand construction schedules change by the hour, and it is not uncommon for us

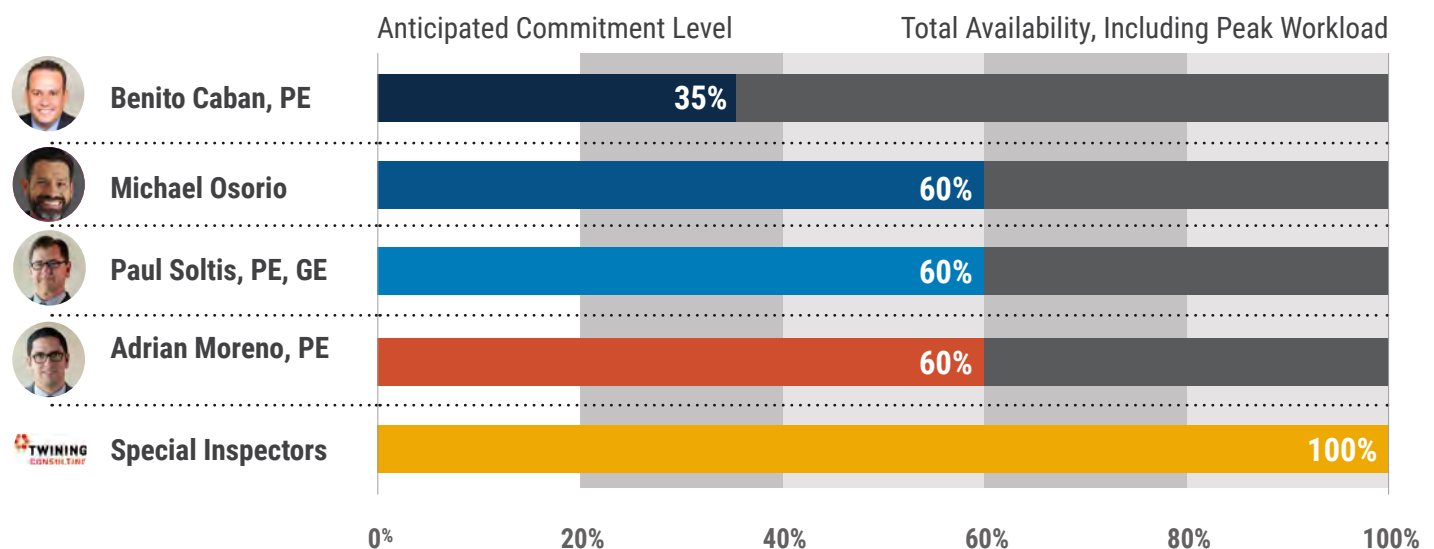
to receive dispatch requests at 5:00 PM for 7:00 AM the following day. We work around the clock to make sure that all our projects are staffed appropriately. We also understand that efficiency is key and that budgets are sensitive. We will work with the team to maximize our inspection staff by utilizing our multi-carded inspectors and sharing resources daily when and where possible.

Michael and the inspectors will continuously communicate with the project team to accurately track budgets and, identify and communicate non-compliance issues and ensure these issues are resolved and documented promptly. Our laboratory tracks all scheduled tests utilizing our digital software, QESTLab. All samples are tracked digitally and processed as received or rushed, as necessary.

In summary, Twining will ensure Magnolia will always have fully available staff committed for the duration of every project.

Availability

Our key personnel and support staff are available and committed to dedicating the effort necessary to complete any service required by Magnolia. For this project, we will utilize the resources of our Long Beach HQ office, as well as our Riverside office (111 Main Street, Unit A Riverside, CA 92501) and our Fountain Valley Laboratory (18071 Mt Washington St Unit A, Fountain Valley, CA 92708). Our work will be coordinated using our Project Manager/Point-of-Contact Michael Osorio. The chart below illustrates our team's projected workload and each person's minimum commitment level. These levels can be adjusted as work necessitates.



2. Proposed Team/Key Personnel

Benito Caban PE

Project Executive

Professional Summary

Benito Caban, PE, has over 25 years of experience providing geotechnical engineering, materials testing services and special inspection consultation services. Benito brings technical expertise managing quality assurance and quality control services for high profile projects throughout the State of California. He has utilized his expertise during all phases of construction from the planning and proposal stage through the construction phase and post-construction monitoring. Benito has extensive experience and specializes in HCAI and DSA projects. As a project executive his responsibilities include, but are not limited to, engineering and oversight during the construction phase of projects, as well as technical and managerial direction to project managers, field technicians, special inspectors, and supporting staff personnel.

Relevant Experience

Years of Experience

25 (1999 – Present)

Education

MS, Civil Engineering,
California State University –
San Diego

BS, Civil Engineering,
University of Puerto Rico

**Training/Licenses/
Certifications**

Registered Civil Engineer,
California PE 73220

Santa Ana Unified School District, Valley High School Sports Complex

This facility included a new football stadium, parking lot, and baseball fields. The complex houses bleachers, concession stands, electronic scoreboards, and more than 190 parking spaces. Some of the campus's facilities, which included the basketball and tennis courts, were demolished to pave the way for new courts. Five basketball courts were replaced with three new ones, and 15 tennis courts were replaced with nine new ones. Benito served as the Project Executive on this project, working closely with the Project Manager to ensure compliance with DSA requirements.

Desert Sands Unified School District, Hoover Elementary School, Indio, CA

This project consisted of the construction of an administration building, a classroom building, a multi-purpose building, and one walkway cover. Benito served as the Project Executive on this project, providing oversight of Twining's technical services which includes providing special inspection and laboratory testing services. Benito worked closely with the Project Manager to ensure compliance with DSA requirements, and that the project was within budget and performing on schedule.

Mt. San Jacinto Community College District, Temecula Valley Campus, Temecula, CA

The project consisted of a 350,000-square-foot renovation of two existing, five-story office buildings on Motorcar Parkway in Temecula, previously owned by Abbott. Twining's scope of services includes providing Geotechnical Engineer of Record, Laboratory of Record, and special inspection services. The firm's inspection scope covers soils compaction, structural steel, reinforced concrete, epoxy, fireproofing, and pull testing. Benito served as the Project Executive and DSA Engineering Manager.

2. Proposed Team/Key Personnel

Michael Osorio

Project Manager

Professional Summary

Michael Osorio brings over 21 years of knowledge and technical experience to Twining. He holds multiple special inspection certificates, which have prepared him for the role of Project Manager. His background gives him an edge when stepping onto a job site. He has a more comprehensive overall view of the work being performed. As Project Manager, he is familiar with each assignment, ensuring all project needs are met and that our clients are completely satisfied with every aspect of Twining's performance. Michael reviews all invoices and reports before issuance and guarantees accuracy and timeliness. He is available to project team members to answer questions or make suggestions, keeps our clients informed of budget status, works with the project team to reduce costs, and supports the delivery of our services in an efficient manner.

Relevant Experience

Years of Experience

21 (2003 – Present)

Training/Licenses/

Certifications

ICC Structural Steel & Bolting

ICC Prestressed Concrete

ICC Reinforced Concrete

ICC Spray Applied Fire Proofing

ICC Structural Masonry

ICC Master of Special Inspection

ICC Residential Building Inspector

ACI Concrete Field-

Testing Technician – Grade I

Santa Ana Unified School District, Jefferson Elementary School Increment

Jefferson Elementary is a public school located in Santa Ana, CA, which is in a large city background. Jefferson Elementary School, by way of the Santa Ana Union School District, is looking for a firm to perform in-depth materials testing and inspection services for the institution. Twining was chosen to perform Geotechnical Engineering, Materials Testing and Deputy Inspection Services for the school. Michael served as the Quality Control Manager.

Anaheim UHSD, Magnolia High School – Building R

Magnolia High School is a public high school in Anaheim, California, located in the southwest Anaheim region. It is part of the Anaheim Union High School District. The school is named after the nearest major street to the west. The project consists of construction of a new 2-story, 22,161 GSF classroom and Administration Building with 8,020 square feet of covered outdoor walkways for a total 30,181 gross square feet, construction of a new 7,090 square foot covered Loggia. Twining was selected to perform soils, materials testing, and deputy inspection services. Michael served as the Quality Control Manager/Project Manager.

La Mesa-Spring Valley School District (LMSVSD), District Bundle B

The LMSVSD is improving six elementary schools. The projects include new marquees, fencing, and landscaping at all sites, along with updates to underground infrastructure and a cooling tower at one school. Twining is responsible for managing special testing services, including soil, steel, concrete, and masonry inspections as the Geotechnical Engineer of Record, adhering to DSA standards. Michael is serving as the Project Manager.

Cardiff School District, Ada Harris Elementary School Renovation and Modernization

This project consists of the demolition of five one-story buildings and four relocatable classroom buildings, as well as the modernization and reconstruction of nine new one-story wood framed buildings and classrooms, maker space lab, food service, multipurpose room and associated support spaces. Twining assumed the role of GEOR for project construction and is providing geotechnical observation, site and laboratory material testing and special inspection.

2. Proposed Team/Key Personnel

Paul Soltis PE, GE

Geotechnical Engineer of Record

Professional Summary

Paul Soltis' experience includes geotechnical investigations and analyses relative to developing DSA- and HCAI-permitted buildings, mixed-use facilities, high-rise buildings, and other essential facilities. Paul's expertise includes assuming the role of Geotechnical Engineer of Record during the construction phase of numerous high-profile projects throughout Southern California. Paul is responsible for the technical oversight of Twining's geotechnical engineering projects and managing the firm's geotechnical personnel. *Paul is highly experienced in providing geotechnical observation and investigation services for DSA projects.*

Relevant Experience

Years of Experience

32 (1992 – Present)

Education

M.S., Geotechnical Engineering, University of Colorado

B.S., Civil Engineering, California Polytechnic State University, San Luis Obispo

Training/Licenses/ Certifications

Professional Engineer (PE), CA, No. 56140

Geotechnical Engineer (GE), CA, No. 2606

Irvine Unified School District, Creekside High School, Irvine, CA

Twining provided geotechnical and soils testing and inspection services for the Creekside High School project, which included the relocation of two existing modular buildings and the construction of a new science building with two CTE laboratories, one science laboratory, one innovation laboratory, restrooms, and a shade structure. Paul served as Project Manager.

Santa Ana Unified School District, Irvine Newport Development Area (INDA) Academy, Santa Ana, CA

This project featured constructing site improvements to this existing facility in order to convert the space into the INDA Academy charter school. Proposed improvements included seismically retrofitting the existing 9,242-square-foot building, repaving the parking lot, and adding two playgrounds and a stormwater infiltration system. Twining provided a subsurface investigation and geotechnical recommendation report for the proposed INDA Academy. Paul served as the Project Executive.

Beverly Hills Unified School District, Science & Technology Building, Beverly Hills, California

Paul provided project management, which consisted of the construction of a new four-story building to connect to an existing campus building. The new building houses 18 math classrooms, 12 science labs, a 100-fixed-seat lecture hall, collaborative faculty work areas, and a multi-purpose educational development center. The structure is supported by conventional shallow spread and continuous footings. Appurtenant hardscape/landscape areas, pavements, and underground utilities were also included. Paul provided budget monitoring and technical direction. Paul served as the Project Manager for this project.

SBCUSD, San Bernardino High School Auditorium Renovation, San Bernardino, CA

This DSA project included renovating the existing auditorium and constructing additional floor areas. The main addition was comprised of an expanded lobby/entrance, restrooms, circulation, and elevator. Other additions include an enclosed side entrance, a raised platform plaza in the front entry, and a ramp and stairs leading into the theater. Twining provided geotechnical investigation services. Paul served as the Project Executive.

2. Proposed Team/Key Personnel

Adrian Moreno PE

Senior Project Engineer

Professional Summary

Adrian Moreno, PE, brings over 13 years of technical expertise to Twining. He excels at geotechnical engineering functions at any project stage, from the management of subsurface investigations, laboratory testing programs, and the preparation of geotechnical and foundation recommendation reports during the design phase, to the management of quality control testing and inspection programs during the construction phase of projects.

Relevant Experience

Years of Experience
13 (2011– Present)

San Bernardino City USD, Indian Springs CTE Modernization, San Bernardino, California

This \$5.8 million DSA project consisted of converting buildings M and N at Indian Springs High School into a state-of-the-art Career Technology Education space. Twining provided geotechnical investigation services. Adrian served as the Project Manager. Adrian and the team evaluated subsurface conditions and provided the District with geotechnical engineering recommendations.

Education

B.S., Civil Engineering,
California State
Polytechnic University,
Pomona, 2010

San Bernardino City USD, San Bernardino High School Auditorium Renovation, San Bernardino, California

Twining provided an initial 2014 geotechnical investigation for and addition and renovation to the San Bernardino High School Auditorium that was approved in 2015 by DSA in 2015. The project was not undertaken and in 2019, Twining was asked to perform a reevaluation of subsurface conditions at the site and update our previous geotechnical recommendations for the proposed improvements in conformance with the 2016 CBC for the current DSA submittal and approval. Adrian served as a Senior Project Engineer on both investigations.

Training/Licenses/ Certifications

Professional Engineer,
Civil, CA No. 87057

San Bernardino City USD, Cajon High School Classroom Addition Project, San Bernardino, California

This DSA project consists of the construction of a new classroom addition to the south-central portion of the campus at Cajon High School in San Bernardino. Portions of the additions will be below grade and the entire addition will be covered with a photo voltaic roof. Twining is providing geotechnical engineering design services. Adrian serves as Project Engineer.

Coast CCD, Golden West College Math and Science Building

Twining performed the geotechnical engineering subsurface investigation in support of the foundation and grading design for the new 3-story, 50,000-square-foot math and science building. The project was subject to review by DSA and CGS and our report was prepared in accordance with those requirements, including the foundation design recommendations and findings with regard to geologic hazards. Due to excessive liquefaction settlement and the presence of soft, organic silty clay materials, recommendations for support of the building on cast-in-drilled-hole (CIDH) piles were provided.

2. Proposed Team/Key Personnel

Corey Rhodes

Laboratory Manager

Professional Summary

Corey Rhodes has over 17 years of experience in materials testing, inspection, and laboratory testing. Her experience includes testing and inspection for freeways, airports, elementary and middle schools, water reclamation facilities, commercial, and subdivisions with substantial experience in pavement rehabilitation projects. Corey also has an extensive background in laboratory management in addition to testing experience. Corey is knowledgeable and familiar with the CBC and applicable standards including NICET, ACI, ICC, ASTM, Caltrans, and NAQTC specifications and test procedures relative to earthwork soils, asphalt, and concrete materials testing and inspection.

Relevant Experience

Years of Experience

17 (2007 – Present)

Training/Licenses/ Certifications

- » ACI Concrete Field Testing Tech – Grade I
- » ACI Aggregate Testing Tech – Level 1
- » ACI Aggregate Testing Tech – Level 2
- » Nicet Level 1 – Laboratory, Asphalt, Exploration, Generalist
- » Nicet Level 2 – Soils, Concrete
- » Caltrans: 105, 125, 201, 202, 204, 205, 206, 207, 208, 216, 217, 226, 227, 229, 308, 309, 504, 518, 539, 540, 543, 556, 557, AASHTO T11, T27, R47, R76, T166, T176, T209, T255, T269, T275, T308, T329, T335

Santa Ana Unified School District, Franklin Elementary School ORG Project

This project was part of an Overcrowding Relief Grant and included the construction of a new two-story classroom building. The new building featured 12 classrooms, along with an elevator and stairs. As part of this grant, a new kindergarten classroom building was constructed with four classrooms, a new lunch shelter, all-new concrete walkways, and ADA access upgrades. Twining provided geotechnical engineering services during the construction of the new buildings. Our scope of work included supplying a soils technician to perform grading/excavation site work and providing the District with a registered geotechnical engineer for document review and project oversight. We also delivered comprehensive materials testing and inspection services. Corey served as the Laboratory Manager for the project.

Santa Ana Unified School District, King Elementary School ORG Project

This project was part of an Overcrowding Relief Grant and included the construction of a new two-story classroom building. The new building featured 14 classrooms. A new kindergarten classroom building was also constructed as part of this grant, with two classrooms and ADA access upgrades. Twining provided geotechnical engineering services during the construction of the new buildings. Our scope of work included supplying a soils technician to perform grading/excavation site work and providing the District with a registered geotechnical engineer for document review and project oversight. We also delivered comprehensive materials testing and inspection services.

Anaheim Union High School District, Katella High School Pool Renovation Project

This project consists of reconstructing the existing pool, including diving well infill and an overall depth increase, a new deck, a new storage area, a new restroom, modernizing equipment rooms and new equipment, and a new accessible ramp and fencing. Twining was selected as one of the firms for the pool renovation. Corey is serving as the Laboratory Manager for this project.

2. Proposed Team/Key Personnel

David Hannaford

Soils Technician

Professional Summary

David Hannaford is a recently graduated civil engineer with over seven years of experience providing inspection services. Specializing in soil inspection, David's educational background gives him a strong understanding of how the tests he completes impact the overall project. He works directly with the Project Manager on each of his projects, acting as a resource in the field who can make suggestions and provide recommendations.

Relevant Experience

Years of Experience

9 (2015– Present)

Education

» BS, Civil Engineering,
California State University,
Long Beach

Training/Licenses/**Certifications**

» ACI Field Testing
Technician – Grade I

» ICC Soils Special Inspector

» ICC California Commercial
Building Inspector

» ICC Structural Masonry
Special Inspector

» ICC Reinforced Concrete
Special Inspector

» ICC Structural Steel and
Bolting Special Inspector

» ICC Prestressed Concrete
Special Inspector

» ICC Spray-Applied Fire
Proofing Special Inspector

» ICC Structural Welding
Special Inspector

» ICC Master of Special
Inspection

» RSO Certificate

» Nuclear Gauge Operator
Training

» Anaheim Elementary School District, Paul Revere MPR Building

» Los Alamitos Unified School District, Los Alamitos High School -
Gym Relocatable

» Glendale Community College, NSB Phase 1

» Anaheim Union High School District, Savannah High School - Solar

» California State University, Fullerton, Alumni House Courtyard Renovation

» California State University, Fullerton, Lot G EV Chargers

» Anaheim Union High School District, Brookhurst Junior High School - Solar

» Anaheim Union High School District, Gilbert High School - Shade Structure

» California State University, Fullerton, Parking Lot Shuttle A Shop

» California State University, Fullerton, Tennis Scoreboard

» California State University, Fullerton, College Park Fire Lane Repair

» California State University, Fullerton, Campus Sewer Inspections GEO

» Anaheim Union High School District, Orangeview Junior High Phase 1

» California State University, Fullerton, Trigen Gate Project

» Los Alamitos Unified School District, Los Alamitos High School
New Gym - GEO

» Anaheim Union High School District, Ball Junior High School - Solar Installation

» Anaheim Union High School District, Katella High School Pool Renovation

» Anaheim Union High School District, Anaheim High School Solar Installation

» California State University, Fullerton, Arboretum Parking Lot

» California State University, Long Beach, MSX Campus Wide Outdoor
Learning Spaces

» Anaheim Union High School District, Magnolia High School Solar Panel

» The Crossroads Washington

» California State University, Fullerton, Visual Arts Complex Modernization

» California State University, Long Beach, Softball Lighting

2. Proposed Team/Key Personnel

John Newnes

Soils Technician

Professional Summary

John Newnes brings over 24 years of experience to Twining. He specializes in all aspects of inspections, with a special emphasis in soils.

Relevant Experience

Years of Experience

24 (2000– Present)

Training/Licenses/ Certifications

» Twining Nuclear Gauge

- » California State University, Long Beach, Library Courtyard ADA GEO
- » Pacific High School, Performing Arts Center
- » California State University, Long Beach, Hillside North Housing Ph 0
- » California State University, Long Beach, Lot E 10 GEO
- » Genesis Construction, Outfall Valve Replacement PO #2188
- » Anaheim Elementary School District, Paul Revere MPR Building
- » Riverside County Office of Economic Development, Calimesa Public Library
- » Riverside County Office of Economic Development, Lakeland Village Library
- » Los Alamitos Unified School District, Los Alamitos High School - Gym Relocatable
- » Glendale Community College, NSB Phase 1
- » California State University, Long Beach, MSX FA 1234 HVAC Upgrade
- » Anaheim Union High School District, Western High School - Gym Modernization
- » Culver City Unified School District, Culver City High School - Weight Room Addition
- » California State University, Long Beach, HRL Dorm Lobby AC
- » Anaheim Union High School District, Orangeview Junior High Phase 1
- » California State University, Long Beach, KIN Women's Water Polo
- » Anaheim Union High School District, Kennedy High School
- » Anaheim Union High School District, Katella High School Barrier R
- » Anaheim Union High School District, Katella High School Culinary Arts Project
- » Pepperdine University, Drescher Site Plan
- » California State University, Long Beach, FCS Child Family Renovation
- » California State University, Long Beach, MSX Campus Road Repairs Phase 3
- » California State University, Long Beach, BH166 Gender Neutral Restroom
- » California State University, Long Beach, UTC-TA 033 Renovation

2. Proposed Team/Key Personnel

Ray Mitchell

Special Inspector | DSA Shotcrete & Masonry

Professional Summary

Ray brings over 7 years of technical experience to Twining. His professional experience includes DSA Shotcrete, DSA Masonry, ICC fireproofing, firestopping CLA concrete, masonry, steel, bolting, and welding. He is also an ICC California Commercial Building Inspector. He has an overall general knowledge of all work disciplines and will be familiar with construction means and methods for the types of work being performed, as well as quality control.

Relevant Experience

Years of Experience

7 (2017– Present)

Training/Licenses/ Certifications

- » DSA Shotcrete #6277
- » DSA Masonry #6120
- » ICC Spray Applied Fire Proofing Special Inspector
- » ICC Reinforced Concrete Special Inspector
- » ICC Prestressed Concrete Special Inspector
- » ICC Structural Masonry Special Inspector
- » ICC Structural Steel and Bolting Special Inspector
- » ICC Structural Welding Special Inspector
- » ICC Master of Special Inspection
- » ICC California Commercial Building Inspector
- » ICC California Commercial Plumbing Inspector
- » ICC California Commercial Mechanical Inspector
- » ICC California Commercial Electrical Inspector

- » Santa Ana Unified School District, Saddleback Sports Complex
- » Anaheim Union High School District, Magnolia High School Pool Renovation
- » La Mesa Spring Valley School District, Bundle B Casa De Oro Elementary School
- » Anaheim Union High School District, Katella High School Pool Renovation
- » La Mesa Spring Valley School District Bundle D, Kempton School
- » Scripps Health, A10-21398 Systemwide Project Marche Improvements
- » Mortenson Construction, Valley Center Battery Storage Project
- » University of California San Diego, Link 3366 100 HKS
- » Holland Partner Group, 3rd & Pacific Long Beach
- » Lakeside Special Care Center
- » Tatum Consulting & Management, Sunrise Oceanside
- » Toll Brothers Apartment Living, The Lindley
- » Boretto + Merrill Consulting, 4250 Oregon Street
- » Raintree Partners, The Aster

2. Proposed Team/Key Personnel

Makar Attallah

Lead Special Inspector | DSA Masonry

Professional Summary

Makar brings over 18 years of technical experience to Twining. His professional experience includes DSA Masonry, and ICC concrete fireproofing, masonry, soils, welding, steel and bolting. He is also an ICC commercial building inspector and master of special inspection., He has an overall general knowledge of all work disciplines and will be familiar with construction means and methods for the types of work being performed, as well as quality control.

Relevant Experience

Years of Experience

18 (2006– Present)

Training/Licenses/ Certifications

- » DSA Masonry #6365
- » ACI Concrete Field Testing Technician – Grade I
- » ICC Reinforced Concrete Special Inspector
- » ICC Spray Applied Fire Proofing Special Inspector
- » ICC Structural Masonry Special Inspector
- » ICC Prestressed Concrete Special Inspector
- » ICC Soils Special Inspector
- » ICC Structural Steel and Bolting Special Inspector
- » ICC Structural Welding Special Inspector
- » ICC Master of Special Inspection
- » ICC Commercial Building Inspector
- » Anaheim Elementary School District, Paul Revere MPR Building
- » Riverside County Office of Economic Development, Calimesa Public Library
- » Glendale Community College, NSB Phase 1
- » Pepperdine University, Pepperdine Arena
- » G2A Hotels, Best Western Raffles Inn
- » Culver City Unified School District, Culver City High School - Weight Room Addition
- » North Orange County Community College District, Anaheim Tower Life Safety
- » California State University, Fullerton, Titan Shops Bldg Signage
- » Anaheim Union High School District, Cypress High School Track & Field
- » Anaheim Union High School District, Kennedy High School
- » Anaheim Union High School District, Magnolia High School - Art Building Renovation Project
- » Anaheim Union High School District, Dale Jr High School - CVA Parking Lot
- » Watson Land Company, Building 715
- » BSD Builders, Solar Turbines Kearny Mesa Test Cell 24
- » 8500 Haven, LLC, Haven & Arrow
- » R B Latch Consulting & Management, Seville Senior Living
- » Greystar, Palomar Heights - Multiple Buildings
- » City of Hope, Helford Clinical
- » Inglewood Unified School District, Coleman Field Renovation
- » Anaheim Union High School District, Cypress High School - Solar Project
- » North Orange County Community College District, Anaheim Campus Swing Space
- » ABC Unified School District, Maintenance & Operations Sola
- » ABC Unified School District, Artesia High School - Solar Panel
- » Pomona College, Athletic Center

2. Proposed Team/Key Personnel

Mina Endrawes

Special Inspector | DSA Masonry

Professional Summary

Mina brings over 5 years of industry experience as a special inspector to Twining Consulting Her professional experience includes DSA Masonry, ICC concrete, fireproofing, masonry, welding, steel, and bolting. She is also an ICC master of special inspection. Her knowledge of code requirements and multiple inspection certifications and licenses make her a valuable team member on every project to which she is dispatched.

Relevant Experience

Years of Experience

5 (2019– Present)

» Anaheim Elementary School District, Paul Revere MPR Building

» JPI, 938 Manchester Mixed Use

Training/Licenses/ Certifications

» DSA Masonry #6402

» Anaheim Union High School District, Western High School - Gym Modernization

» Anaheim Union High School District, Western High School - Site Improvements

» ACI Concrete Field Testing
Technician – Grade I

» Woodhart, Katella Terrace

» Avanti Development Partners, Bolsa Row Terrace - Retail

» North Orange County Community College District, Fullerton College Chapman
Newell Instructional Building

» ICC Spray Applied Fire
Proofing Special Inspector

» Anaheim Union High School District, Orangeview Junior High Ph 1

» MBK Rental Living, Durian Fontana Facility

» ICC Reinforced Concrete
Special Inspector

» Anaheim Union High School District, Kennedy High School

» Diocese of Orange, St. Callistus Chapel

» ICC Prestressed Concrete
Special Inspector

» Core, Hub at Fullerton

» Inglewood Unified School District, Coleman Field Renovation

» ICC Structural Masonry
Special Inspector

» Anaheim Union High School District, Ball Junior High School - Solar Installation

» Coast Community College District, Orange Coast College Chemistry Project

» ICC Structural Steel and
Bolting Special Inspector

» Santa Ana Unified School District, Monroe Elementary School - Photovoltaic
Shade Structures

» ICC Structural Welding
Special Inspector

» California State University, San Bernardino, Performing Arts Building Annex

» ICC Master of Special
Inspection

» MBK Rental Living, Zia Apartments

2. Proposed Team/Key Personnel

Larry Ramirez

Special Inspector

Professional Summary

Larry Ramirez has more than 18 years of experience providing inspection services. His expertise includes masonry, and structural steel inspection. He is multi-certified by various authorities and can perform multiple inspections on a single site visit.

Relevant Experience

Years of Experience

18 (2006– Present)

Training/Licenses/

Certifications

- » ACI Concrete Field Testing Technician – Grade I
- » ICC Structural Steel and Bolting Special Inspector
- » ICC Structural Welding Special Inspector
- » ICC Reinforced Concrete Special Inspector
- » ICC Spray-Applied Fireproofing Special Inspector
- » ICC Structural Masonry Special Inspector
- » ICC Master of Special Inspection
- » Los Angeles City Drilled in Anchors
- » Los Angeles City Sprayed Fire-Resistant Materials
- » Los Angeles City Concrete Construction
- » Los Angeles City Masonry Construction
- » Los Angeles County Structural Masonry
- » Pepperdine University, Pepperdine Arena
- » Meta Housing Corporation, Warner Center Phase 1
- » Public Works Department, City of Beverly Hills, 430 Camden
- » California State University Channel Islands, Gateway Hall - Renovation & New Construction
- » University of Southern California, CAP Century Apartments
- » Thrive Living, 1457 Main Street - Welding
- » Turner Construction Company, Windward School Innovation & Arts Center
- » CIM Group, 5251 West Adams - Office Building
- » GMZ Engineering, Dockweiler RCB ACI Tech and Concrete Testing
- » Pepperdine University, Mountain Parking Garage
- » Sola Impact, 4611 Crenshaw
- » KPRS, Sage Senior Living, 8070 Beverly Boulevard
- » University of Southern California, HC4 - DFM Chilled Water System
- » Mercy Housing, 3552 Whittier Apartments
- » Natural History Museum Commons Project
- » Cypress Equity Investments, 2225 Sunset
- » University of Southern California, Davidson Conference Center Electrical Replacement
- » Crypto Arena Renovations
- » University of Southern California, Dramatic Arts Adaptive Reuse Project
- » California Science Center Phase III
- » Swinerton, La Peer
- » University of Southern California, Viterbi Computer Science Building

2. Proposed Team/Key Personnel

Tae Kim

Special Inspector

Professional Summary

Tae Kim brings over 20 years of technical experience to Twining. His professional experience includes concrete, welding, soils, masonry, steel, and bolting.

Relevant Experience

Years of Experience

20 (2004– Present)

**Training/Licenses/
Certifications**

- » ACI Concrete Field Testing Technician – Grade I
- » ACI Post-Installed Concrete Anchor Installation Inspector
- » AWS Certified Welding Inspector
- » ICC Reinforced Concrete Special Inspector
- » ICC Soils Special Inspector
- » ICC Commercial Building Inspector
- » ICC Structural Masonry Special Inspector
- » ICC Structural Steel and Bolting Special Inspector
- » ICC Structural Welding Special Inspector
- » ICC Master of Special Inspection
- » San Bernardino City Unified School District, El Cajon High School Marquee
- » Anaheim Union High School District, South Junior High School - HVAC Upgrades
- » Glendale Community College, NSB Phase 1
- » Anaheim Union High School District, Walker Junior High School - Solar
- » Trademark Construction, Boulder - Mixed Use
- » North Orange County Community College District, Fullerton College Maintenance & Operations Building
- » North Orange County Community College District, Anaheim Tower Life Safety
- » Los Alamitos Unified School District, Los Alamitos High School New Gym - GEO
- » Pomona College, Athletic Center

2. Proposed Team/Key Personnel

Jason Meza

Special Inspector

Professional Summary

Jason Meza brings over 32 years of technical experience to Twining. His professional experience includes welding, fireproofing, concrete, masonry, wood, steel, and bolting. His multiple inspection certifications and licenses make her a valuable team member on every project to which she is dispatched.

Relevant Experience

Years of Experience

32 (1992– Present)

**Training/Licenses/
Certifications**

- » Armenian American Museum and Cultural Center of CA - Phase 1
- » Anaheim Union High School District, Kennedy High School
- » Anaheim Union High School District, Magnolia High School - Art Building Renovation Project
- » ABC Unified School District, Haskell Middle School - Solar Panel
- » ABC Unified School District, Furgeson Elementary School - Solar Panel
- » University of Southern California, TMC & JWS Structural Improvement
- » West LA Veterans Collective LLC, WLAVA Phase "O"
- » Walt Disney, DATG Incremental Sound Stages
- » Anaheim Union High School District, Magnolia High School Site Improvement
- » University of Southern California, HMR Core Lab
- » City of Santa Monica, City Yard Modernization
- » Hudson Pacific Properties, One Westside
- » Orange Coast College, Professional Mariner Training Center
- » University of Southern California, URH Structural Improvement
- » Wilshire Boulevard Temple
- » Tommie Hotel, Hollywood
- » Essex Hollywood, 6250 Sunset Boulevard
- » AECOM, Sunset Condos, West Hollywood
- » Relevant Group, Thompson Hotel, Los Angeles
- » East Pacific Properties, 2300 Wilshire
- » Avalon Bay Communities, AVA Hollywood
- » Oakwood School, Magnolia Boulevard Bridge Project
- » UDR, PMA Wilshire Crescent Heights
- » ACI Concrete Field Testing Technician – Grade I
- » AWS Certified Welding Inspector
- » AWS API 1104 Pipeline Endorsement
- » ICC Structural Steel and Bolting Special Inspector
- » ICC Structural Welding Special Inspector
- » ICC Structural Masonry Special Inspector
- » ICC Spray Applied Fire Proofing Special Inspector
- » ICC Residential Building Inspector
- » ICC Reinforced Concrete Special Inspector
- » ICC Master of Special Inspection
- » Los Angeles City Concrete Construction
- » Los Angeles City Masonry Construction
- » Los Angeles City Sprayed Fire-Resistant Materials

2. Proposed Team/Key Personnel

Brian Pheng

Special Inspector

Professional Summary

Brian brings over 7 years of technical experience to Twining. His professional experience encompasses all aspects of testing and inspection with special emphasis in concrete, drilled in anchors and welding inspection services. George is a multi-carded inspector, with certifications from Los Angeles City, AWS, and ICC. These certifications allow him to perform multiple inspections during a single dispatch as jurisdictions allow. George is often asked to remain on jobs long term based on client satisfaction. He has experience working on both community college and K-12 DSA projects for clients.

Relevant Experience

Years of Experience

7 (2017– Present)

Training/Licenses/**Certifications**

- » ACI Concrete Field Testing Technician – Grade I
- » Los Angeles County Reinforced Concrete
- » Long Beach City Concrete
- » Long Beach City Epoxy

- » Culver City Unified School District, El Rincon Elementary HVAC
- » Anaheim Union High School District, Magnolia High School Site Improvement
- » Anaheim Union High School District, Magnolia High School Farm
- » Culver City Unified School District, Culver City High School - Weight Room Addition
- » North Orange County Community College District, Fullerton College Chapman Newell Instructional Building
- » Greystar, 1st and Beech
- » Anaheim Union High School District, Magnolia High School - Art Building Renovation Project
- » Pepperdine University, Mountain Parking Garage
- » Marina Del Rey Medical Gas Yard
- » Los Alamitos Unified School District, Los Alamitos High School New Gym
- » Providence Mission Hospital, Laguna Beach Underground Fire Water Repair
- » Inglewood Unified School District, Coleman Field Renovation
- » Anaheim Union High School District, Cypress High School - Solar Project
- » Anaheim Union High School District, Ball Junior High School - Solar Installation
- » North Orange County Community College District, Anaheim Campus Swing Space
- » San Bernardino High School, Auditorium Modernization Project
- » California State University, Los Angeles, Athletics Exterior Scoreboards Installation

3. DIR REGISTRATION

Twining Consulting, DIR #1000010826

State of California
Department of
Industrial Relations

[eCPR Public Search](#) | [Public Works Support](#) | [Contractors](#) | [Projects](#) | [Register](#) | [Log](#)

Home | **DIR Services - Home** | Twining Consulting, Inc.

Contractor

<p>Contractor business email</p> <input type="text" value="vblatteis@twiningconsulting.com"/>	<p>Contractor dba name</p> <input type="text" value="TWINING CONSULTING, INC"/>
<p>Contractor c ation eff date</p> <input type="text" value="2022-07-01"/>	<p>Contractor entity number</p> <input type="text" value="C2117868"/>
<p>Contractor first name</p> <input type="text" value="Robert"/>	<p>Contractor ID</p> <input type="text" value="1000010826"/>
<p>Contractor mailing city</p> <input type="text" value="Fountain Valley"/>	<p>Contractor last name</p> <input type="text" value="Ryan"/>
<p>Contractor mailing state</p> <input type="text" value="CA"/>	<p>Contractor mailing address2</p> <input type="text"/>
<p>Contractor mailing zip</p> <input type="text" value="92708"/>	<p>Contractor physical address1</p> <input type="text" value="18071 Mount Washington St. Unit A"/>
<p>Contractor physical city</p> <input type="text" value="Fountain Valley"/>	<p>Contractor physical address2</p> <input type="text"/>
<p>Contractor physical state</p> <input type="text" value="CA"/>	<p>Contractor source</p> <input type="text" value="SNOW"/>
<p>Contractor physical zip</p> <input type="text" value="92708"/>	<p>Contractor wc cert date</p> <input type="text" value="2022-02-01"/>
<p>Contractor certify date</p> <input type="text" value="2022-06-28"/>	<p>Contractor wc exp date</p> <input type="text" value="2023-02-01"/>
<p>Contractor company type</p> <input type="text" value="Corporation"/>	<p>Contractor wc policy number</p> <input type="text" value="T10190480"/>
<p>Contractor craft legacy</p> <input type="text" value="General Engineering; Inspector Field Soi"/>	<p>Contractor wc selection</p> <input type="text" value="Insured by carrier"/>
<p>Contractor craft snow</p> <input type="text"/>	<p>Contractor legal entity name</p> <input type="text" value="Twining Consulting, Inc."/>
<p>Contractor c ation exp date</p> <input type="text" value="2025-06-30"/>	<p>Contractor mailing address1</p> <input type="text" value="18071 Mount Washington Street Unit A"/>
<p>Contractor date deactivated</p> <input type="text"/>	<p>Contractor wc carrier</p> <input type="text" value="TWINING CONSULTING, INC"/>

Checked

4. APPROACH & ISSUING NOTICES

Approach to Material Testing and Special Inspection

Featured below is our typical approach to provide materials testing and special inspection.



1. Receive Request

Twining will receive a formal request for services from Magnolia's representative, briefly describing the scope, size, and services required for the project. A set of plans and specifications would be sent to Twining for review.



5. Coordinate

If a material type (i.e., hot mix asphalt) requires plant inspection, both the plant and field technicians would communicate directly with Magnolia representative as to temperatures, time of shipment, total tons at the plant, intermediate plant test results, plant break downs, and all pertinent daily activities.



2. Propose Cost

Our Director of Client Services will review the plans and specifications and develop a budgetary cost estimate based on specified testing and inspection requirements.



6. Log

The technician will log his daily testing and sampling and provide a copy of his daily report to Magnolia representative for his signature. The daily report would also contain a log of his hours covering the duties performed that day.



3. Assign Staff

We will propose the most appropriate Twining staff member for the project. Each individual's resume will be forwarded to Magnolia's project representative and their respective inspection or testing certifications for review and approval. The technicians and inspectors will be available within 24 hours of the request.



7. Project Manager Review

Daily reports will be reviewed by the project manager along with all laboratory test results and compiled into one final construction quality assurance report to be submitted to Magnolia representative at the end of each project.



4. Perform Inspection

The project technician will perform appropriate testing or inspection as required by the project specifications and or by the project specifications per DSA standards and log each station location of each test. Samples would be obtained for construction materials that correlate with the tests.



8. Reporting & Coordination of DSA Final Certification

Twining is abundantly familiar and clear that once the project is complete, the need for students to be able to occupy the classroom is immediate. We have a keen understanding of DSA requirements and unique expertise with DSAbox and closeout procedures. Our reports will be submitted to the district and DSAbox on time in order to meet the scheduled opening. From the ground up, our integrated services connect the structures and infrastructure that deliver safe, sustainable, and DSA-compliant facilities to California schools.

* The final report will include the inspectors' names, certifications, laboratory certifications, and Twining's overall certification of the quality assurance program implemented on the project. The final report is intended for Magnolia's use and can be presented upon an audit.

Approach to Project Management

Twining's **Project Manager, Michael Osorio**, will establish from day one a forward-thinking approach to the management of our entire team. Our approach to project management is rooted in collaboration, communication, and precision. We employ a centralized project management system that ensures all tasks, documents, and communications are accessible to our teams across multiple locations. Regular video conferences are held to discuss project progress and challenges, with a dedicated project manager assigned to each project to streamline communication and coordinate efforts.

We believe that successful project outcomes are achieved through a deep understanding of the needs and goals of all stakeholders involved. Our philosophy emphasizes active collaboration with District program managers, construction managers, architects, and District administration officials, including assistant superintendents, facilities directors, teachers, and site principals. We prioritize listening and understanding the unique challenges of educational program requirements. By engaging with these key stakeholders throughout the design process, we can provide feedback that is both innovative and practical, ensuring that the final product aligns with Magnolia's mission.

Report Distribution and Teamwork

DSA mandates that all inspection and testing should be based on DSA approved documents (plans, specifications, DSA 103 T&I sheet, and IRs) and therefore our staff will utilize these documents, along with the relevant California Building Code to perform our services. Our reports will be provided immediately to on-site personnel (typically the Project Inspector and contractor) and subsequently sent to the architect, structural engineer, and district. Noncompliant items are discussed immediately with on-site personnel in order to ideally resolve the issue without having to formally document the concern. In the event that the item cannot be immediately resolved, the report is provided to on-site personnel, emailed the same day to the Architect and Structural Engineer, and uploaded to DSA Box.

Working on a School Campus

We require that all of our personnel adhere to a code of conduct. This is especially important when working on an active K-12 campus. Our field personnel are known for being professional and respectful of the site they are on. While on an active campus, our team will execute our services so as to avoid injury or damage to any persons or property. We will exercise all necessary precautions for the safety of the District's personnel, students, and the public. This includes having adequate life protection and life saving equipment and procedures, safety apparel, adequate facilities for proper inspection and maintenance of all safety apparatus and measures, and instructions to all our personnel regarding safety and accident prevention aspects of performance of work.

24-Hour Dispatching

We understand that construction projects often demand after-hours support. Our dispatching office offers 24-hour, seven-day per week service. We can provide inspectors for your project anytime, ensuring your project can continue without interruption. Twining's dispatch team is committed to responding to emails within one hour and can have an inspector on site, on short notice within three to four hours. In the event rush testing or non-normal business hours are needed, we are prepared to provide testing even on short notice.

Multi-Certified Inspectors

Twining assigns multi-certified inspectors whenever possible to ensure that the cost of our service is as low as possible. By dispatching multi-certified inspectors to your project, we help ensure that your inspection budget remains low because our inspectors are able to provide a variety of inspection types on a given project.

Twining consistently endeavor to provide multi-licensed and experienced inspectors to the project. We expect and demand that Twining's inspection personnel execute their inspection responsibilities in a manner of efficiency and effectiveness, perform multiple inspections when and where possible within the regulations.

DSA Inspection and Testing

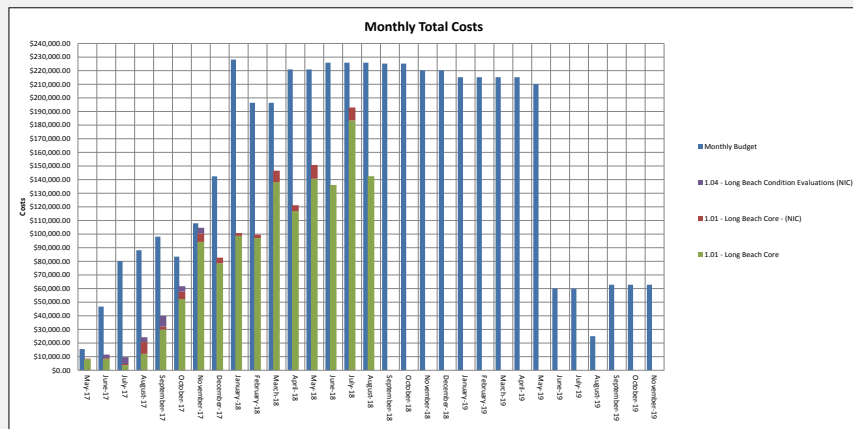
Budgeting, Tracking, and Reporting

As a firm offering materials testing and inspection services throughout California, we are currently working on hundreds of projects of various sizes. Our team has experience working on as-needed contracts just like what the District is requesting, and we understand what is required to successfully balance a backlog of work with those requirements. We have over 180 inspectors, many of whom are multi-licensed, more than any other local testing and inspection firm. Further, our project management staff, our inspectors, and our technical experts are ready and available to provide support to the District throughout this project. We are fully staffed with experienced project support personnel, as well as field and laboratory technicians. The amount of work currently being delivered by our project team and our operations as a whole represents a standard workload and is a direct reflection of the quality of our work, as well as a demonstration of our ability to deliver a number of concurrent projects.

Technical & Organizational Resources

Budget Monitoring and Tracking on Projects

For all projects assigned, we make every effort to mitigate cost and schedule overruns, monitor inspection services on a daily basis, and provide budget status updates to the District’s project manager. Our aim is to keep the project manager consistently informed about the project budget, ensuring the District always knows the remaining funds and whether we are on track. Any budget deviations will be promptly reported to the project manager, and we will collaborate with the project team to address the issue effectively.



With this system we can generate budget reports in real-time, with reports like the one shown, and are able to provide to the District on daily basis, if desired. These reports are highly customizable. They can highlight type of inspection services, regular time/double time/overtime expenditure, and are cross-referenced with Twining’s budget to provide clients a clear picture of how much money is being billed on a daily, weekly, or monthly basis; how much money they have in their inspection budget; and what percentage of the inspection budget has been utilized.

We have successfully utilized this approach on numerous DSA projects, and the only deviations from the initial budget estimates involved approved changes in scope.

ConstructionHive™

On-Demand Access

Digital Reporting

With ConstructionHive™ our clients gain instant access to new reports and are able to easily search for and locate all previous reports.

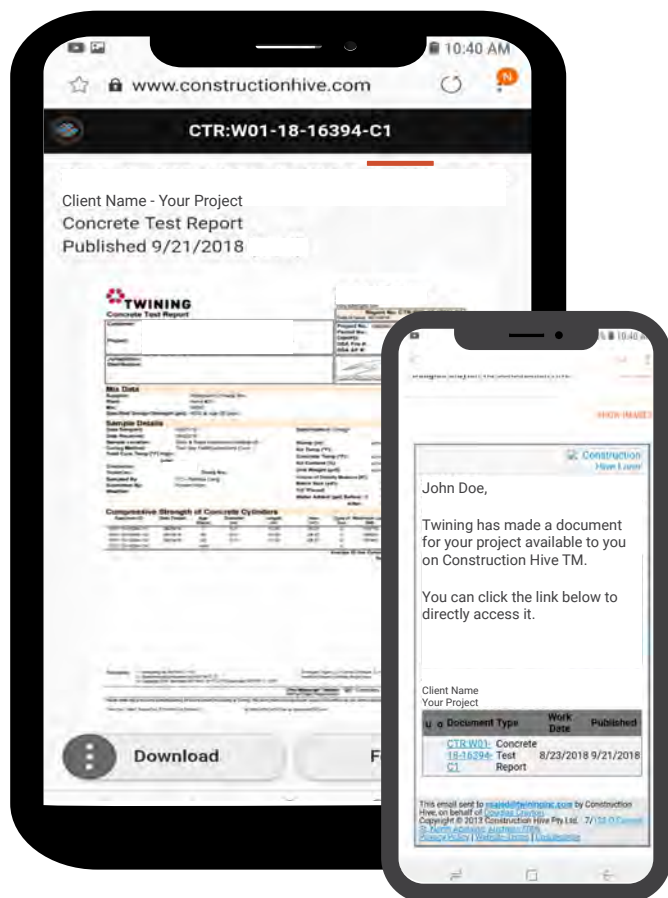
We utilize ConstructionHive, an innovative cloud based platform that provides a streamlined distribution process. ConstructionHive allows us to share field testing and inspection data, laboratory test reports, and other documents and data with the project team. Additionally, our inspectors utilize a paperless reporting system accessible on their smartphones or tablets in the field, which allows for rapid report turnaround. This also helps remove the potential for human error, omitting the possibility for lost reports or missing/incorrect project numbers.

Our project manager will review reports prior to submitting via the automated system. With electronic reporting, we are able to provide our inspection and laboratory reports within the same day, essentially in real time. With paperless reporting, when an inspector completes his report, the file is automatically submitted to the project manager for review. A process that used to take days is now completed in minutes. The field reports can be reviewed in near real time to ensure they are accurate and complete. With ConstructionHive, the possibility for human error has been minimized, ensuring timely and accurate testing and inspection reporting and documentation.

With ConstructionHive, our clients gain instant access to new reports and are able to easily search for and locate all previous reports.

ConstructionHive is a cloud based platform providing applications for the distribution and analysis of information amongst construction industry participants (such as construction companies, construction material producers, testing consultant laboratories and government agencies). It provides a centralized repository of documents and data (testing and inspection) that is available for analytical reporting and integration.

It has been successfully used for large (>\$1B) infrastructure projects in the USA and Australia by leading private and public corporations, and currently has millions of documents under storage and more than 10,000 registered users.



QESTField and QESTLab

Integrated Digital Reporting



Efficiently manage workflow



Increase visibility from the laboratory to the field



Meet and exceed report turnaround deadlines



Keep current with always-on mobile device connectivity

QESTField

QESTField is the mobile reporting solution Twining uses for field technicians and inspectors to electronically replace paper-based information gathering on-site for construction materials testing (CMT) and construction inspection activities. This field data collection software functions on both smartphones and tablets and connects field testing and inspection staff with the project team. This field information management system enables Twining to allocate, track, and capture field related work in real time, simplifying report review and approval. It removes the need to physically move paper records, eliminates data transposition, and reduces report turnaround times.



Promotes Twining



Streamlined report sharing and distribution



Increased efficiency



Fully electronic reporting system



User friendly system

QESTLab

QESTLab is Twining's comprehensive Laboratory Information Management System (LIMS) and quality control system. It allows Twining to manage the entire construction materials engineering and testing operation for each of our projects. It is a sophisticated, electronic data management system that we have used to replace paper-based laboratory test reports.

Issuing Notices of Concern/Deviation

Our goal will be to keep the Magnolia's project manager continually updated on the project budget, so that they will always know how much is remaining, and if we are on target throughout the project. Twining's approach to notices of concern or deviation include:

Immediate Reporting: Non-compliant items are discussed immediately with on-site personnel to resolve the issue promptly. If unresolved, the report is shared with the project team, including the architect and structural engineer, and uploaded to the DSA Box the same day.

Regular Monitoring and Feedback: Project manager, Michael Osorio, are tasked with regular reviews of inspection reports and resolving non-compliance

issues in collaboration with the project team. The primary objective is to resolve challenges or concerns proactively thereby mitigating the number of notices throughout the project lifecycle.

Digital and Real-Time Reporting: Twining uses platforms like ConstructionHive and QESTField for rapid report submission and to maintain accurate and timely documentation, minimizing delays in addressing project issues. These platforms provide a structured and responsive system to help ensure issues are identified and resolved quickly.

If there is a deviation in our budget, we will notify the Magnolia project manager immediately, and work with the project team to address the issue accordingly.

Quality Control

Our goal will be to keep the Magnolia's project manager continually updated on the project budget, so that they will always know how much is remaining, and if we are on target throughout the project. Twining's approach to notices of concern or deviation include:

Personnel Evaluation and Training

Each of our employees receive periodic performance reviews conducted by their supervisor to ensure that the quality of our staff meets the highest-levels of expertise and customer service. Their first performance evaluation takes place after the completion of their probation period or as scheduled by their supervisor. Subsequent performance evaluations are conducted annually, beginning with the month of January; with frequency depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Their performance evaluations may review factors such as the quality and quantity of the work they perform, their knowledge of the job, their initiative, their work attitude and attitude toward others. Performance evaluations are intended to make them aware of their progress, areas for improvement and

objectives or goals for future work performance — all with an emphasis on ensuring we provide our clients a team of the highest possible quality.

Twining insists that our inspectors continue their education through internal and external training that keeps them up to date on the latest codes, standards and construction methods. In many cases, this has allowed them to identify proactive solutions to potential problems on a jobsite.

We maintain a rigorous training program for our experienced staff of testing technicians, and are recognized by numerous agencies including Caltrans, Army Corps of Engineers, DSA, AASHTO, CCRL, and IAS, along with many cities and counties.

All of these resources and proven best practices are part of our corporate operations and are available to the University as part of our approach to providing quality control services.

Equipment Calibration and Maintenance

Twining has compiled an extensive, proprietary verification and internal calibration standards. Our team is extensively trained on calibration/verification equipment, equipment to use in calibration, labeling equipment, the frequency of calibration, tracking, and Not in Service/Out of Calibration.

4. Approach



Verification of Equipment

Twining requires verification between calibration cycles and/or when equipment is called into question. If equipment is found to be out of tolerance, recalibration is performed by one of our laboratory technicians under supervision of a lab supervisor or a certified outside vendor.

Equipment Calibration

All equipment used in calibration is only used for that purpose and is always calibrated by an outside source traceable to National Institute of Standards and Technology (NIST). The calibration of all our equipment is always performed by an "Approved" lab supervisor who has been trained in Twining Calibration & Verification standards or a certified outside vendor.

Frequency

Verification and calibration frequency is based on shortest interval specified in the test methods (AASHTO, ASTM, CTM), Standards for Laboratories (ISO 17025, ASTM E 329, C 1077, D 3666, D 3740), and/or manufacturer's recommendations.

Maintaining Compliance

All of our equipment is labeled with an ID number that provides the following information: "ID #:" (The identification number for the item being calibrated), "Date:" (The date of the last calibration), "Due Date:" (The next date it is due for calibration which is to be calculated based on the frequency of equipment), "Calib. By:" (The first initial and last name of the person who calibrated the equipment). If an item of equipment is damaged or is out of calibration, it is removed from the lab whenever possible and tagged "NOT IN SERVICE." Additional, secondary-level protocols are in place to ensure that instruments cannot be utilized until they are repaired or recalibrated, and are verified as such.

Library of all relevant test methods

Upon request, we will provide our Quality Manual in an appendix, which includes all relevant test methods that Twining is certified to perform.

Inventory and description of all test equipment

Upon request we will provide our Testing Equipment in an appendix, which includes all relevant test methods that Twining is certified to perform.



5. COMPENSATION



Schedule Of Fees 2024-2025

Prevailing Wage

NOTE: Rates will be valid based on the current Construction Project Schedule completion (provided in RFI #2). For activities requiring special inspection and testing.

Personnel Rates: Per Hour Unless Otherwise Noted

Task Code	Engineering And Consulting Personnel	Rate
10026	Senior Principal Advisor/Consultant	\$ 390.00
10001	Principal Engineer/Geologist	\$ 280.00
10017	Metallurgical Engineer	\$ 390.00
70000	Registered Geotechnical Engineer	\$ 215.00
10010	Technical Advisor	\$ 260.00
10011	Material Scientist, Welding/NDT Consultant	\$ 275.00
70003	Registered Geologist/Certified Engineering Geologist	\$ 275.00
10003	Senior Engineer/Geologist	\$ 250.00
10009	Registered Civil Engineer	\$ 240.00
60003	Roofing/Waterproofing Consultant	\$ 265.00
10013	Project Engineer/Manager	\$ 175.00
30000	Quality Control Manager	\$ 235.00
10005	Senior Staff Engineer/Geologist	\$ 220.00
10007	Staff Engineer/Geologist	\$ 172.00
10015	Quality Control Administrator	\$ 205.00
10019	Metallurgical Technician	\$ 175.00
90001	CADD Operator/Draftsperson	\$ 160.00
95103	Administrative Support	\$ 105.00
70107	Field Supervisor	\$ 195.00
91030	Safety Supervisor	\$ 195.00
20000	Laboratory Manager	\$ 180.00
98000	Laboratory Technician	\$ 155.00
90005	Expert Witness Testimony	\$ 630.00
91010	Qualified SWPPP Developer	\$ 220.00
91000	Qualified SWPPP Practitioner	\$ 205.00
30001	Vibration Engineer	\$ 240.00

Task Code	Field Inspection Personnel	Rate
10101	Concrete/Reinforced Steel Inspector	\$ 118.00
10103	Prestressed/Post Tensioned Inspector	\$ 118.00
10105	Concrete ICC Inspector	\$ 118.00
10109	Drilled-In-Anchor Inspector	\$ 118.00
10111	Gunite/Shotcrete Inspector	\$ 118.00
10113	Masonry Inspector	\$ 118.00
10201	Structural Steel/Welding Inspector	\$ 118.00
10203	AWS Certified Welding Inspector	\$ 118.00
10207	Fireproofing Inspector	\$ 118.00
10501	Lead Inspector	\$ 125.00
10115	Firestop Special Inspector - IFC Premier	\$ 165.00
10117	Firestop Special Inspector - IQP	\$ 165.00
70109	L.A. Deputy Grading Inspector	\$ 165.00
75001	Asphalt Field and Plant Inspector/Technician	\$ 118.00
70103	Pile Driving Inspector	\$ 125.00
70101	Soils Technician	\$ 118.00
10107	Concrete Quality Control (ACI/Caltrans Technician)	\$ 118.00
10122	Wood Framing Inspector	\$ 125.00
60001	Roofing/Waterproofing Inspector	\$ 185.00
10500	Public Works Inspector	\$ 165.00
10515	Mechanical Inspector	\$ 150.00
10519	Electrical Inspector	\$ 150.00
10521	Plumbing Inspector	\$ 150.00
10523	Building Inspector	\$ 150.00
30002	Vibration Monitoring Technician	\$ 160.00
50003	Field Engineering Technician	\$ 125.00

Task Code	Shop Inspection Personnel	Rate
10301	Structural Steel Fabrication Inspector	\$ 118.00
10309	Batch Plant Quality Control Technician/Inspector	\$ 118.00
10325	Glue-Laminated Fabrication Inspector	Quotation
10328	Pre-Cast Concrete/Pipe Fabrication Inspector	\$ 125.00

Task Code	Nondestructive Testing Personnel	Rate
10401	NDE Ultrasonic Testing Technician	\$ 145.00
10403	NDE Magnetic Particle Testing Technician	\$ 145.00
10405	NDE Dye Penetrant Testing Technician	\$ 145.00
10305	Combination NDE Technician/Welding Inspector	\$ 145.00
10409	Radiographic Testing (Crew Of 2)	Quotation
10020	NDE Engineer	\$ 255.00

Task Code	Equipment Usage (Daily Unless Otherwise Noted)	Rate
95318	Skidmore	\$ 60.00
95309	Torque Wrench, Small	\$ 21.00
95312	Torque Wrench, Large	\$ 32.00

Task Code	Equipment Usage (Daily Unless Otherwise Noted), Continued	Rate
95315	Torque Multiplier	\$ 48.00
95321	Air Meter	\$ 37.00
95322	Unit Weight Bucket	\$ 28.00
95323	Field Concrete Scale	\$ 37.00
95324	2" x 2" x 2" Mold	\$ 26.00
95343	Nuclear Gauge (Per Hour)	\$ 13.00
95319	Sand Cone Density Test Equipment	\$ 60.00
95333	Pull Test Equipment	\$ 74.00
95348	Concrete/Asphalt Coring Equipment	\$ 720.00
95336	Floor Flatness (Dipstick)	\$ 63.00
95330	Schmidt Hammer	\$ 48.00
95341	Vapor Emission Test Kits	\$ 58.00
95342	Relative Humidity Probe	\$ 90.00
95339	UPV (Ultrasonic Pulse Velocity) Meter	\$ 420.00
95351	Fireproofing Adhesion/Cohesion (Per Test)	\$ 42.00
95300	A Scan Ultrasonic Equipment And Consumables	\$ 100.00
95303	Magnetic Particle Equipment And Consumables	\$ 53.00
95306	Liquid Penetrant Consumables	\$ 48.00
95307	Phased Array Ultrasonic Equipment (Per Hour)	\$ 105.00
95347	Ground Penetrating Radar	\$ 400.00
95345	Impact Echo	\$ 405.00
95362	Ultrasonic Tomography	\$ 525.00
95349	Inertial Profiler (Per Hour)	Quotation
95352	Borescope	\$ 315.00
95356	Infrared Camera	\$ 105.00
95357	Project Dedicated Vehicle	\$ 189.00
95364	Roller Compacted Concrete Vibrating Hammer/Tamping Plate	\$ 84.00
95367	Half-Cell Potential Equipment Set	\$ 405.00
95368	Concrete Electrical Resistivity Meter	\$ 189.00
95369	Field Hardness (Steel)	\$ 116.00
95370	Coating Thickness Gauge	\$ 166.00
95373	Curing Box (Not Temperature Controlled, One-Time Fee/ Per Box)	\$ 800.00
95371	Temperature Control Curing Box (Per Month)	\$ 600.00
95372	Temperature Matching Curing Box (Per Month)	\$ 700.00

Task Code	Specimen Pick-Up	Rate
20100	Soil/Aggregate Sample (Each)	\$ 55.00
20102	Standard Sample: Concrete Cylinders (Each)	\$ 36.00
20101	Standard Sample: Mortar/Grout Cubes And Cores, Fireproofing, Rebar, And Epoxy Prisms (Each)	\$ 36.00
20103	Oversize Sample: Masonry Prisms And Shotcrete Panels (Each)	\$ 94.00
20104	Oversize Sample: Flexural Beams (Each)	\$ 94.00
20107	Technician For Specimen Pick-Up Not Listed Above (Per Hour, 2-Hour Minimum)	\$ 160.00
20109	Technician For Specimen Pick-Up Before 5:00 a.m. Or After 5:00 p.m. Monday Thru Friday, Or All Day Saturday (Per Hour, 2-Hour Minimum Plus Mileage)	\$ 220.00

Task Code	Jobsite Trailer, Mobile Or On-site Laboratory	Rate
95360	Portable Or Mobile Laboratory Unit	Quotation
95374	Jobsite Trailer, Conex, Or Equipment Storage Box	Quotation

Task Code	Concrete Tests (Field Made Specimens)	Rate
20201	6" x 12" Cylinder Compression Strength (ASTM C39)	\$ 40.00
20202	4" x 8" Cylinder Compression Strength (ASTM C39)	\$ 49.00
20203	Density Of Structural Lightweight Concrete Equilibrium Oven Dry Method (ASTM C567)	\$ 125.00
20205	Core Compression Including Trimming (ASTM C42)	\$ 105.00
20207	6" x 6" x 18" Flexural Beams Not Exceeding Referenced Size (ASTM C78, C293 or CTM 523)	\$ 145.00
20209	Splitting Tensile Strength (ASTM C496)	\$ 145.00
20211	Modulus Of Elasticity Test (ASTM C469)	\$ 375.00
80003	Rapid Chloride Permeability Test: Cylinders Or Cores (ASTM C1202)	\$ 610.00
80006	Density, Absorption, And Voids In Hardened Concrete (ASTM C642)	\$ 610.00
40005	Flexural Toughness (ASTM C1609, Formerly ASTM C1018)	\$ 963.00
40006	Double Punch Strength Of Fiber Reinforced Concrete	\$ 642.00
40009	Coefficient Of Thermal Expansion Of Concrete (CRD 39, AASHTO T336)	\$ 696.00
40012	Bulk Electrical Resistivity (One Age Of Testing, ASTM C1876)	\$ 172.00
80013	Flexural Tensile Strength Of Metallic Fiber Reinforced Concrete Beam (EN 14651)	\$ 1,070.00



Task Code	Concrete Specimen Preparation	Rate
20151	Sawing Of Specimens (Each)	\$ 65.00
20157	Coring Of Specimens In Lab (Each)	\$ 65.00
20159	Grinding Of Concrete Below 6000 psi Strength (Each)	\$ 100.00
20160	Grinding Of Concrete 6000 psi Strength And Above (Each)	\$ 120.00

Task Code	Laboratory Trial Batch: Concrete, Cement And Mortar	Rate
30216	Compression Test 4" x 8" Cylinders Made And Tested In Laboratory (ASTM C192, C35)	\$ 63.00
30217	Compression Test 6" x 12" Cylinders Made And Tested In Laboratory (ASTM C192, C35)	\$ 73.00
30219	6" x 6" x 18" Flexural Beams Made And Tested In Laboratory (ASTM C192, C78)	\$ 150.00
30223	Splitting Tensile Strength Cylinders Made And Tested In Laboratory (ASTM C192, C496)	\$ 150.00
30225	Modulus Of Elasticity Test Cylinders Made And Tested In Laboratory (ASTM C192, C469)	\$ 364.00
30227	Density Of Structural Lightweight Concrete Made In Laboratory, Equilibrium or Oven Dry Method (ASTM C567)	\$ 124.00
30237	Bulk Electrical Resistivity (ASTM C1876)	\$ 188.00
30201	Laboratory Trial Batch (ASTM C192/Lab Procedure Performance)	\$ 589.00
30203	Concrete Mixture Design For Preconstruction Evaluation And Backup Data Development	\$ 343.00
30205	Drying Shrinkage Up To 28 Days, Three 3" x 3" Or 4" x 4" Bars, Five Readings Up To 28 Dry Days (ASTM C157)	\$ 557.00
30230	Additional Reading, Per Set Of Three Bars	\$ 65.00
30231	Storage Over Ninety (90) Days, Per Set Of Three Bars, Per Month	\$ 54.00
30207	Setting Time Up To 7 Hours (ASTM C403)	\$ 214.00
30209	Bleeding (ASTM C232)	\$ 193.00
30229	Concrete Restrained Expansion (ASTM C878)	\$ 749.00
30211	Mix, Make and Test Mortar or Grout Specimens for Compressive Strength: Set of 6 (ASTM C878)	\$ 642.00
20263	Non-Shrink Grout: Height Change After Final Set (ASTM C1090)	\$ 642.00
20265	Non-Shrink Grout: Height Change At Early Age (ASTM C827)	\$ 910.00
30232	Cracking Resistance, Set Of Three Rings, Laboratory Trial Batching, Test Until Cracking Or Up To 28 Days (ASTM 1581)	\$ 6,634.00
30233	Evaluation Of Pre-Packaged Masonry Mortars (ASTM C270)	\$ 1,391.00
30234	Creep (ASTM C512) (One Age Of Loading, 12 Months Duration Of Testing)	\$ 9,095.00
80198	Laboratory Development Of Strength-Maturity Curve Without Establishing Datum Temperature (Up To 5 Testing Ages, ASTM C1074)	\$ 3,424.00
80199	Laboratory Development Of Strength-Maturity Curve With Establishing Datum Temperature (Up To 5 Testing Ages, ASTM C1074)	\$ 5,664.00

Task Code	Evaluation of Mixing Water for Concrete	Rate
80246	Evaluation Of Mixing Water For Concrete Per The Requirements Of ASTM C1602, Table 1 (Physical Properties Of Mortar), Per Sample	\$ 1,070.00
80248	Evaluation Of Mixing Water For Concrete Per The Requirements Of Caltrans, Section 90, Per Sample	\$ 1,284.00

Task Code	Concrete - Chemical Analysis, Transport Properties, Service Life Modeling, Petrographic Examination	Rate
80123	Acid-Soluble Chloride Analysis (ASTM C1152) Includes Sample Prep	\$ 134.00
80126	Water-Soluble Chloride Analysis (ASTM C1218) Includes Sample Prep	\$ 161.00
80193	Chloride Diffusion Coefficient Of Cementitious Mixtures By Bulk Diffusion (ASTM C1556)	\$ 2,996.00
80159	Bulk Resistivity (ASTM C1876) And Formation Factor	\$ 696.00
80204	Chloride Binding Isotherm	\$ 910.00
80206	Analytical And Experimental (ASTM C1556) Modeling Of Service Life Of Concrete Per Life-365 Model, Per Mixture Design	\$ 8,560.00
80208	Analytical And Experimental (NordTest) Modeling Of Service Life Of Concrete Per FIB Model Code 34, Per Mixture Design	\$ 8,560.00
80210	Non-Steady State Chloride Migration Coefficient, NordTest 492	\$ 669.00
80212	Petrographic Examination Of Hardened Concrete, Level I (ASTM C856) (Excludes Thin Section), Per Sample	\$ 1,750.00
80129	Petrographic Examination Of Hardened Concrete, Level II (ASTM C856) Includes Thin Section, Per Sample	\$ 2,250.00
80218	Petrographic Examination Of Hardened Concrete, Level III (ASTM C856/C1723) (Thin Section And SEM/EDX), Per Sample	\$ 3,500.00
80222	W/CM Determination (NordTest Build 361)	\$ 1,338.00
80224	Examination Of Volumetric Proportions Of Hardened Concrete (ASTM C457), Per Sample	\$ 535.00
80228	Air Void Analysis Of Hardened Concrete (ASTM C457), Per Sample	\$ 750.00
80232	Electron Microscopy (ASTM C1723)	\$ 803.00
80234	Paste Carbonation Analysis, Per Sample	\$ 268.00
80238	Insoluble Residue Analysis (ASTM C1324)	Quotation
80240	Alkali-Silica - Damage Rating Index (DRI), Per Sample	\$ 1,338.00

Task Code	Qualification Of Cements	Rate
80100	Chemical Analysis Of Portland Cement Per Standard Requirements (ASTM C150)	\$ 803.00
80103	Physical Testing Of Portland Cement Per Standard Requirements (ASTM C150)	\$ 803.00
80194	Physical Testing Of Type K Cement, Mortar Expansion (ASTM C806)	\$ 803.00
80195	Physical Testing And Chemical Analysis Of Portland Cement Per Standard Requirements (ASTM C150)	\$ 1,498.00
80106	Partial Analysis Or Specific Physical Tests	Quotation
80110	Sulfates Resistance Of Hydraulic Cement (ASTM C1012), 6 Months	\$ 3,210.00
80111	Sulfates Resistance Of Hydraulic Cement (ASTM C1012), 12 months	\$ 3,531.00
80149	Type 1L Cement (ASTM C595; Excludes Special Properties)	\$ 1,498.00
80151	Clinker Microscopy, Per Sample	\$ 910.00

Task Code	Physical Testing Of Chemical Admixtures For Concrete	Rate
80196	Qualification Of Admixture (ASTM C494)	Quotation

Task Code	Evaluation Of Pozzolans And Slag Cement	Rate
80140	Chemical Analysis Of Fly Ash Per Standard Requirements (ASTM C618)	\$ 803.00
80143	Physical Testing Of Fly Ash Per Standard Requirements (ASTM C618)	\$ 803.00
80146	Partial Analysis Or Specific Physical Tests	Quotation
80147	Chemical Analysis And Physical Testing Of Fly Ash Per Standard Requirements (ASTM C1618)	\$ 1,498.00
80250	Qualification Of Silica Fume Per Standard Requirements (ASTM C1240)	\$ 1,498.00
80252	Qualification Of Slag Cement Per Standard Requirements (ASTM C989)	\$ 1,498.00
80254	Effectiveness Of Pozzolans & Slag Cement In Mitigating Expansion Due To ASR (ASTM C441)	\$ 1,498.00

Task Code	Mass Concrete - Engineering And Testing Services	Rate
80256	Thermal Control Plan (Without Cooling Pipes) Per A Unique Type Of Placement Of Similar Group Of Placements, Each Plan	\$ 9,000.00
80258	Thermal Control Plan (With Cooling Pipes), Per A Unique Type Of Placement Of Similar Group Of Placements, Each Plan	\$ 10,500.00
80260	Performance Based Maximum Temperature Difference Laboratory & Analytical Studies, One Concrete Mixture Design	\$ 6,000.00

Task Code	Rock And Concrete Aggregates - Petrographic Examination & Special USACE & CRD Tests	Rate
80262	Rock Type Description, Per Sample (Rock Core Or Rock Chunk)	\$ 1,000.00
80263	Rock Type Description + XRD Including Clay Analysis, Per Sample	\$ 1,500.00
80266	Natural Aggregates - Petrographic Examination (Gravel And Natural Sand Consisting Of Single Rock Type ASTM C295) Each, One Sample	\$ 2,750.00
80268	Crushed Aggregates - Petrographic Examination (Crushed Rock And Manufactured Sand Consisting Of Single Rock Type ASTM C295), Each, One Sample	\$ 2,750.00
80270	Coarse Aggregate Certification For Deleterious Materials Per Specifications Of USACE, Materials Coarser Than 0.75-Inch Each, One Sample, 200 lb.	\$ 6,500.00
80272	Coarse Aggregate Certification For Deleterious Materials Per Specifications Of USACE, 0.75-Inch And Finer Material, Each, One Sample, 25 lb.	\$ 5,500.00
80274	Fine Aggregate Certification For Deleterious Materials Per Specifications Of USACE, Each, One Sample	\$ 2,750.00
80276	Aggregate, Scratch Hardness (CRD-C 130), Each, One Sample, 25 lb.	\$ 500.00

Task Code	Soils And Aggregate Tests	Rate
30503	Abrasion: LA Rattler (ASTM C131)	\$ 210.00
30505	Abrasion: LA Rattler (ASTM C535)	\$ 225.00
70301	Atterberg Limits/Plasticity Index (ASTM D4318, CTM 204)	\$ 190.00
70303	California Bearing Ratio Excluding Maximum Density (ASTM D1883) Soil	\$ 650.00
70304	California Bearing Ratio Excluding Maximum Density (ASTM D1883) Cement-Treated Soil	\$ 690.00
70344	Cement-Treated Soil/Base Mix Design: Includes Three Trial Cement Contents With Three Unconfined Compressive Strength Specimens Per Cement Content	\$ 4,000.00
70305	Chloride And Sulfate Content (CTM 417, CTM 422)	\$ 180.00
30403	Clay Lumps And Friable Particles (ASTM C142)	\$ 210.00
30321	Cleaness Value 1" x #4 (CTM 227)	\$ 180.00
30322	Cleaness Value 1.5" x .75" (CTM 227)	\$ 285.00



Task Code	Soils And Aggregate Tests. Continued	Rate
70393	Collapse Potential/Index (ASTM D5333)	\$ 232.00
70396	Compressive Strength Of Molded Soil-Cement Cylinders (ASTM D1633)	\$ 120.00
70309	Consolidation Test Full Cycle (ASTM 2435, CTM 219)	\$ 205.00
70311	Consolidation Test Time Rate Per Load Increment (ASTM D2435, CTM 219)	\$ 47.00
70313	Corrosivity Series Sulfate, Cl, pH, Resistivity (CTM 643, 417, and 422)	\$ 290.00
70315	Crushed/Fractured Particles (ASTM D5821, CTM 205)	\$ 180.00
70317	Direct Shear Test Remolded And/Or Residual (ASTM D3080)	\$ 275.00
70319	Direct Shear Test Undisturbed - Slow [CD] (ASTM D3080)	\$ 275.00
70321	Direct Shear Test Undisturbed - Fast [CU] (ASTM D3080)	\$ 225.00
70378	Durability Index Per Method - A,B,C, or D (ASTM D3744, CTM 229)	\$ 230.00
70325	Expansion Index (ASTM D4829, UBC 18-2)	\$ 190.00
75004	Fine Aggregate Angularity (ASTM C1252, CTM 234, AASHTO T304)	\$ 200.00
30507	Flat And Elongated Particle (ASTM D4791)	\$ 250.00
30508	Flat Or Elongated Particle (ASTM D4791)	\$ 220.00
70331	Maximum Density Methods A/B/C (ASTM D1557, D698, CTM 216)	\$ 215.00
70333	Maximum Density Check Point (ASTM D1557, D698)	\$ 75.00
70335	Maximum Density AASHTO C [Modified] (AASHTO T-180)	\$ 225.00
70336	Maximum Index Density Vibratory Table (ASTM D4253)	\$ 356.00
70337	Moisture Content (ASTM D2216, CTM 226)	\$ 45.00
70339	Moisture and Density Ring Sample (ASTM D2937)	\$ 40.00
70341	Moisture and Density Shelby Tube Sample (ASTM D2937)	\$ 50.00
70340	Moisture-Density Relations Of Soil-Cement Mixtures Premixed In The Field (ASTM D558)	\$ 285.00
70342	Moisture-Density Relations Of Soil-Cement Mixtures Mixed In The Lab (ASTM D558)	\$ 400.00
70328	pH Of Soils (ASTM D4972)	\$ 65.00
70330	Organic Content Of Soils (ASTM D2974, Method A Only)	\$ 90.00
30401	Organic Impurities (ASTM C40, CTM 213)	\$ 95.00
70343	Permeability (ASTM D5084)	Quotation
80001	Potential Reactivity Chemical Method (ASTM C289 - Discontinued Method)	\$ 800.00
70394	Potential Reactivity Mortar Bar Expansion Method, 14-Day Exposure (ASTM C1260)	\$ 990.00
70391	Potential Reactivity Mortar Bar Expansion Method, 28-Day Exposure (ASTM C1260)	\$ 1,100.00
70398	Potential Reactivity Concrete Bar Expansion Method (ASTM C1293), 12 month	\$ 2,995.00
70399	Potential Reactivity Concrete Bar Expansion Method (ASTM C1293), 24 month	\$ 3,320.00
70397	Potential Reactivity Of Aggregate Combination, Non-Standard Method; 14-Day Exposure, Mortar (After ASTM C1567)	\$ 1,175.00
70392	Potential Reactivity Of Aggregate Combination, Non-Standard Method; 28-Day Exposure, Mortar (After ASTM C1567)	\$ 1,230.00
70345	R-Value Soil (ASTM 2844, CTM 301)	\$ 500.00
70347	R-Value Aggregate Base (ASTM D2844, CTM 301)	\$ 550.00
70349	Sand Equivalent (ASTM D2419, CTM 217)	\$ 140.00
70351	Sieve #200 Wash Only (ASTM D1140, CTM 202)	\$ 125.00
70353	Sieve With Hydrometer 3/4" Gravel To Clay (ASTM D422, D7928, CTM 203)	\$ 275.00
70355	Sieve With Hydrometer Sand To Clay (ASTM D422, D7928, CTM 203)	\$ 275.00
70357	Sieve Analysis Including Wash (ASTM C136, CTM 202)	\$ 175.00
70359	Sieve Analysis Without Wash (ASTM C136, CTM 202)	\$ 135.00
70360	Sieve Analysis Split Sieve (ASTM C136, CTM 202)	\$ 250.00
70361	Sieve Analysis Without Wash With Cobbles (ASTM C136, CTM 202)	\$ 250.00
70363	Soundness Sodium Or Magnesium Sulfate, 5 Cycles (ASTM C88)	\$ 464.00
70365	Specific Gravity And Absorption Coarse (ASTM C127, CTM 206)	\$ 120.00
70367	Specific Gravity and Absorption Fine (ASTM C128, CTM 207)	\$ 170.00
70369	Swell/Settlement Potential One Dimensional (ASTM D4546)	\$ 155.00
70371	Triaxial	Quotation
70373	Unconfined Compression (ASTM D2166, CTM 221)	\$ 196.00
30317	Unit Weight Per Cubic Foot (ASTM C29, CTM 212)	\$ 129.00
30319	Voids In Aggregate With Known Specific Gravity (ASTM C29, CTM 212)	\$ 129.00
30411	Lightweight Particles Coarse, with Two Solutions (ASTM C123)	\$ 535.00
30412	Lightweight Particles Fine, with One Solution (ASTM C123)	\$ 258.00
30412	Method of Test for Relative Mortar Strength of Portland Cement Concrete Sand (CT 515)	\$ 1,400.00

Task Code	Asphalt Concrete Tests	Rate
75031	HMA Mixing And Preparation	\$ 140.00
75032	HMA Mixing And Preparation With Aggregate Treatment	\$ 196.00
75033	Bulk Specific Gravity Of Compacted Sample Or Core SSD (ASTM D2726, CTM 308C)	\$ 62.00
75036	Bulk Specific Gravity Of Compacted Sample Or Core Paraffin Coated (ASTM D1188 and CTM 308A)	\$ 88.00

Task Code	Asphalt Concrete Tests. Continued	Rate
75040	Emulsion Residue, Evaporation (ASTM D244)	\$ 200.00
75024	Extraction % Bitumen (ASTM D6307, CTM 382)	\$ 200.00
75027	Extraction % Bitumen And Gradation (ASTM D5444, D6307, CTM 202, 382)	\$ 245.00
75028	Extraction % Bitumen, Correction Factor (ASTM D6307, CTM 382)	\$ 400.00
75030	Chemical Extraction % Bitumen And Sieve Analysis (ASTM D2172 Method A or B, ASTM D5444)	\$ 425.00
75042	Lab Tested Maximum Density Hveem, 3 Briquettes (ASTM D1561, D1188, CTM 304, 308)	\$ 245.00
75057	Hveem Stabilometer Test, Premixed, 3 Briquettes (ASTM D1560, D1561, CTM 304, 366)	\$ 245.00
75048	Lab Tested Maximum Density Marshall, 3 Briquettes (ASTM D6926, D2726)	\$ 245.00
75049	Lab Tested Maximum Density Marshall 6" Specimen, 3 Briquettes (ASTM D5581, D2726)	\$ 245.00
75050	Lab Tested Maximum Density Superpave Gyrotory Compacted Briquette, SSD, 1 Briquette (ASTM D6925, D2726)	\$ 90.00
75052	Lab Tested Maximum Density Superpave Gyrotory Compacted Briquette, Paraffin, 1 Briquette (ASTM D1188, D6925)	\$ 100.00
75051	Maximum Theoretical Specific Gravity [RICE] (ASTM D2041, CTM 309)	\$ 180.00
75066	Marshall Stability And Flow, Cored Sample, Each (ASTM D6927)	\$ 90.00
75069	Marshall Stability And Flow, Premixed, 3 Briquettes (ASTM D6926, D6927)	\$ 255.00
75106	Marshall Stability And Flow, Gyrotory Compacted Specimen Pre-Mixed, 3 Briquettes (ASTM D5581, D6925)	\$ 255.00
75107	Marshall Stability And Flow 6" Specimen, Premixed, 3 Briquettes (ASTM D5581)	\$ 255.00
75063	Moisture Content (CTM 370)	\$ 90.00
75005	Wet Track Abrasion Test (ASTM D3910)	\$ 185.00
75093	Hveem Mix Design (Excluding Aggregate Quality Tests)	\$ 6,000.00
75096	Hveem Mix Design, With RAP (Excluding Aggregate Quality Tests, RAP Qualification)	\$ 6,500.00
75099	Hveem Mix Design, With Lime (Excluding Aggregate Quality Tests)	\$ 10,000.00
75094	Hveem Mix Design Caltrans Untreated Mix (Including Aggregate Quality Tests)	\$ 7,000.00
75095	Hveem Mix Design Caltrans Lime Treated Mix (Including Aggregate Quality Tests)	\$ 8,000.00
75084	Marshall Mix Design (Excluding Aggregate Quality Tests)	\$ 6,000.00
75087	Marshall Mix Design With RAP (Excluding Aggregate Quality Tests)	\$ 6,400.00
75090	Marshall Mix Design With Lime (Excluding Aggregate Quality Tests)	\$ 7,000.00
75083	Open Grade Asphalt Concrete Mix Design (ASTM D7064, CTM 368)	\$ 3,500.00
75109	Superpave Mix Design (Excluding Aggregate Quality Tests)	\$ 12,000.00
75113	Superpave Mix Design, With RAP (Excluding Aggregate Quality Tests)	\$ 12,500.00
75114	Superpave Mix Design With Rubber (Excluding Aggregate Quality Tests)	\$ 12,500.00
75115	Superpave Mix Design With Additives (Excluding Aggregate Quality Tests)	\$ 12,700.00
75075	Effect Of Moisture On Asphalt Paving Mixtures, Pre-Mixed (ASTM D4867, AASHTO T283)	\$ 1,200.00
75111	Hamburg Wheel Track Test, 20,000 Passes, 4 Briquettes (AASHTO T324)	\$ 1,300.00
75039	Raveling Test Of Cold Mixed Emulsified Asphalt (ASTM D7196)	\$ 225.00
75067	Marshall Stability, Wet Set, 3 Replicates (AASHTO T245)	\$ 390.00
75068	Marshall Stability, Dry Set, 3 Replicates (AASHTO T245)	\$ 330.00
75070	Cold Recycled Asphalt Mix Design 2 Gradings Each, 3 Emulsion Content (Caltrans LP-8)	\$ 11,600.00

Task Code	Mortar And Stucco - Petrographic Examination	Rate
80282	Stucco, One-Coat (ASTM C856), Includes Thin Section), Per Sample	\$ 2,250.00
80286	Stucco, Two-Coat (ASTM C856), Includes Thin Section), Per Sample	\$ 2,500.00
80290	Stucco, Three-Coat (ASTM C856), Includes Thin Section), Per Sample	\$ 3,000.00
80294	Mortar (ASTM C1324, Petrographic Examination And Chemical Analysis), Per Sample	\$ 3,250.00

Task Code	Brick Masonry Tests. ASTM C67	Rate
20301	Modulus Of Rupture Flexural	\$ 120.00
20303	Compression Strength	\$ 100.00
20305	Absorption 5 Hour or 24 Hour	\$ 100.00
20307	Absorption (Boil) 1, 2 Or 5 Hours	\$ 125.00
20309	Initial Rate Of Absorption	\$ 85.00
20311	Efflorescence	\$ 91.00
20313	Cores Compression	\$ 125.00
20315	Shear Test On Brick Cores 2 Faces	\$ 135.00



Task Code	Concrete Block, ASTM C140	Rate
20321	Compression	\$ 110.00
20323	Absorption/Moisture Content/Oven Dry Density	\$ 110.00
20327	Linear Shrinkage (ASTM C426)	\$ 325.00
20335	Web And Face Shell Measurements	\$ 75.00
20329	Tension Test	\$ 188.00
20331	Core Compression	\$ 97.00
20333	Shear Test Of Masonry Cores 2 Faces	\$ 135.00
20339	Efflorescence Tests	\$ 91.00

Task Code	Masonry Prisms, ASTM C1314	Rate
20341	Compression Test, Composite Masonry Prisms Up To 8" x 16"	\$ 195.00
20343	Compression Test, Composite Masonry Prisms > 8" x 16"	\$ 325.00
20346	Prism Cord Modulus Of Elasticity	\$ 696.00
20347	Prism Cord Modulus Of Elasticity With Transverse Strain (For Double-Wythe Specimen)	\$ 760.00

Task Code	Mortar And Grout	Rate
20351	Compression 2" x 4" Mortar Cylinders (ASTM C780)	\$ 65.00
20353	Compression 3" x 3" x 6" Grout Prisms, Includes Trimming (ASTM C1019)	\$ 65.00
20355	Compression 2" Cubes (ASTM C109)	\$ 65.00
20357	Compression Cores Includes Trimming (ASTM C42)	\$ 98.00

Task Code	Masonry Specimen Preparation	Rate
20155	Cutting Of Cubes Or Prisms	\$ 81.00

Task Code	Fireproofing Tests	Rate
20401	Oven Dry Density (ASTM E605)	\$ 98.00

Task Code	Gunite And Shotcrete Tests	Rate
20361	Core Compression Including Trimming (ASTM C42)	\$ 195.00
20365	Compression Cubes (Includes Saw Cutting)	\$ 95.00

Task Code	Concrete Roof Fill: Gypsum, Vermiculite, Perlite, Lightweight Insulating Concrete, Etc.	Rate
20371	Compression Test (ASTM C495 and C472)	\$ 81.00
20373	Air Dry Density (ASTM C472)	\$ 70.00
20379	Oven Dry Density (ASTM C495)	\$ 97.00

Task Code	Reinforcing Steel, ASTM A615, A706	Rate
20501	Tensile Test #11 Or Smaller	\$ 70.00
20503	Bend Test #11 Or Smaller	\$ 70.00
20504	Bend Test #14 Or #18	\$ 428.00
20505	Tensile Test #14	\$ 321.00
20507	Tensile Test #18	\$ 418.00

Task Code	Reinforcing Steel - Welded Or Coupled Specimens	Rate
20521	Tensile Test Welded/Coupled #11 And Smaller	\$ 98.00
20523	Tensile Test Welded/Coupled #14	\$ 311.00
20525	Tensile Test Welded/Coupled #18	\$ 439.00
20529	Weld Macroetch	\$ 102.00
20531	Slippage Test - Caltrans (CTM 670)	\$ 236.00
20532	Tensile Test Welded Hoops #11 And Smaller	\$ 182.00

Task Code	Metal and Steel Testing	Rate
20601	Tensile Strength Up To 100K Pounds (Each)	\$ 98.00
20603	Tensile Strength Up To 200K Pounds (Each)	\$ 105.00
20605	Tensile Strength Up To 300K Pounds (Each)	\$ 135.00
20607	Tensile Strength Up To 400K Pounds (Each)	\$ 188.00
20609	Tensile Strength 400K To 600K Pounds (Each)	\$ 428.00
20611	Tensile Strength Stress-Strain Percent Offset	\$ 268.00
20545	Weld Macroetch	\$ 102.00
20547	Weld Fracture	\$ 54.00
20615	Bend Test	\$ 98.00
20617	Flattening Test	\$ 98.00

Task Code	Metal and Steel Testing, Continued	Rate
20619	Hardness Test (ASTM E18)	\$ 95.00
20630	Bolt Axial Tensile Test (Up To 7/8" Diameter)	\$ 95.00
20631	Bolt Wedge Tensile Test (Up To 7/8" Diameter)	\$ 101.00
20632	Bolt Axial Tensile Test (Greater Than 7/8" Up To 1" diameter)	\$ 107.00
20633	Bolt Wedge Tensile Test (Greater Than 7/8" Up To 1" Diameter)	\$ 130.00
20634	Bolt Axial Tensile Test (Greater Than 1" Diameter)	\$ 150.00
20635	Bolt Wedge Tensile Test (Greater Than 1" Diameter)	\$ 175.00
20636	Bolt Proof Load Test (Up To 7/8")	\$ 110.00
20637	Bolt Proof Load Test (Greater Than 7/8" Up To 1" Diameter)	\$ 135.00
20638	Bolt Proof Load Test (Greater Than 1")	\$ 155.00
20639	Nut Proof Load Test (Up To 7/8")	\$ 95.00
20640	Nut Proof Load Test (Greater Than 7/8" Up To 1" Diameter)	\$ 110.00
20641	Nut Proof Load Test (Greater Than 1")	\$ 125.00

Task Code	Chemical Testing Of Metal And Steel	Rate
80170	Steel Chemical Analysis	Quotation
80173	Weight Of Galvanized Coating (ASTM A90)	\$ 97.00
80176	Epoxy Coating Thickness	\$ 107.00
80177	Coating Thickness	\$ 102.00

Task Code	Machining And Preparation Of Tensile And Bend Sample: Carbon Steel	Rate
20751	Machinist Initial Preparation From Mock-Up, Etc. (Per Hour)	\$ 156.00
20753	Sawcut To Overall Width (Per 0.5" Thickness Or Fraction Thereof)	\$ 70.00
20755	Machine To Test Configuration Milled Specimens	\$ 102.00
20757	Machine To Test Configuration Turned Specimens (Per 0.5" Thickness Or Fraction Thereof)	\$ 182.00
20759	Prepare Subsize Specimens (Per 0.5" Thickness Or Fraction Thereof)	\$ 124.00

Task Code	Charpy Impact	Rate
20621	Charpy Impact Ambient Temperature	\$ 113.00
20623	Charpy Impact Reduced Temperature	\$ 150.00

Task Code	Machining Of Charpy Samples: Carbon Steel	Rate
20780	Cutting And Milling (Per 0.5" Or Fraction Thereof)	\$ 102.00
20783	Final Machining To Sample Configuration	\$ 124.00

Task Code	Prestressing Wires And Tendons, (ASTM A416)	Rate
20701	Stress-Strain Analysis Wire Or Strands (Including Chart And Percent Offset)	\$ 273.00
20703	Tensile Test Only	\$ 204.00
20705	Tendons	Quotation

Task Code	Polymer Matrix Composite Materials (Fiberwrap)	Rate
20706	Tensile Strength - Set of 5 Specimens/Batch/Direction (ASTM D3039)	\$ 1,500.00
20707	Tensile Strength - Additional Specimens (ASTM D3039) (ASTM D3039)	\$ 300.00
20708	Heating Chamber Time - Per 24 Hr. Period	\$ 107.00

Task Code	Calibration Services And Universal Machine Usage	Rate
20801	Calibration/Verification Services	Quotation
20803	Universal Test Machine Usage (Per Hour)	\$ 509.00

Specialty Testing	Rate
- Cyclic And Fatigue Testing Programs On Special Products/Parts	
- Engineering And Technical Supports/Design Of Prototypes And Special Test Set-Up	
- Fastener/Coupling Full Testing Program Per New Regulations: Tension, Tension/Bend, Shear, Double Shear, 8 Compressions	
- Fiberglass/Composite Materials Field Testing Program (ASTM D1143 D1242, D2584, D4065, D4476, D4923, D7901, D7921, and D732)	
- Field Testing Of Structures And Structural Elements	
- In-Place Shear Testing	
- Materials And/Or Product Evaluation Per Specifications	
- Structural Dynamic Testing And Durability Analysis	

General Conditions

NOTE: A minimum of 24 hours notice is required for testing and inspection services.
NOTE: Rates will be adjusted annually each July 1st to reflect increased costs.

Administrative Fees

All administrative fees, except as noted below, including report distribution and Twining Construction Hive system and DSA BOX uploads are managed by staff Administration and billed per hour.
total: 5%



General Conditions, Continued

Note that hard copies of reports will be sent only to governing jurisdictions that mandate them. All other parties will receive reports electronically. The administrative fee above will receive reports electronically. The administrative fee above will be increased by 1% if additional hard copies of reports are requested. Submittal of project specific forms or resumes will be billed hourly at the Administrative Support Rate.

Minimum Charges (Inspection and Technician Personnel Only - Other Personnel Charged on Portal to Portal Basis)

2-Hour Minimum: Inspector arrives at jobsite, no work to perform
 4-Hour Minimum: 1 to 4 hours of inspection
 8-Hour Minimum: Over 4 to 8 hours of inspection

Regular Time (All Types of Inspection and also All Non-Exempt Employees)

The first 8 hours worked Monday through Friday between 5:00 a.m. and 5:00 p.m. except as noted otherwise below.

Time and One-Half (All Types of Inspection and also All Non-Exempt Employees)

All shifts will be billed based on the time and date of their start. Any increment past 8 hours through 12 hours worked Monday through Friday and the first 12 hours on Saturday. Time and one-half will also be charged for the first four hours before 5:00 a.m. and after 5:00 p.m.

Double Time (All Types of Inspection and also All Non-Exempt Employees)

All shifts will be billed based on the time and date of their start. After the first 12 hours worked Monday through Saturday, all day Sunday, and holidays. After the first four hours worked before 5:00 a.m. and after 5:00 p.m. Holidays are New Year's Day, President's Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving, the day after Thanksgiving, and Christmas Day. If any of the holidays should fall on Sunday, the Monday following shall be considered the holiday.

Meal Period

When personnel are required by their duties to work more than five consecutive hours without a one-half hour uninterrupted meal period, one half hour at double time rate will be charged in addition to any applicable overtime for actual hours worked.

Travel Time and Mileage

For projects outside a 50-mile radius from the nearest Twining facility, per excess mile to and from the project will be charged for inspectors and technicians. Other than small tools, whenever project related equipment is required to be transported to and from the project site, time and mileage for inspectors and field technicians will be billed on a portal to portal basis. For all projects, current IRS mileage rate per mile and applicable travel time will be charged portal to portal for engineers, consultants, supervisors, and laboratory technicians from the laboratory to the project site and return.

For work locations located 100 miles or more from Twining, travel time will be charged at the relevant rate for inspectors and technicians in addition to a subsistence allowance as detailed below.

Weekend Sample Pick-Ups

In order to be in conformance with testing standards, it may be required that weekend pick-ups be performed (e.g. concrete specimens cast on Friday must be picked up on weekend in order to be in conformance with ASTM C31 requiring specimens to be moved to their final curing location within 48 hours of casting.) Applicable charges for weekend work will apply when this is required. Should these charges not be authorized, Twining will not be liable for any negative consequences.

Reimbursable Expenses

Parking, air fare, car rental, food, lodging and project specific software/applications (e.g. PlanGrid, Procore, etc.) will be charged at cost plus 20% per processed invoice, unless provided by client.

Project Specific Documents

Costs presented assume that client will provide project specific documents (plans, specifications, submittals, RFIs, etc.) for all inspection personnel. Should project specific documents be provided electronically through a "for fee" service, the client will be responsible for providing access and paying any fees for the service.

Project Site Facilities

Prices quoted assume that initial curing facilities for test samples that comply with relevant test standards and project requirements are provided by others. In addition, prices quoted assume that work/desk space for inspection staff are provided by others. Additional costs, provided by quotation, will apply should Twining be required to provide such facilities.

Subsistence

Subsistence on remote jobs will be charged per quotation.

Laboratory Testing Hours and Expedited Testing

Please note that laboratory testing will be billed on an hourly basis for non-standard tests. If testing is required to be performed on Saturdays, Sundays, holidays, or before 5:30 a.m. or after 4:00 p.m. on weekdays, an additional hourly charge, at the applicable regular, overtime or double time rate, with a minimum of one hour will be applied for the laboratory technician. For rush testing a 50% surcharge in addition to the regular test rate will apply.

Charges for Subcontracted Services

Material sent to outside laboratory for testing:	Cost plus 20%
Material sent to outside fabricator or machine shop:	Cost plus 20%
Glu-Lam beam inspection:	Cost plus 20%
Other subcontractors:	Cost plus 20%
Project exclusive equipment purchase:	Cost plus 20%

Limit of Liability

Client agrees to limit Twining's aggregate liability to all entities for alleged or actual errors and omissions in the performance of its professional services under this agreement to \$50,000.00 or the fees actually paid to Twining, whichever amount is greater. Higher limits may be available by quotation.

Additional Insurance Coverage

Any requirements for additional insurance policies or coverage beyond our normal policies/limits (e.g. SML coverage) may be provided at an additional fee and will be quoted on a per project requirements basis.

Certified Payroll

Certified payroll will be provided, upon request, at an additional charge of \$150.00/month. Fee applies to every month that certified payroll must be submitted regardless of whether or not services were provided for any given month.



General Conditions, Continued

Final Reports Required by Jurisdiction

If a final report or affidavit is required, we must first review all inspection and testing reports and clear up any unresolved issues on these reports. These issues will typically require approval by the engineer or architect of record. This process can take several weeks or just a day, depending on the number and complexity of the issues. Cost for final reports will be billed hourly.

Terms of Payment

Fees charged are for professional and technical services and are due upon presentation. If not paid within 30 days from date of invoice, they are considered past due and the maximum legal finance charge will be added to the unpaid balance.

In addition, should the client require that invoices be submitted through a web based or electronic system, the client will be responsible for all costs associated with the use of the system.

A 3% fee will be applied for payments processed by credit card.

All invoice errors or necessary corrections shall be brought to the attention of Twining within 15 days of receipt of invoice. Thereafter, customer acknowledges invoices are correct and valid. Twining reserves the right to terminate its services to a customer without notice if all invoices are not current. Upon such termination of services, the entire amount accrued for all services performed shall immediately become due and payable. Customer waives any and all claims against Twining, its subsidiaries, affiliates, servants, and agents for termination of work on account of these terms.

In the event of any litigation arising from or related to any agreement to provide services whether verbal or written, the prevailing party shall be entitled to recover from the non-prevailing party all reasonable costs incurred, including staff time, court costs, attorney's fees and all other related expenses in such litigation. Additionally, in the event of a non-adjudicative settlement of litigation between the parties or a resolution of dispute by arbitration, that same process shall determine the prevailing party.

Hold Specimens

All "hold" specimens are charged at the applicable test rate whether tested or not.

Specimen Sampling and Disposal

Twining samples materials used in construction in accordance with standard practices, methods, codes, and relevant project requirements. Representativeness of sampling and accuracy of testing are subject to the same probabilistic and precision limitations as governing standards, codes and project technical provisions.

Should samples be provided by others Twining cannot warrant or guarantee that material is representative of material that is or will be used in actual construction of the project.

Specimens will be discarded after testing unless Twining has been notified prior to testing that the customer wishes to retrieve the specimens or storage arrangements are made. Costs for storage will be by quotation.

Oversize Specimens

An extra charge will be made when test specimens require more than one person to handle because of size or weight.

Elevated Work Platforms

In the event an elevated work platform is required to safely complete our work, the client must provide safe access for Twining personnel for all required inspection, testing, sampling, etc. including a trained and certified operator or qualified inspector as applicable. Twining will not be responsible for signing waivers associated with providing such access. Should Twining be required to supply an elevated work platform, we will contract with a qualified vendor and the markups shown above will apply.

6. COMPENSATION WHEN PROJECT IS DELAYED

Approach

For DSA projects, typically our contracts are with the School District (owner) and our services are billed on a time and materials basis.

If the delays do not affect the number of units (for inspections, engineering, and testing services) provided in our estimate, then our combined approved budget should not be affected.

However, if the number of units provided for our scope of work increases as a function of the delay of the schedule, then we will bill our client accordingly and an authorization for additional funds will be requested.

When these situations occur, we work closely with our client to track the excess in units caused by the delays from the GC construction schedule and sequencing for the owner to use that data in their negotiations with the GC.

7. LITIGATION

Litigation History

Twining has not had any claims filed against the firm in the past seven (7) years.

8. SEGREGATION OF FEES & COSTS

Increment #1

This proposal is based upon our discussion with Magnolia's Project Engineer, James Villanueva, and the Project Superintendent regarding actual scope of work for Increment #1 and Increment #2 as compared to the issued construction schedules and the activities listed. Please note the Superintendent's description of planned work for each phase is different from that reflected in the construction schedules. We have attempted to capture the actual work planned for each phase as described by your team.

Magnolia (MSA5) 7111 Winnetka Testing and Inspection Request For Quote

<u>Testing Agency Information</u>		
Agency Name: <u>Twining Consulting, Inc.</u>	Contact Name: <u>Steve Schiffer</u>	INCREMENT # 1
Address: <u>18071 Mt. Washington St., Unit</u>	Email: <u>sschiffer@twininginc.com</u>	
City & Zip: <u>Fountain Valley, CA</u>	Phone: <u>562.522.1179</u>	

Instructions: The Request for Quote (RFQ) form shall be filled out with your companies rates for the below listed inspections, tests and reports. These rates shall be considered all-inclusive (or lump sum) unit rate that includes, but is not limited to the following costs: labor, principal, project management, engineering, office services, reports, mileage, markup, tax and insurance. Your RFQ will be compared with other testing and inspections firms RFQ's to determine which testing firm will be awarded the contract by Magnolia Public schools (MSA5). Please remember to answer the 5 questions below.

Special Inspection Labor

Area	Inspection	Budget Hours		Hourly Rate		Totals
Line 11 Rough Grading w/ Site Contractor	Soils Inspection (Compaction Testing and Over-Ex, Shoring) (Assumes: LADWP/LABOE Installs soils by Agencies) *Nuke Gauge stored on-site	408	Hrs. @	\$ 118.00	= \$	48,144.00
Line 18: Crane Pad	Soils Inspection (Compaction Testing and Observation)*Nuke Gauge Stored On-site	32	Hrs. @	\$ 118.00	= \$	3,776.00
Line 19: Rough-in Site Utilities	Soils Inspection (Compaction Testing and Observation and Placement of Bedding)*Nuke Gauge Stored On-site	120	Hrs. @	\$ 118.00	= \$	14,160.00
Line 20: Foundation Construction	Soils Inspection (Observe Foundation Excavations)*Nuke Gauge Stored On-site	80	Hrs. @	\$ 118.00	= \$	9,440.00
Rough Grading of Curb and Gutter, Pavements, Sidewalks, Misc Concrete Subgrade	Soil Inspection (Compaction Testing and Observation)*Nuke Gauge Stored On-site	320	Hrs. @	\$ 118.00	= \$	37,760.00
Performed by IOR	Concrete Inspection (W / Reinforcement)		Hrs. @	\$ 118.00	= \$	-
Located in Increment # 2	Masonry Inspection (Included In Increment # 2)		Hrs. @	\$ 118.00	= \$	-
	TQ Tests/Pull Tests for Anchors		Hrs. @	\$ 118.00	= \$	-
	AC Paving		Hrs. @	\$ 118.00	= \$	-
Batch Plant/ACI Technician	Site / Misc. Concrete / retaining walls & footings	80	Hrs. @	\$ 118.00	= \$	9,440.00
Below-grade at shoring wall	Waterproofing	80	Hrs. @	\$ 140.00	= \$	11,200.00
			Hrs. @	\$ 140.00	= \$	-
			Hrs. @		= \$	-
		TOTAL = 1,120 Hrs		TOTAL = \$		133,920.00

8. Segregation of Fees & Costs

Material Testing

Area	Test Type	Test Samples		Unit Cost	Totals
Located in Increment # 2	Masonry Block Prism Testing		ea. @	\$ -	\$ -
Located in Increment # 2	Masonry Block Test		ea. @	\$ -	\$ -
Located in Increment # 2	Masonry Mortar/Grout Compression		ea. @	\$ -	\$ -
	Concrete Compression Test	80	ea. @	\$ 35.00	\$ 2,800.00
	Concrete Mix Design Review	2	ea. @	\$ 170.00	\$ 340.00
	Soil Test (Proctors, Classification, EI, Sand Equivalent, R-Value)	1	ea. @	\$ 2,500.00	\$ 2,500.00
	AC Paving	1	ea. @	\$ 1,800.00	\$ 1,800.00
	Base	1	ea. @	\$ 1,000.00	\$ 1,000.00
	Transportation & Processing of Material Samples	1	ea. @	\$ 2,000.00	\$ 2,000.00
	Shotcrete Panels (Core, Prep and Compression)	6	ea. @	\$ 195.00	\$ 1,170.00
	Shotcrete - Grading of Cores (Qualification of Nozzlement by GC)	6	ea. @	\$ 85.00	\$ 510.00
	Rebar Bend and Tensile	25	ea. @	\$ 70.00	\$ 1,750.00
TOTAL =		123	Hrs	TOTAL = \$	13,870.00

Engineer Reports

Area	Engineer's Materials and Inspection Report	Number of Reports		Rate	Totals
	Soils (4 Copies)		Hrs. @	No Charge	\$ -
	Shoring		Hrs. @	No Charge	\$ -
	Concrete and Shotcrete (4 Copies)		Hrs. @	No Charge	\$ -
	Masonry Inspection (4 Copies)		Hrs. @	No Charge	\$ -
	TQ Tests/Pull Tests for Anchors Reports (4 Copies)		Hrs. @	No Charge	\$ -
	Structural Steel Field and Shop Reports (4 Copies)		Hrs. @	No Charge	\$ -
	Soils (4 Copies)		Hrs. @	No Charge	\$ -
	AC Paving (4 Copies)		Hrs. @	No Charge	\$ -
Allowance	DSA Box Uploads and Report Mangement	1	Hrs. @	\$ 2,500.00	\$ 2,500.00
	Final Project Report for All Areas with Test Results & Inspection Forms (6 Copies)	40	Hrs. @	\$ 175.00	\$ 7,000.00
	Geotechnical Engineering Supervision/Support (Periodic Site Visit, Respond to RFI's, Meetings, GEOR Oversight)	24	Hrs. @	\$ 215.00	\$ 5,160.00
				TOTAL = \$	14,660.00

TESTING & INSPECTION BUDGETARY TOTALS = \$ 162,450.00

Miscellaneous Questions

1. Will your company Guarantee Multi-Licensed Inspectors for this project? Yes _____
 If yes, please list Multi - License combinations that will be provided below:
 Please see attached inspector matrix of multi-carded inspectors.

2. What is the minimum daily charge policy?
 2-hour Show-up and no work performed, 1 to 4 hours, charged at 4-hour Minimum, 4 to 8 hours, charged at 8-hours.

3. What is the show up charge if no inspection is provided?
 2-hour Show-up

4. Is there an annual rate increase for inspection rates listed above?
 Rates will be sustained through the current issued schedule dated 12/9/24. We reserve the right to negotiate rates should the current schedule be extended.

5. Please include copy of Schedule of Fees and other testing and inspection services performed if not included within original quote. Schedule of Fees was provided in Section 5. Compensation (per the RFP instructions).

8. Segregation of Fees & Costs

Increment #2

Magnolia (MSA5) 7111 Winnetka Testing and Inspection Request For Quote

Testing Agency Information		
Agency Name: <u>Twining Consulting, Inc.</u>	Contact Name: <u>Magnolia Science Academy</u>	INCREMENT # 2
Address: <u>18071 Mt Washington St., Unit A</u>	Email: <u>sschiffer@twininginc.com</u>	
City & Zip: <u>Fountain Valley, CA 92708</u>	Phone: <u>562.522.1179</u>	

Instructions: The Request for Quote (RFQ) form shall be filled out with your companies rates for the below listed inspections, tests and reports. These rates shall be considered all-inclusive (or lump sum) unit rate that includes, but is not limited to the following costs: labor, principal, project management, engineering, office services, reports, mileage, markup, tax and insurance. Your RFQ will be compared with other testing and inspections firms RFQ's to determine which testing firm will be awarded the contract by Magnolia Public schools (MSA5). Please remember to answer the 5 questions below.

Special Inspection Labor

Area	Inspection	Budget Hours	Hourly Rate	Totals
Foundation Construction	Soils Inspection (Observe Foundation Excavations and Compaction)*Nuke Gauge Stored On-site	80	Hrs. @ \$ 118.00 = \$	9,440.00
Site Utilities and Shoring Removal	Soils Inspection (Compaction Testing and Observations - backflow meters, AT & T, Courtyard, basketball Court, Play Field)*Nuke Gauge Stored On-site	128	Hrs. @ \$ 118.00 = \$	15,104.00
Located in Increment #1			Hrs. @ \$ 118.00 = \$	-
BY IOR per RFI Response - Twining to Provide ACI Tech & Batch Plant	Concrete Inspection (W / Reinforcement)		Hrs. @ \$ 118.00 =	BY IOR
Foundation Construction: Modular Placement and Welding	Welding of 1st Level Modular Structures (30 Days)	240	Hrs. @ \$ 118.00 = \$	28,320.00
2nd Level Modular Placement and Welding	Welding of 2nd Level Modular Structures (30 Days)	240	Hrs. @ \$ 118.00 = \$	28,320.00
	Misc. Welding of Structures: Stairs, signs, Large Screen TV, Roof Deck Columns, Elevated Bridges- 500 SF total.	160	Hrs. @ \$ 118.00 = \$	18,880.00
Trash Enclosure	Masonry Inspection	32	Hrs. @ \$ 118.00 = \$	3,776.00
	TQ Tests/Pull Tests for Anchors	80	Hrs. @ \$ 118.00 = \$	9,440.00
Driveways.BB Court	AC Paving (15 visits, 4 hrs/visit)	60	Hrs. @ \$ 118.00 = \$	7,080.00
Rebar & Concrete Placement BY IOR per RFI Response - Twining to Provide ACI Tech & Batch Plant	Site / Misc. Concrete / retaining walls & footings	0	Hrs. @ \$ 118.00 =	BY IOR
Located in Increment #1	Waterproofing		Hrs. @ \$ - = \$	-
Modular Concrete Foundations	ACI Technician	80	Hrs. @ \$ 118.00 = \$	9,440.00
Batch Plant Inspection	Batch Plant	80	Hrs. @ \$ 118.00 = \$	9,440.00
Modular Fabrication Plant Inspection	Assumes Local Shop		Hrs. @ \$ 118.00 = \$	-
TOTAL =		1,180	Hrs	TOTAL = \$ 139,240.00

Material Testing

Area	Test Type	Test Samples	Unit Cost	Totals
	Masonry Block Prism Testing	6	ea. @ \$ 195.00 = \$	1,170.00
	Masonry Block Test	3	ea. @ \$ - = \$	-
	Masonry Mortar/Grout Compression	12	ea. @ \$ - = \$	-
	Concrete Compression Test	12	ea. @ \$ - = \$	-
	Concrete Mix Design Review	2	ea. @ \$ - = \$	-
Allowance	Soil Test	1	ea. @ \$ 2,500.00 = \$	2,500.00
Located in Increment #1	AC Paving	0	ea. @ \$ 1,800.00 = \$	-
Located in Increment #1	Base	0	ea. @ \$ - = \$	-
Allowance	Transportation & Processing of Material Samples	1	ea. @ \$ 2,000.00 = \$	2,000.00
	Rebar Bend and Tensile	25	ea. @ \$ 70.00 = \$	1,750.00
		0	ea. @ \$ - = \$	-
TOTAL =		62	Hrs	TOTAL = \$ 7,420.00

8. Segregation of Fees & Costs

Engineer Reports

Area	Engineer's Materials and Inspection Report	Number of Reports		Rate		Totals
	Soils (4 Copies)		Hrs. @	No Charge	= \$	-
	Shoring		Hrs. @	No Charge	= \$	-
	Concrete and Shotcrete (4 Copies)		Hrs. @	No Charge	= \$	-
	Masonry Inspection (4 Copies)		Hrs. @	No Charge	= \$	-
	TQ Tests/Pull Tests for Anchors Reports (4 Copies)		Hrs. @	No Charge	= \$	-
	Structural Steel Field and Shop Reports (4 Copies)		Hrs. @	No Charge	= \$	-
	Soils (4 Copies)		Hrs. @	No Charge	= \$	-
	AC Paving (4 Copies)		Hrs. @	No Charge	= \$	-
Allowance	DSA Box Uploads and Report Mangement	1	Hrs. @	\$ 2,500.00	= \$	2,500.00
	Final Project Report for All Areas with Test Results & Inspection Forms (6 Copies)	40	Hrs. @	\$ 175.00	= \$	7,000.00
	Geotechnical Engineering Supervision/Support (Periodic Site Visit, Respond to RFI's, Meetings, GEOR Oversight)	24	Hrs. @	\$ 215.00	= \$	5,160.00
TOTAL = \$						14,660.00

TESTING & INSPECTION BUDGETARY TOTALS = \$

161,320.00

Miscellaneous Questions

1. Will your company Guarantee Multi-Licensed Inspectors for this project? Yes _____
 If yes, please list Multi - License combinations that will be provided below:
 Please see attached inspector matrix of multi-carded inspectors.

2. What is the minimum daily charge policy?
2-hour Show-up and no work performed, 1 to 4 hours, charged at 4-hour Minimum, 4 to 8 hours, charged at 8-hours.

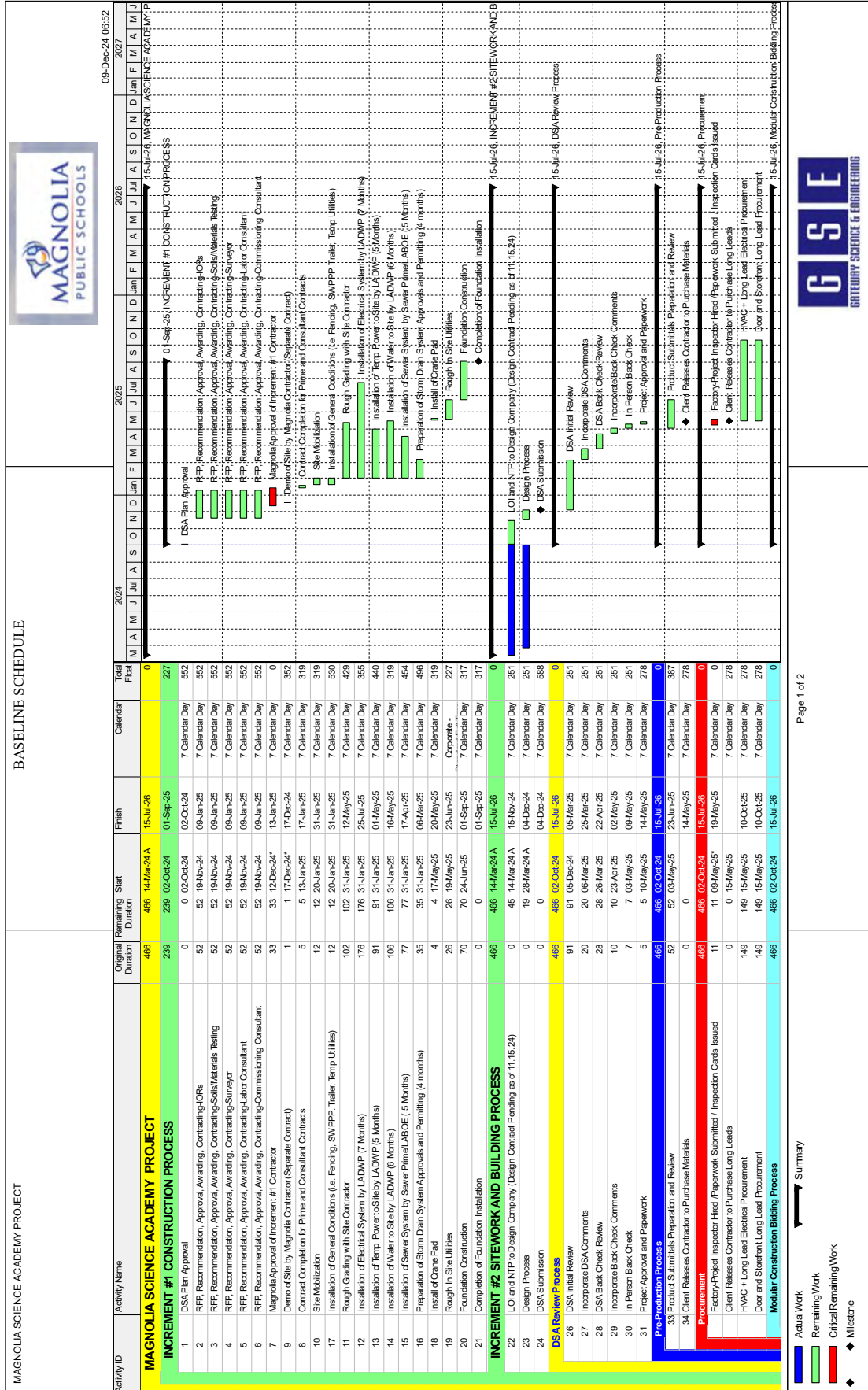
3. What is the show up charge if no inspection is provided?
2-hours

4. Is there an annual rate increase for inspection rates listed above?
Rates will be sustained through the current issued schedule dated 12/9/24. We reserve the right to negotiate rates should the current schedule be extended.

5. Please include copy of Schedule of Fees and other testing and inspection services performed if not included within original quote.
Schedule of Fees was provided in Section 5. Compensation (per the RFP instructions).

8. Segregation of Fees & Costs

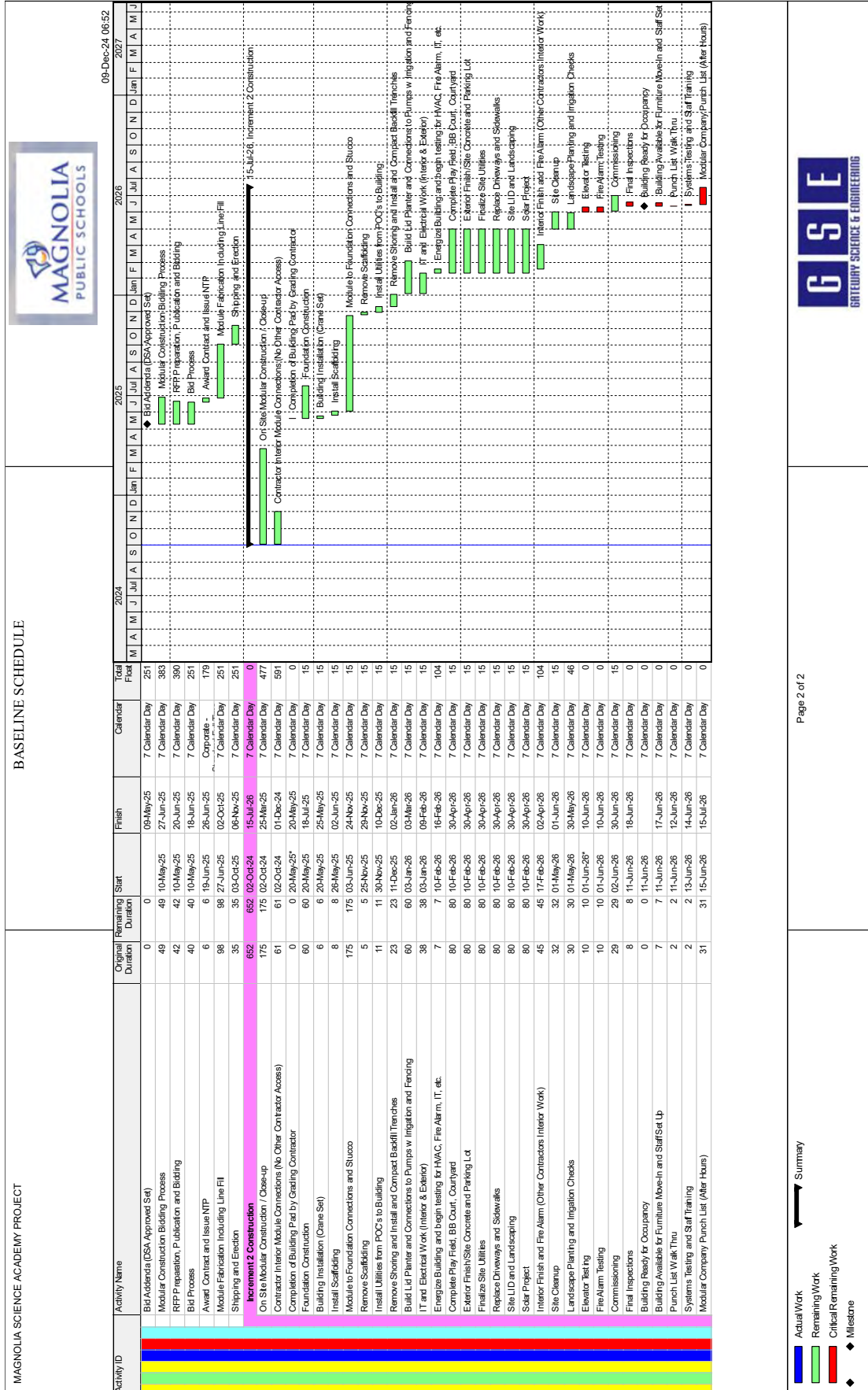
Construction Schedule Provided by Magnolia



█ Actual Work
█ Remaining Work
█ Critical Remaining Work
◆ Milestone

8. Segregation of Fees & Costs

Construction Schedule Provided by Magnolia



Multi-Licensed Inspector Matrix

8. Segregation of Fees & Costs

Last, First	ACI ACI Field Tech	ACI ACI Lab Tech	ACI Concrete	ACI Inspector	ACI Soils	AWS Mag Particle	AWS Ultrasonic	AWS Welding	DSA Masonry	ICC Bolting	ICC Building Inspector	ICC Concrete	ICC Fireproofing	ICC Firestop	ICC Inspector	ICC Masonry	ICC Master of Special Inspection	ICC Post Tension	ICC Soils	ICC Welding	LA County Concrete	LA County Masonry	LA County Post Tension	LA County Welding
Almanza, Ernesto										X		X	X			X		X						
Andrade, John	X											X				X		X	X					
Andrus, Isaac								X		X			X						X	X				
Araiza, Alan	X							X																
Arana, Alberto	X											X	X											
Arcos, Matt	X																							
Barron, Jason												X								X				
Barroso, Christian								X		X											X			
Bauduin, Aidan	X			X						X		X	X			X	X				X			
Bauduin, Matt	X							X	X	X		X	X			X		X	X	X				
Bauman, Noah			X																					
Benton, Shakeena	X																							
Bogle, Bryan	X	X		X																				
Brown, Alexandra	X																			X				
Cappello, Steve	X											X				X		X	X					
Castillo, Jose	X									X		X				X				X	X	X		
Castro, Diego	X											X				X		X	X					
Chaffino, Jesse	X									X		X	X			X			X					
Cherkasy, Kassem										X		X	X			X	X	X		X	X	X		X
Clark, Jeff	X									X		X				X			X	X				
Cline, Kyle	X											X	X	X		X			X					
Creasey, Erin	X											X	X		X			X						
Crick, Tim										X											X			
Cuthbertson Jr., Van			X			X	X			X		X	X								X			
Cypher, Robert	X									X		X				X			X	X				
D'Asaro, John																								
Davis, Darren	X									X		X				X		X						
Dawod, Samer	X								X	X		X	X			X	X	X		X				
De La Torre Cabrales, Nain													X											
Diaz, Sergio								X		X											X			
Dobay, Vince	X											X						X						
Dorado, Adrian																								
Dorado, Carlos																								
Dorsch, Bryan	X	X																						
Ebied, Hany														X										
Elias, Rogelio	X									X		X	X			X		X	X					
Elnabbout, Adib	X											X	X						X					

8. Segregation of Fees & Costs

Last, First	ACI ACI Field Tech	ACI ACI Lab Tech	ACI Concrete	ACI Inspector	ACI Soils	AWS Mag Particle	AWS Ultrasonic	AWS Welding	DSA Masonry	ICC Bolting	ICC Building Inspector	ICC Concrete	ICC Fireproofing	ICC Firestop	ICC Inspector	ICC Masonry	ICC Master of Special Inspection	ICC Post Tension	ICC Soils	ICC Welding	LA County Concrete	LA County Masonry	LA County Post Tension	LA County Welding
Etcheverria, Tyler										X		X	X											
Faheem, Michael										X		X	X	X		X		X	X					
Farag, Mokhles	X									X		X	X			X	X	X		X	X	X	X	X
Fierro, Eric (Sonny)	X																							
Flores, Walter																			X					
Fonseca, David	X									X		X	X					X		X				
Francis, Timothy	X							X		X			X							X				
Franco Casas, Jose	X											X				X			X					
Franklin, Howard	X																							
Gaines, Jack	X											X				X			X					
Garcia, Eugene	X																							
Ghattas, Zarif	X									X		X		X		X		X		X	X			
Gndy, Micheal	X								X	X		X	X			X	X	X	X	X	X			
Gomez, Francisco F.																					X			
Gomez, Matthew	X											X												
Gonzales, Joe	X									X		X	X			X						X	X	
Gradford, Tamid	X							X		X										X				
Grohe, Darren	X																							
Gurule, v, Vince																								
Hardy, Bryan	X									X		X	X						X					
Hargleroad, Westley																								
Harper, Anthony	X												X						X					
Harris, William (Bill)										X			X								X			
Harrison, Steve										X		X	X			X		X	X	X				
Heil, Mike	X							X		X		X	X			X			X	X	X			X
Hull, Joshua			X					X		X									X	X				
Ibrahim, Yasser	X									X	X	X	X	X		X				X				
Ishan, Fauzullah (Ishan)	X																							
Jira, Christine																								
Johnson, Nathan	X							X		X		X	X			X	X			X				X
Johnson, Trayvon								X		X			X											
Jones, Tom											X	X	X							X	X			X
Jong, Yong Rai	X							X		X		X	X							X				X
Kelly, Mikio								X		X		X	X							X				
Khalil, Ihab	X										X	X				X			X					
Kim, Peter								X		X		X			X	X				X				
Kirby, Brendon	X							X		X			X							X				

8. Segregation of Fees & Costs

Last, First	ACI ACI Field Tech	ACI ACI Lab Tech	ACI Concrete	ACI Inspector	ACI Soils	AWS Mag Particle	AWS Ultrasonic	AWS Welding	DSA Masonry	ICC Bolting	ICC Building Inspector	ICC Concrete	ICC Fireproofing	ICC Firestop	ICC Inspector	ICC Masonry	ICC Master of Special Inspection	ICC Post Tension	ICC Soils	ICC Welding	LA County Concrete	LA County Masonry	LA County Post Tension	LA County Welding
Krolikowski, Roland								X		X		X	X		X	X		X	X	X				
Lacy, Braxton	X									X		X	X			X			X					
Lawrence, Keith	X		X								X	X	X											
Leal, Emma	X											X												
Ledgerwood, Sharon	X										X	X							X					
Lewis, Brandon	X											X	X						X					
Lim, Jess	X							X		X		X	X			X	X	X	X	X	X	X	X	X
Linares, Vanessa												X							X					
Little, Jon	X										X	X	X			X		X	X					
Lottie, Marc								X					X											
Luna, Eddie																								
Luna, Edwin	X											X												
Martin, Trevor	X																							
Mathis, Brandan								X				X	X							X				
McVey, Mike			X																					
Melgar, Jose	X							X		X	X	X	X	X		X	X	X		X	X	X	X	X
Messiha, Freag	X									X	X	X	X	X		X	X	X	X	X				
Meza, Rodolfo								X		X	X		X							X				
Miller, Mike	X							X		X		X						X		X				
Morales, David	X									X		X				X			X					
Mota, Kevin	X											X	X	X										
Mousa, Mohammad										X		X	X		X	X			X	X				
Muir, Jason												X												
Munson, Chris								X		X										X				
Murbarger, John	X																							
Nadane, Aleksander	X									X		X				X			X					
Nation, Vance Eli	X																							
Neely, Rick	X									X	X	X				X	X			X				
Nelson, Gary	X									X		X	X			X				X				
Newman, Bryce	X												X						X					
Nguyen, Steve	X							X		X		X	X							X				
Noor, Sherif										X	X	X	X			X	X	X	X	X				
Norouzian, Axel	X									X	X	X				X	X	X	X	X	X	X	X	X
Nunez, Delia	X																		X					
Nunez, Michael										X		X				X		X						
Nunez, Steve	X																							
Nuno, Carlos	X											X				X								

8. Segregation of Fees & Costs

Last, First	ACI ACI Field Tech	ACI ACI Lab Tech	ACI Concrete	ACI Inspector	ACI Soils	AWS Mag Particle	AWS Ultrasonic	AWS Welding	DSA Masonry	ICC Bolting	ICC Building Inspector	ICC Concrete	ICC Fireproofing	ICC Firestop	ICC Inspector	ICC Masonry	ICC Master of Special Inspection	ICC Post Tension	ICC Soils	ICC Welding	LA County Concrete	LA County Masonry	LA County Post Tension	LA County Welding
Ornelas, Eddie (Heriberto)	X																		X					
Packer, James	X											X												
Pal, Jas																								
Palafox, Jorge	X											X												
Pedersen, Ron	X																		X					
Peery, Craig								X		X		X				X				X	X	X		X
Pena, Gerard	X									X	X	X	X			X	X			X				
Perez, Daniel																			X					
Perez, Eddie																								
Polischuk, Andrei	X		X					X	X	X		X	X	X	X	X			X	X				
Rahbar, Peyman			X							X	X	X	X						X	X				
Raja, Behnam (Ben)																			X					
Ramelot, Megan	X																		X					
Raygoza, Lamberto	X																		X					
Reber, Robert	X									X		X				X		X		X				
Reyes, Apolinar (Polo)												X	X	X		X								
Rezk, Oussama (Alex)	X											X	X	X										
Richardson, Mike (Jeffrey)	X									X		X				X			X					
Roberts, Trevor																								
Robinson, John												X				X			X					
Rodriguez, Pete								X		X										X				
Rofaeil, George	X									X	X	X	X	X		X	X	X		X				
Rojas, Tomas								X		X										X				
Romero, Caitlin	X																							
Rosales, Desmond	X									X			X	X										
Saleh, Samir												X	X			X		X	X			X	X	
Salinas, Omar			X																					
Salomon, Xavier	X											X				X								
Scherer, David												X												
Schoeneck, III, Elwin												X	X		X	X				X				
Schroeder, Brandon	X											X								X				
Shumate, Steven	X																							
Simpo, Amani	X												X											
Smith, Tod	X										X	X	X			X		X			X	X	X	
Smolenski, Justin	X											X	X											
Smoley, Faye-Sha	X							X		X		X	X	X						X				
Snowdale, Shawn	X															X			X					

8. Segregation of Fees & Costs

Last, First	ACI ACI Field Tech	ACI ACI Lab Tech	ACI Concrete	ACI Inspector	ACI Soils	AWS Mag Particle	AWS Ultrasonic	AWS Welding	DSA Masonry	ICC Bolting	ICC Building Inspector	ICC Concrete	ICC Fireproofing	ICC Firestop	ICC Inspector	ICC Masonry	ICC Master of Special Inspection	ICC Post Tension	ICC Soils	ICC Welding	LA County Concrete	LA County Masonry	LA County Post Tension	LA County Welding
Sweet, Tammy	X											X	X			X			X					
Tavernetti, Tim	X																		X					
Terry, Andrew	X									X	X	X	X			X					X			
Thomas, Christopher (Chri	X		X																X					
Tidwell, Letorri (LT)	X											X	X			X			X					
Tran, Andy								X																
Van Braam Morris, Bryant	X											X	X											
Van Hecke, Brad	X									X		X				X	X	X		X				
Van Hecke, Matthew	X											X				X			X					
Vega Campos, Luis	X									X		X	X			X	X			X				
Velazquez, Michael	X																							
Viramontes, Fidencio (Fide	X									X		X	X			X	X	X		X				
Vonk, Brad								X								X				X				X
Wallen, Joe	X	X																						
Wantland, Elizabeth	X									X		X				X	X	X	X	X				
Ward, Garrett	X																							
Williams, Matt	X																							
Williams, Rich	X											X	X											
Wills, Jesse																								
Wolfe, Kelcie	X							X		X		X						X	X					
Worch, Jeremy										X		X				X			X					
Wynn, Steve	X											X				X								
Young, Andrew	X											X	X			X			X					
Zamora-Tamayo, Miguel	X																							

9. INSURANCE



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
1/18/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER AssuredPartners Design Professionals Insurance Services, LLC 3697 Mt. Diablo Blvd Suite 230 Lafayette CA 94549 License#: 6003745	CONTACT NAME: Thi Grinwald PHONE (A/C No. Ext): 714-427-3481 E-MAIL ADDRESS: DesignProCerts@AssuredPartners.com	FAX (A/C No.): _____													
	<table border="1"> <thead> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A : Great Midwest Insurance Company</td> <td>18694</td> </tr> <tr> <td>INSURER B : HARTFORD INSURANCE COMPANY</td> <td>38288</td> </tr> <tr> <td>INSURER c : Hartford Casualty Insurance Company</td> <td>29424</td> </tr> <tr> <td>INSURER D : Hartford Fire Insurance Company</td> <td>19682</td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </tbody> </table>		INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : Great Midwest Insurance Company	18694	INSURER B : HARTFORD INSURANCE COMPANY	38288	INSURER c : Hartford Casualty Insurance Company	29424	INSURER D : Hartford Fire Insurance Company	19682	INSURER E :		INSURER F :
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INSURER E :															
INSURER F :															

INSURED
 Twining Consulting, Inc.
 18071 Mount Washington Street, Unit A
 Fountain Valley CA 92708
 TWININC-01

COVERAGES **CERTIFICATE NUMBER:** 1255114954 **REVISION NUMBER:**

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
D	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER: _____	Y	Y	57UUNOZ0036	2/1/2024	2/1/2025	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
D	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY	Y	Y	57UENOZ0037	2/1/2024	2/1/2025	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
C	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$	Y	Y	57XHUOZ0038	2/1/2024	2/1/2025	EACH OCCURRENCE \$ 9,000,000 AGGREGATE \$ 9,000,000 \$
B	<input checked="" type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	57WEOK8H18	2/1/2024	2/1/2025	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liab & Poll. Liab Claims Made Form			AEGM000006604	2/1/2024	2/1/2025	Per Claim 2,000,000 Annual Aggregate 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Umbrella policy is a follow-form to its underlying Policies: General Liability/Auto Liability/Employers Liability.
 For Proposal Purposes. As Proof of coverages.

CERTIFICATE HOLDER *Evidence of Insurance* Twining Consulting Inc ...	CANCELLATION 30 Day Notice of Cancellation SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
---	--

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10. DIR CONSIDERATION

Considerations

- » Twining acknowledges this is a prevailing wage project.
- » Twining will comply with all applicable prevailing wage requirements and laws.

11. ADDITIONAL INFORMATION

Letters of Recommendation



June 22, 2015

Twining, Inc.
2883 East Spring Street, Suite 300
Long Beach, CA 90806
Attn: Mr. Steve Schiffer, Vice President

Subject: Letter of Reference

Dear Mr. Schiffer:

I would like to thank you for being an outstanding team member during the many construction projects I have overseen. Your team continually sets the highest of standards in special inspection and materials testing support services. We greatly appreciate the quality of services performed by Twining.

Twining provides special inspections and materials testing service on a number of projects that I oversee including the recently completed H. Frank Dominguez Elementary School. This project included construction of a new campus, featuring five new buildings. Your team provided materials testing and inspection services, using multi-carded inspectors whenever possible, which kept this project in line with our construction schedule and within budget. Twining's quality control program has been critical to the success of this project.

We are pleased to acknowledge your firm's dedication to a successful project and will not hesitate to include Twining on future development/construction endeavors that we undertake.

Sincerely,

A handwritten signature in black ink, appearing to read "Troy Shandy", written over a horizontal line.

Troy Shandy
San Bernardino City Unified School District
956 West 9th Street
San Bernardino, CA 92411
Email: Troy.Shandy@sbcusd.k12.ca.us

FACILITIES MANAGEMENT / MAINTENANCE and OPERATIONS

956 West 9th Street • San Bernardino, CA 92411 • (909) 388.6100 • Fax (909) 885.9991

El Monte City School District



BOARD OF EDUCATION

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District Superintendent

KRISTINN G. OLAFSSON
Deputy Superintendent
Business Services

CYNTHIA TRAINO
Assistant Superintendent
Educational Services

MIKE RAYMOND
Assistant Superintendent
Personnel &
Administrative Services

June 23, 2015

Twining Consulting, Inc.
18011 Sky Park Circle, Suite J
Irvine, CA 92614
Attn: Steven D. Schiffer, Principal

Reference: Letter of Commendation

Mr. Schiffer,

I would like to thank Twining for their continued dedication to El Monte City School District. We are currently working with Twining on the Durfee Elementary School New 2-Story Classroom Building project.

Since 2005, your firm has provided a full scope of testing and inspection services on several El Monte City School District projects. Twining continuously demonstrates a high level of competence and consideration for our District's needs. Your firm continues to set the standard for quality and integrity in the execution of the DSA required quality control testing and inspection services at the Durfee Elementary School New 2-Story Classroom Building project.

Twining has truly been an asset to our project team. By being able to provide a wide variety of services, as well as multi-certified inspectors, you have ensured that the Durfee ES New 2-Story Classroom project will be one of our most successful projects to date. The inspectors dispatched to our project have all had a level of professionalism and attention to detail that allows us to maintain our project requirements and keep track of critical inspections during a fast-paced construction schedule.

I'm pleased to acknowledge your firm's dedication to a successful project and will not hesitate to include Twining in future development/construction endeavors that we intend to undertake in the future.

The District looks forward to working with Twining for many more years to come.

Best regards,

Kristinn Olafsson
Deputy Superintendent Business Services
El Monte City School District

Roberto "Bobby" Salcedo Administrative Center
3540 N. Lexington Avenue • El Monte, California 91731-2684 • (626) 453-3700 • Fax (626) 442-1063



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

December 12, 2018**Subject: Twining Consulting – Letter of Reference**

To whom it may concern,

Please accept this letter of reference as a strong endorsement of the technical capabilities and reliable, consistent service you will receive from Twining Consulting if you choose to select them for the Compton Unified School District's upcoming High School project.

I have worked with Twining for nearly 10 years in multiple counties at multiple school districts, starting in 2009 when I managed the bond program at Santa Barbara City College, followed by San Bernardino City Unified School District, and now at Santa Monica-Malibu Unified School District. In each district, Twining has been an excellent partner and has performed well. Over that time, they developed strong relationships and an understanding of our project objectives and processes, which obviously varied from district to district. Twining's technical expertise and ability to navigate complex project requirements and demanding construction schedules ensured that challenges were resolved quickly, cooperatively, and proactively. In addition, both the field personnel and management at Twining have proven themselves to be flexible and accommodating to help us with the important goal of finishing the projects that are so needed by our students and staff.

Thank you for considering this input as you select a testing and inspection company to perform your work. I know you will make your selection based on best fit for the needs and constraints of your project and your district, and I understand there are many factors to consider beyond those cited in this letter of reference. Please do not hesitate to contact me with any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Steve Massetti", is written over a light blue horizontal line.

Steve Massetti
Bond Program Manager, Consultant
Massetti Consulting, LLC
310/923-3216

Santa Monica-Malibu Unified School District
Facility Improvement Projects/Bond Program
2828 Fourth Street • Santa Monica • California 90405 • (310) 450-8338 • www.smmusd.org



Santa Ana Unified School District

Facilities & Governmental Relations
Orin L. Williams, Assistant Superintendent

Stefanie P. Phillips, Ed.D.
Superintendent of Schools

October 31, 2017

Twining ConsultingTg, Inc.
18011 Sky Park Circle, Suite J
Irvine, Ca 92614
Atn: John Buke, Principal

Subject: Letter of Reference

Dear Mr. Burke:

Please accept this as our thanks for being a truly outstanding partner during the following highly successful following projects: Valley High School Classroom Addition, Valley High School Car Lifts Project, Roosevelt Walker Community Center and Segerstrom High School Sports Field.

From every aspect of these projects, safety, budget, timely completion, etc. this high performance team set standards never seen before in our industry. Our entire project team has expressed their approval of your team efforts to improve these projects.

Your team set the highest standards in special inspections and materials testing services, and was able to keep costs at a minimum while adhering to our strict construction schedule. Twining's field personnel were polite, prompt, and concerned with providing excellent service. They were able to answer all of our inquiries sincerely, courteously, and in a timely manner. In our opinion, Twining represented our interests with the utmost professionalism and a very high standard of ethics.

On behalf of Santa Ana Unified School District, thank you for helping us succeed and my very best to you and your team.

Sincerely,

David Woolsey
Santa Ana Unified School District

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322, (714) 480-5357

BOARD OF EDUCATION

John Palacio, President • Valerie Amezcua, Vice President • Cecilia "Ceci" Iglesias, Clerk
Alfonso Alvarez Ed.D., Member • Rigo Rodriguez Ph.D., Member


Exhibit B**EXHIBIT "B"****CONSULTANT'S CERTIFICATION REGARDING BACKGROUND CHECKS**

Pursuant to Education Code section 45125.1, CONSULTANT has conducted criminal background checks, through the California Department of Justice, of all employees providing services to Magnolia Public Schools, pursuant to this AGREEMENT, and that none have been convicted of serious or violent felonies, as specified in Penal Code sections 1192.7(c) and 667.5(c), respectively.

As further required by Education Code section 45125.1, below is a list of the names of the employees of the undersigned who may come in contact with pupils:

Twining Key Personnel	Role
Linas Vitkus, PE, GE	President/DSA Expert
Benito Caban, PE	Project Executive
Michael Osorio	Project Manager/Point-of-Contact
Paul Soltis, PE, GE	Geotechnical Engineer-of-Record
Adrian Moreno	Senior Project Engineer
Ray Mitchell	DSA Special Inspector
Makar Attallah	DSA Special Inspector
Mina Endrawes	DSA Special Inspector
Larry Ramirez	Additional Field Technician/Inspector
Tae Kim	Additional Field Technician/Inspector
Jason Meza	Additional Field Technician/Inspector
Brian Pheng	Additional Field Technician/Inspector

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date <u>Dec. 18</u> , 20 <u>24</u>	Twining Consulting [Name of Consultant]
	Steve Schiffer By: 

Grounded in Safety, Built on Sustainability





Exhibits:

Exhibit B. Evaluation Summary of SI Proposals

MSA5 Special Inspection and Testing – Summary and

Recommendation 10 firms were invited to participate:

- Salem
- Intertek
- Twining
- Ninyo & Moore
- Smith Emery
- MTGL
- Koury
- G3
- Kleinfelder
- Sequoia

6 firms confirmed interest:

- Salem
- Twining
- Ninyo & Moore
- Koury
- Smith Emery
- MTGL

4 proposals were received:

- Twining
- Koury
- Smith Emery
- MTGL

It is our recommendation that Magnolia Public Schools contract with Twining for Special Inspection and Testing Services for the MSA5 Project. Our recommendations are based upon the review detailed below.

Koury:

Koury's proposal did not include the required "Testing and Inspection Request for Quote" Exhibit and thus Koury has been disqualified from further consideration.

MTGL:

MTGL's proposal provided significant detail on their methodology and approach for inspection and testing services. However, the proposal did not detail specific experience in the education sector. With respect to the "Testing and Inspection Request for Quote" Exhibit, we found MTGL's cost proposal to be quite detailed, however we feel that the proposed testing hours are inconsistent with the on-site scope of work. In addition, MTGL has indicated that their rates will increase on an annual basis.

Total Proposed Inspection/Testing Budget: \$239,240.00

Total Inspection Hours Proposed: 1,806
Average Inspection Hourly Rate: \$120.00
Total Testing Hours Proposed: 598

Smith Emery:

Smith Emery's proposal exhibited excellent qualifications and demonstrated experience in performing Special Inspection and Testing in the education sector. Additionally, Smith Emery's rates, on average, were the lowest of the proposers. However, upon reviewing the provided "Testing and Inspection Request for Quote" Exhibit, we found several areas that Smith Emery has underestimated the required utilization of inspection/testing hours including soils inspection and concrete testing. Smith Emery's proposal also indicates that their rates will increase on an annual basis.

Total Proposed Inspection/Testing Budget: \$92,223.65
Total Inspection Hours Proposed: 724
Average Inspection Hourly Rate: \$106.25
Total Testing Hours Proposed: 130

Twining

Twining's proposal highlighted their excellent qualifications including a detailed approach to providing the scope of services and a breadth of experience in the education sector. While Twining had the highest proposed inspection budget, we found in reviewing the "Testing and Inspection Request for Quote" exhibit that they not only provided excellent detail on the tests and inspections to be performed, but additionally divided their proposal into Increment 1 and Increment 2 segments – a level of detail that exceeded our requirements. Twining's proposal also indicated that their rates would not increase so long as we held to our current schedule dates.

Total Proposed Inspection/Testing Budget: \$323,770.00
Total Inspection Hours Proposed: 2,300
Average Inspection Hourly Rate: \$118.00
Total Testing Hours Proposed: 185

Overall impressions and Recommendation:

Similar to the IOR proposals, it is important to remember that this work will be performed at a Not-to-Exceed rate. We also understand that each proposer has allocated their hours based upon their own understanding of the construction schedule. Therefore, our team has utilized the "Testing and Inspection Request for Quote" exhibit as a significant factor in determining our recommendation.

As previously mentioned, Twining has provided a level of detail the exhibits a significant understanding of the project scope of work and inspection/testing requirements.

Overall, we found that overall Twining's proposal best demonstrates a detailed understanding of the project, prior experience in providing services, and cost effectiveness.

Overall rankings:

- 1. Twining**
2. MTGL
3. Smith Emery
4. Koury (Disqualified)

Coversheet

Approval of Surveyor for Magnolia Science Academy-5 Project at 7111 Winnetka Ave

Section:	IV. Action Items
Item: Winnetka Ave	L. Approval of Surveyor for Magnolia Science Academy-5 Project at 7111
Purpose:	Vote
Submitted by:	
Related Material:	IV_L_Surveyor for MSA-5 Project.pdf



Agenda Item:	IV L: Action Item
Date:	January 16, 2025
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 Surveyor for MSA-5 Project at 7111 Winnetka Ave

Action Proposed:

I move that the Board approve contracting with **IMEG** as the surveyor for staking and surveying services related to the Magnolia Science Academy-5 construction project at 7111 Winnetka Avenue for a total cost of not to exceed \$46,450.

Purpose:

To engage a qualified surveyor to perform all required surveys and stakings to ensure compliance with project specifications and Division of the State Architect (DSA) requirements.

Background:

Out of 12 firms invited to participate in the RFP for surveying services, 5 firms expressed interest, and 3 firms submitted proposals: Voorhies, IMEG, and Adkan. A comprehensive evaluation of the proposals determined that IMEG provided the most complete and competitive proposal, making them the recommended choice for the project.



Analysis:

- **IMEG's Proposal:** IMEG's proposal included all required deliverables from the RFP and demonstrated excellent qualifications and relevant experience in the education sector. Their cost proposal of \$46,450 is based on a 2-man survey crew rate of \$280, the lowest among the proposers, ensuring cost-effectiveness without compromising quality.
- **Voorhies' Proposal:** Voorhies submitted an incomplete proposal, which did not fully meet the requirements and introduced risks of potential cost increases. Their 2-man crew rate is \$330, with a proposed cost of \$38,069.
- **Adkan's Proposal:** Although Adkan's proposed cost of \$35,000 is the lowest, missing qualifications and scope items indicate a likelihood of increased costs, rendering their bid less competitive. Their 2-man crew rate of \$350 is the highest among the proposers.

Recommendation: IMEG's proposal represents the best value for the project, offering comprehensive services with no hidden costs.

Impact:

Hiring IMEG ensures that all surveying services will be conducted in full compliance with DSA standards and project requirements, supporting the timely and successful completion of the MSA-5 construction project.

Budget Implications:

The proposed cost of \$46,450 is within the allocated project budget and reflects the best overall value for required services.

Exhibits:

- Exhibit A. IMEG Proposal and Scope of Work
- Exhibit B. Evaluation Summary of Surveyor Proposals



Exhibit A.

IMEG Proposal and Scope of Work



December 18, 2024

James Villanueva
Gateway Science & Engineering
Via Email jvillanueva@gateway-sci-eng.com

Re: Proposal # 2024.352.PP for Services
County of Los Angeles, CA
Magnolia Science Academy 5
Los Angeles, California, 90306

Dear James,

Thank you for the opportunity to submit a Proposal for the following services for Magnolia Science Academy 5 Increment 1 & 2– Const. Staking.

(a) Survey

A detailed scope of services, assumptions, compensation, additional services, and terms and conditions are included in the attached Proposal for Services.

We propose to provide these services for a fee of **\$46,450.00** as detailed in the Compensation section in the Proposal for Services.

We look forward to working with you on this project and appreciate the opportunity to be of service. Please contact me at christopher.w.daniels@imegcorp.com if you have any questions. Thank you.

Chris Daniels, PLS 6328
Surveying and Mapping Manager

Proposal for Services

SURVEY

CONSTRUCTION STAKING SERVICES

Provide the field survey construction staking to support the construction of the above-mentioned project as per Construction Plans supplied to this office via your RFP. Included in this proposal are office support and all staking supplies. The field crews will be supervised by a licensed Land Surveyor in the State of California.

1. Project Setup, Preliminary Office calculations & establish on-site control. a.

Project research, office calculations for field crews.

b. Establish on-site survey control.

2. Site Rough Grade, Limits of Removal

a. One (1) Set of Rough Grade staking for the building pad.

b. One (1) Set of Rough Grade staking for the Hardscape.

c. One (1) Set of Rough Grade staking for the Crane Pad and shoring.

d. One (1) Rough Grade Certification prior to Flatwork Staking.

e. One (1) Set of Staking for Limits of Removal.

3. Sewer line Staking

a. One (1) Set of Stakes for all sewer line systems.

4. Storm Drain Staking

a. One (1) Set of Stakes for all Storm Drain Systems.

5. Water Line Staking

a. One (1) Set of Stakes for all Fire Water System.

b. One (1) Set of Stakes for all Domestic Water System.

6. Dry Utility Staking

a. One (1) Set of Stakes for all Electrical Pads.

b. One (1) Set of Stakes for all Electrical Conduit.

c. One (1) Set of Stakes for all Site Lighting.

7. Building Pad Cert & Gridline Staking for Building (x3)

a. One (1) Pad Certification prior to Building staking.

b. One (1) Set of Stakes for Building Layout (x3).

8. Flatwork Staking

- a. One (1) Set of Stakes for all Site Curb and Gutter.
- b. One (1) Set of Stakes for all Sidewalks and Hardscape.
- c. One (1) Set of Stakes for all Site Structures and Play Areas.

9. Trash Enclosure, Fencing Staking, Wall Staking, Tree Layout

- a. One (1) Set of Stakes for all Trash Enclosures.
- b. One (1) Set of Stakes for all Fencing and Gates.
- c. One (1) Set of Stakes for all Perimeter Walls.
- d. One (1) Set of Stakes for all Tree Locations

ASSUMPTIONS

This is a prevailing wage project. IMEG DIR #PW-LR-1001125330 Expires 06/30/2026

We expect to be provided with approved Project Plans, both in PDF format and in AutoCAD format, at least five (5) business days prior to start of project. We also expect that we will be provided with the horizontal and vertical survey control, in electronic format, that was used in the design process. This will enable us to quickly set up the coordinates and vertical datum used on the project.

Staking set-out by the Surveyor will be based upon the approved plans and reasonable assumptions derived from the plans and existing information provided by the Owner or Construction Manager and from limited observation of accessible and visible existing conditions by the Surveyor without the benefit of extensive field measurements and investigation prohibited by expense and inconvenience to the Owner or Construction Manager. It is understood and agreed that unforeseen conditions uncovered during the progress of the project may require changes in the project, resulting in additional cost and delay.

This proposal excludes any certifications and/or verifications not mentioned above.

This proposal excludes As-Built Surveys or Form Boards verification.

IMEG is not performing civil design services.

If an independent cost estimator is engaged by the Owner or Architect or Construction Manager, any opinions or comments made by IMEG related to the independent cost estimator's work shall not create or be interpreted as a warranty, express or implied, that the bids or the negotiated cost of the work will not vary from the cost estimator's valuation.

Page 3 of 11

Identification, testing, and/or removal of hazardous materials will be by others.

The project will be awarded as a single prime contract for construction.

The Owner/Construction Manager/Contractor will distribute bidding documents and prepare and administer the contract for construction.

This proposal excludes Construction Administration, As-Built Services, and Civil Engineering Inspections and Certifications.

This proposal excludes a Tentative Final Map (Tentative Tract Map or Tentative Parcel Map).

This proposal excludes a Final Map (Tract Map or Parcel Map).

This proposal excludes easements, easement locations, or research for easements. This proposal excludes the research for and preparation of a Record (“Paper”) Boundary.

This proposal excludes the research for, and preparation of, a Property Boundary based on actual field survey.

This proposal excludes Pre- or Post-Construction Corner Records (if required, this can be provided and will be an add service at an additional fee).

This proposal excludes a Record of Survey (if required, this can be provided and will be an add service at an additional fee).

This proposal excludes processing and/or research pertaining to entitlements or permitting.

Additional services including Line & Grade Certifications and additional staking is available upon request and at an additional fee.

COMPENSATION

We propose to provide the services described above for a fixed fee of **\$46,450.00**. Should the size and/ or scope of the project, project schedule, or project budget change, IMEG reserves the right to adjust our fees, or new or increased services will be provided as additional services.

Description	Fee
Project Setup, Prelim. Ofce calculations and On-site Control	\$6,480
Site Rough Grade, Limits of Removal	\$7,240
Sewer Line Staking	\$1,740
Storm Drain Staking	\$3,420

Water Line Staking	\$2,020
Dry Utility Staking	\$6,110
Building Pad Certifications and Building Staking	\$6,600
Flatwork Staking	\$ 6,110
Trash Enclosure, Fencing, Walls, Trees	\$6,730

ADDITIONAL STAKING SERVICES

Any staking request contains a scope that is not mentioned above or should the Total Amount of Site Visits exceed 12 Site Visits, a Time and Materials basis will be in effect based on the standard hourly rates shown below. Each site visit is subject to a minimum of 4-hour crew time per scheduled site visit. In addition, a minimum of 1 hour of office support will be charged for every 4 hours of crew time. Said additional work will be tracked via Field Work Authorizations (FWA's) documents filed out and signed by the field crew and client site representative.

PROJECT EXPENSES

The following reimbursable expenses are not included in the above fee and will be invoiced with a 1.1 multiplier of actual cost:

Reproduction costs for existing facility documents, and for one record set of contract document deliverables at each project phase/milestone when not provided to IMEG by the Architect.

Payment of plan review fees, permit fees, fling fees, or other imposed governmental agency fees.

Necessary consultants as approved by Client.

Project specific insurance coverage riders or amendments necessary to comply with required insurance requirements above current IMEG limits and conditions.

Postage and delivery charges.

Expenses for safety training, background checks, and drug testing to access the

site. **ADDITIONAL SERVICES**

IMEG can include the following as additional services. Additional services will be performed on a time and material basis using IMEG's standard hourly rates in effect at the time the service is performed, or for a negotiated fee, and only after approved in writing.

General

Civil, structural, mechanical, electrical, or technology (including grounding and bonding) design. Page 5 of

11

Invasive field takeoff to determine existing conditions that are not readily accessible or visible.

LEED, WELL, or building certification criteria evaluation, energy modeling, calculation, justification, and documentation.

Bidding phase services.

Construction phase services.

Condition assessment surveys or invasive field takeoff to determine existing conditions that are not readily accessible or visible.

Assistance with grants and other related funding applications.

Value engineering or negotiating construction cost/scope/alternates with contractors and related document revisions after Design Development documents are complete.

Additional effort to support expedited, segmented, and/or express building permit process.

Revising IMEG design documents as a result of equipment lead times or supply chain delays.

Revising IMEG design documents arising from contractor's failure to comply with the contract document requirements.

Continuous updates to the design drawings throughout the construction administration period based on RFIs, box walk changes, Authority Having Jurisdiction/building inspector field comments, and other field changes.

Preparing as-built and/or record documents from markups or files provided by contractors or verifying the accuracy and completeness of same.

GENERAL

The attached Terms and Conditions dated 09.2024 are made a part of this Proposal. This Proposal is valid for 45 days from the date of this offer.

We will begin our services following acceptance of this Proposal for Services. Acceptance may be conveyed via email or by signing this offer and returning it to our office. Notwithstanding the foregoing sentence, if you or members of your firm engage IMEG for services for the referenced project, either verbally or by actions that imply acceptance of this Proposal, such as providing drawings, submitting questions, requesting engineering information, etc., without returning a signed copy of this Proposal, it is expressly agreed that acceptance of all terms and conditions of this Proposal will be implied and contractually binding.

Client

Gateway Science & Engineering

IMEG Consultants Corp.

SIGN:
James Villanueva

SIGN:
John Mark Thompson, P.E. C82557, Principal,
Client Executive

DATE:
IMEG

DATE:

IMEG Consultants Corp.

SIGN:

Christopher W. Daniels, PLS 6328, Surveying and
Mapping Manager

DATE:

Page 7 of 11

Terms and Conditions

1. Definitions:

“Agreement” - Collectively IMEG’s proposal, these Standard Terms and Conditions, IMEG’s Standard Hourly Rates, and any exhibits incorporated expressly by reference, herein.

“Change Order” - Any additional Services or change in schedule related to the Project requested by IMEG or Client.

“Client” - The party for whom Services are being provided, and its directors, officers, affiliates, employees, and agents.

“Day(s)” - Any day other than Saturday, Sunday, or any other day on which banks in New York are closed.

“IMEG” - IMEG Consultants Corp., and its directors, officers, affiliates, employees, and agents.

“Losses” - Any loss, liability, claim, damage, cost, expense, and reasonable attorney’s fees.

“Party” - Each of IMEG and Client; “Parties” means IMEG and Client collectively.

“Project” - The specific project for which Services are performed pursuant to this Agreement.

“Project Owner” - The party responsible for the initiation, funding, and oversight of the Project.

“Services” - The services or work performed by IMEG in any office location for Client on the Project.

“Standard Hourly Rates” - The current hourly rates set by IMEG for Services performed under this Agreement.

2. Standard of Care/Performance: Services provided by IMEG under this Agreement shall be performed in accordance with the professional skill and care ordinarily exercised by professionals practicing under similar circumstances in the same or similar location (“Standard of Care”). It is explicitly understood and agreed that the Standard of Care does not demand perfection, and IMEG will not be responsible for any cost escalations, separate and apart from IMEG’s negligence as defined in Section 11, throughout the Project’s duration. Nothing contained in this Agreement or within any certification/representation statement shall obligate, bind, or require IMEG to exercise professional skill and judgment greater than the Standard of Care. IMEG makes no warranty or guarantee, express or implied, and shall not be responsible for any failure to follow or apply any knowledge or techniques which are not generally known or accepted. Should Client seek additional design parameters in contemplation of future climate change, such parameters shall be explicitly outlined in the Services. IMEG shall perform Services pursuant to an agreed-upon schedule as is consistent with the Standard of Care.

3. Information: Except as otherwise defined in the Services, Client shall facilitate the exchange of information among the Project Owner, IMEG, and other service providers as necessary for the coordination of the Project. IMEG shall be entitled to rely on the accuracy and completeness of such information furnished by Client or Client’s other service providers. IMEG shall not be liable for inaccurate data, specifications, or other Project requirements submitted to it by or on behalf of Client. If there are updates or changes to any information provided to IMEG in furtherance of the Services, Client is responsible for advising IMEG’s personnel of such updates or changes in writing.

4. Limitation of Responsibilities: IMEG shall not be responsible for, nor have control over or charge of, construction means, methods, coordination, schedules, techniques, procedures, delays, site observation, or review of contractor’s work, or for any health or safety precautions or programs. Client shall indemnify, defend, and hold harmless IMEG for contractor’s or subcontractor’s performance or the failure of contractor’s or subcontractor’s work to conform to Project design specifications and contract documents.

5. Additional Services: If the Project schedule or scope changes and additional Services are requested, IMEG shall send Client a Change Order and Client must approve such Change Order in writing or electronically prior to IMEG commencing work. Services performed pursuant to a Change Order shall be deemed an amendment to this Agreement and such additional Services shall be performed pursuant to these Standard Terms and Conditions. IMEG shall not be responsible for any expense associated with any Services that are a betterment or added value to the Project.

6. Compensation/Payment: Client shall pay IMEG in full for all Services performed and expenses incurred. Services provided by IMEG on a time and material basis shall be performed in accordance with IMEG’s Standard Hourly Rates, subject to annual update. If Client disputes any portion of an invoice, Client shall notify IMEG in writing within fifteen (15) Days of the invoice date by notice to ClientStatements@imegcorp.com. If no notice is received, Client agrees the invoice is accurate and to pay the amount in full. In no case are invoices subject to unilateral discounting, back-charges, or set-offs, and payment in full is due for Services performed regardless of whether this Agreement or the Project is terminated. Accounts unpaid sixty (60) Days after the invoice date may be subject to a monthly service charge of one- and one-half percent (1.5%) (or the maximum legal rate) on the unpaid balance. If any portion of an account remains unpaid 120 Days after the invoice date, IMEG may stop or pause performance of Services and institute collection action. Client shall pay all costs of collection, including reasonable attorney’s fees. Collection actions and billing disputes shall not be subject to informal dispute resolution procedures as described in Section 8.

7. Ownership/Use of Instruments of Service: All drawings, specifications, BIM, reports, and other work product of IMEG developed for this Project are instruments of service owned by IMEG (“Instruments of Service”). Upon Client’s payment in full to IMEG for all Services performed and expenses incurred, IMEG shall provide Client with a license to use the Instruments of Service for purposes consistent with the Project. Reuse of any Instruments of Service by Client or any third-party for any other use without the express written consent of IMEG shall be at Client’s sole risk. Client shall indemnify, defend, and hold harmless IMEG against Losses arising out of unauthorized use or misuse of the Instruments of Service.

Page 8 of 11

8. Dispute Resolution/Governing Law: Excluding collection actions and billing disputes as described in Section 6, claims or disputes between the Parties arising out of the Services or out of this Agreement shall be escalated for informal dispute resolution. If no informal dispute resolution is achieved within fifteen (15) Days of demand made by IMEG or Client, the Parties shall submit the matter to non-binding mediation (mediation being subject to the provisions in Section 8.2 of AIA Document C401-2017). The Parties shall include a similar provision as in this Section 8 with all contractors, subconsultants, and subcontractors, providing for non-binding mediation as the primary method of dispute resolution following informal dispute resolution as described in this Section. This Agreement and all questions, disputes, and litigation arising in connection with the Services shall be governed by, and brought in, the laws of the state where the Project is located.

9. Mutual Waiver of Damages: Each Party hereby expressly waives against the other Party any and all claims for consequential, indirect, punitive, special, incidental, exemplary, or liquidated damages. The waiver in this Section shall apply to any such damages listed herein sought to be recovered through any indemnity obligation in this Agreement.

10. LIMITATION OF LIABILITY: To the fullest extent permitted by applicable law, IMEG’s total liability arising out of or related to this Agreement, for all Services performed on this Project, and for all Losses, whether based in contract or tort, in law or equity, or for negligent acts, errors, or omissions, from any cause, shall not exceed the total amount of \$100,000.00. This limitation of liability was negotiated after the Parties discussed the risks and rewards associated with the Project. No individual professional director, officer, or employee of IMEG shall be individually liable for negligence arising out of this Agreement. The limitation of liability established in this Section shall survive the expiration or termination of this Agreement.

11. Indemnification: Subject to Section 10, IMEG shall, to the fullest extent permitted by applicable law, indemnify and hold harmless Client against Losses to the extent caused by, and in proportion to, the negligence of IMEG in the performance of Services under this Agreement. IMEG shall not be obligated to indemnify Client for Client’s own negligence.

Client shall, to the fullest extent permitted by applicable law, indemnify and hold harmless IMEG against Losses to the extent caused by, and in proportion to, the negligence of Client in the performance of its services under this Agreement. Client shall not be obligated to indemnify IMEG for IMEG’s own negligence.

The other terms of this Agreement notwithstanding, in the event of any professional liability claim within the purview of the indemnification provisions of this Section, each Party shall control its own defense, and at the time of claim resolution, each Party shall provide reimbursement for reasonable defense costs and attorney’s fees recoverable under applicable law to the extent caused by the negligence of each Party as determined by a competent trier of fact. As such, the Parties recognize and expressly agree that the duty to defend is not applicable to

professional liability claims and is wholly separate and distinct from the duty to indemnify and hold harmless as described in this Section.

12. Insurance: IMEG shall obtain and maintain the following insurance coverages: Commercial General Liability, Automobile Liability, Umbrella/Excess Liability, Worker's Compensation/Employer's Liability, and Professional Liability. Certificates of insurance shall be provided to Client upon request. When stipulated by the Parties, Commercial General Liability, Automobile Liability, and Umbrella/Excess Liability shall be written or endorsed to include additional insureds (which shall not be named additional insureds), primary/non-contributory coverage, and other coverages, subject to all policy terms, conditions, and exclusions, and any limitations as to coverage amounts as agreed upon by the Parties.

13. Termination: Either Party may terminate this Agreement due to the other Party's material breach of this Agreement upon providing a ten (10) Day written notice to the breaching Party and an opportunity of at least five (5) Days to cure such material breach. Upon termination, payment in full to IMEG is required for all Services performed and expenses incurred through the date of termination. IMEG shall not be required to release any Instruments of Service until such payments have been received. If this Agreement is terminated or suspended due to Client's material breach, Client shall return all Instruments of Service within its possession or control, and any consequences (including delay) resulting from such termination or suspension shall be the sole responsibility of Client. The cancellation of the Project or the institution of bankruptcy proceedings by either Party shall be deemed a material breach and termination of this Agreement.

14. Assignment: Except for assignment by operation of law, neither Party shall transfer or assign any rights or duties under, or interest in, this Agreement, including, but not limited to, monies that are due or monies that may be due, without the prior written consent of the other Party, which shall not be unreasonably withheld. Subcontracting to subconsultants, normally contemplated by IMEG as a generally accepted business practice, shall not be considered an assignment for purposes of this Agreement.

15. Employment and Non-Solicitation: Except with the other Party's prior written consent, neither Party shall solicit the employment of, or employ any of the other Party's employees, during the performance of this Agreement and for a period of six (6) months thereafter, provided that any general solicitation for employment through a published advertisement shall not constitute a breach of this Section.

16. Force Majeure: Except as otherwise provided, no delay or failure in IMEG's performance of its obligations under this Agreement shall constitute a default or the inurrence of damages, if and to the extent, the delay or failure is caused by the occurrence of any contingency beyond the reasonable prevention or control, and without any fault, of IMEG. Unless such occurrence frustrates IMEG's performance, such occurrence shall not operate to excuse, but only to delay, IMEG's performance. Once such occurrence ceases, IMEG shall resume the performance of its obligations under this Agreement as soon as reasonably possible.

17. Severability and Non-Waiver: If any part of this Agreement is declared invalid or unenforceable, the remainder shall continue to be valid and enforceable. No failure to act by either Party shall be deemed to constitute a waiver of such Party's rights or remedies under this Agreement. Additionally, there shall be no legal presumption against the drafter of this Agreement in the event of a dispute as to the enforceability and/or interpretation of this Agreement.

18. Entire Agreement: If Client issues to IMEG a purchase order or similar document, none of the terms and conditions stated therein shall bind IMEG, and such document, whether signed by IMEG or not, shall be considered only as a document for Client's internal operational management. This Agreement represents the entire and integrated agreement between the Parties and supersedes all prior negotiations, representations, or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Parties.

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19. Equal Employment Opportunity: The Parties shall abide by the requirements of 41 CFR 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity, national origin, and for inquiring about, discussing, or disclosing compensation. Moreover, these regulations require that covered prime consultants and subconsultants take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.

Rev. 09.2024



2024 STANDARD HOURLY RATES - CIVIL
(rates adjusted annually)

Senior Client Executive/ Senior Market Director / VP	\$300
Client Executive / Market Director	\$285
Project Executive	\$240
Senior Project Manager 2	\$230
Senior Project Manager 1	\$210
Engineer of Distinction / Landscape Architect of Distinction / Planner of Distinction	\$230
Senior (Engineer / Landscape Architect / Planner) 3	\$220
Senior (Engineer / Landscape Architect / Planner) 2	\$200
Senior (Engineer / Landscape Architect / Planner) 1	\$185
Project (Engineer / Landscape Architect / Planner) 2	\$175
Project (Engineer / Landscape Architect / Planner) 1	\$165
Graduate (Designer / Surveyor) 2	\$150
Graduate (Designer / Surveyor) 1	\$135
Designer of Distinction	\$190
Senior (Designer / Surveyor) 3	\$180
Senior (Designer / Surveyor / Technician) 2	\$170
Senior (Designer / Surveyor / Technician) 1	\$150
Crew Chief 2 / Project (Designer / Surveyor) 2	\$140
Crew Chief 1 / Project (Designer / Surveyor) 1	\$135
Designer 2 / Technician 4	\$130
Designer 1 / Technician 3	\$115
Design Technician 2 / Technician 2	\$110
Design Technician 1 / Technician 1 / Intern	\$100
2-Man, Survey Travel	\$130
2-Man, Survey Crew	\$280
3-Man, Survey Crew	\$310
Senior Construction Administrator	\$165
Construction Administrator	\$145
GIS System Architect	\$130
GIS Analyst	\$120
Senior Virtual Design Coordinator	\$150
Virtual Design Coordinator	\$135
Senior Virtual Design Technician	\$125
Virtual Design Technician	\$105
Administrative Assistant	\$95

*These rates are for staff located in the office providing the rates. Staff based in one of IMEG's other offices may have different billing rates. These rates can be provided upon request.



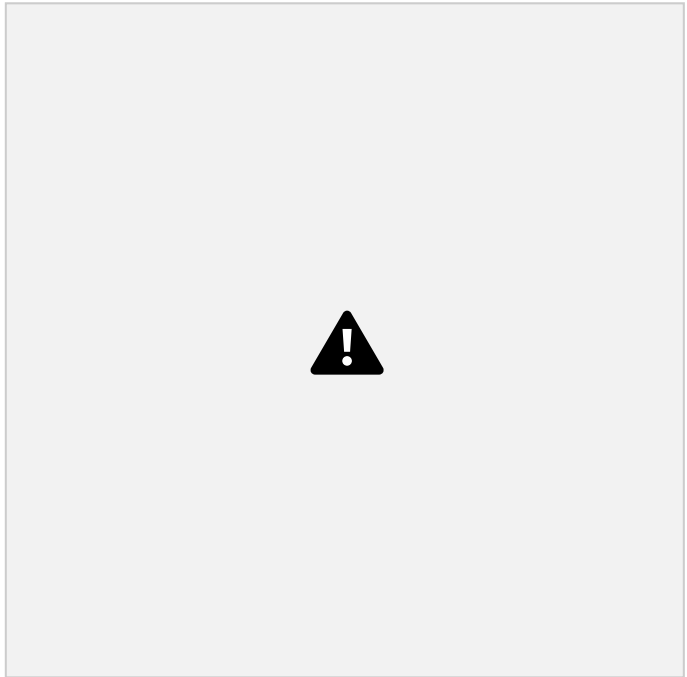
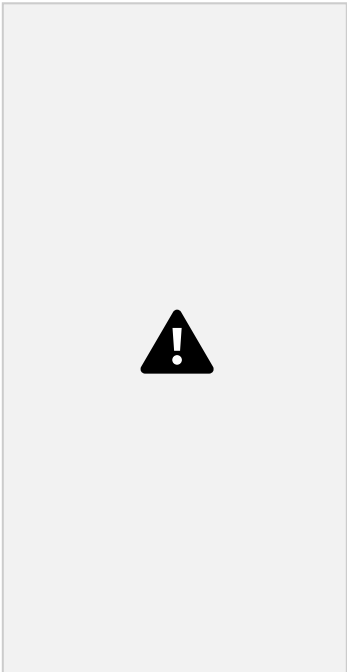
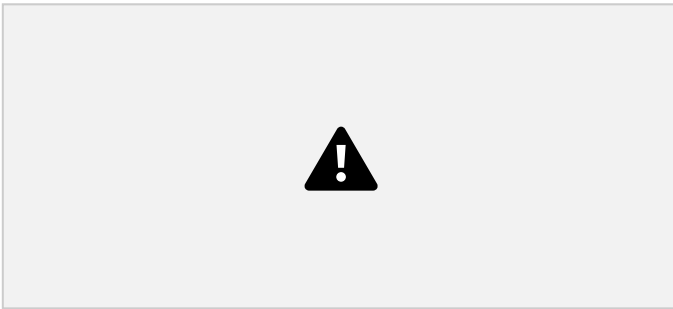
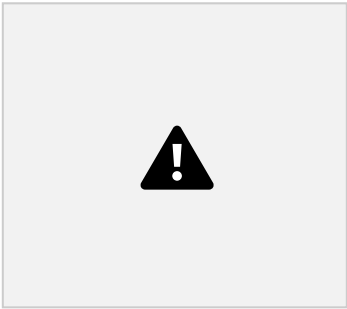
Joseph M. Agnello



IMEG

Firm Profile

KEY CONTACT Chris Daniels, PLS



IMEG is a leading U.S.-based engineering design firm that delivers a rare combination — the broad expertise of a national leader with the personal relationships and deep collaboration of a local firm.

Our civil specialties are municipal engineering, land development & surveying, building engineering, transportation, and construction observation. Our team's strength is found in our **deep bench of more than 200 professional civil engineers and land surveyors** dedicated to building strong regional connections and reaching beyond the status quo. We bring extensive national, regional, and local knowledge to every client relationship – with a commitment to deliver high quality, cost-effective outcomes through a collaborative and flexible project approach. Key differentiators include:

- Accurate, efficient data collection
- Involvement from project initiation to project completion
- State-of-the-art technology and equipment
- Latest training and certification
- Ability to “fast-track” projects
- Single point-of-contact project management

AT-A-GLANCE

- Top 2 Engineering Firm in U.S. (BD+C) • 100% Employee-Owned Corporation • Full-service Engineering & Consulting
- 90+ Locations
- 2,800 Team Members
- 650+ Licensed Engineers
- \$427M in Annual Revenue
- #52 / Top 500 Design Firm List (ENR)

Surveying and Mapping Manager 901 Via Piemonte, Suite 400,
 Ontario, CA 91764
 T: (909) 942-5525
 E: christopher.w.daniels@imegcorp.com

We are employee owned and results driven with a passion for transforming environments and communities through high performance design and infrastructure.

FIRM HISTORY

In 2015, KJWW Engineering (1961) and TTG Engineers (1955) merged to form IMEG. Since the initial merger, we have welcomed more than 40 new firms into our ONE IMEG family — broadening our national expertise through local connections. Our overall firm history dates back to 1910.

IMEG

Experience

Survey Expertise & Office Locations



With a National survey group of more than 30, including licensed professional surveyors, IMEG brings solutions to achieve a project’s specific schedule, cost and/or complexity challenges. We have a long standing history of surveying and engineering experience that includes topographic surveys, sub-surface utility surveys, geodetic surveys, boundary surveys, Right-of-Way, and land acquisition services. IMEG’s survey experience involves both the private and public sector including municipalities, education, state departments of transportation, and federal agencies.

Our project approach is to provide local and consistent staffing to ensure responsive and reliable service to our clients – providing staffing solutions that match any project need.

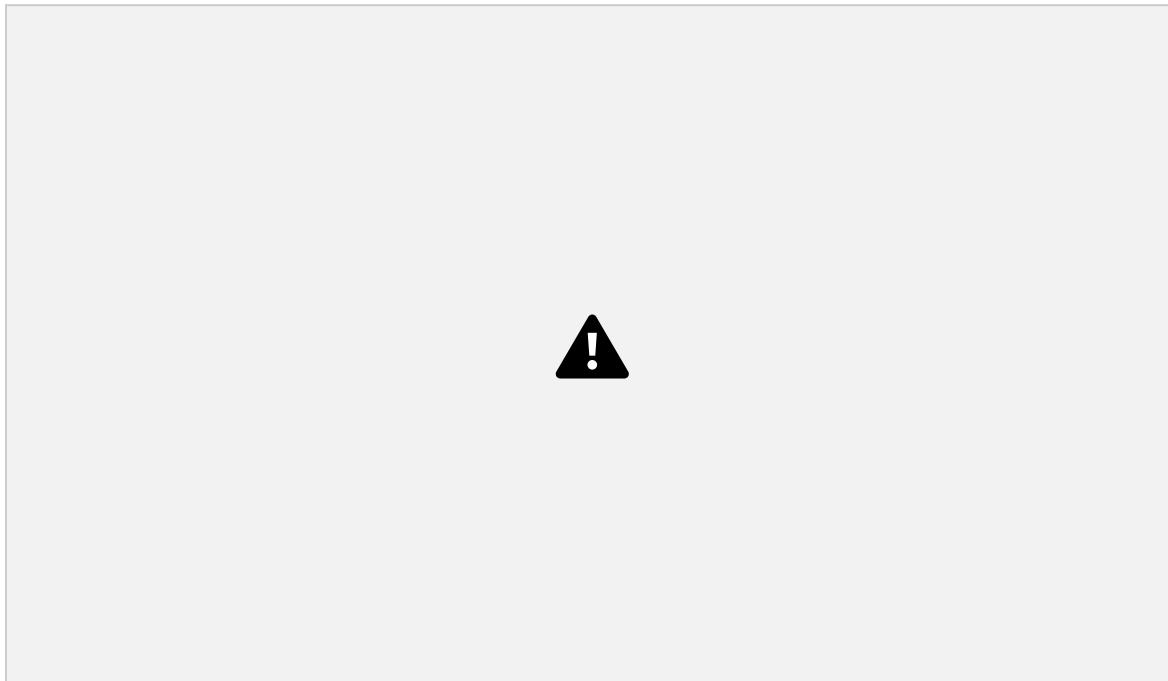
CALIFORNIA LOCATIONS

- Anaheim
- Los Angeles
- Ontario
- Pasadena
- Sacramento

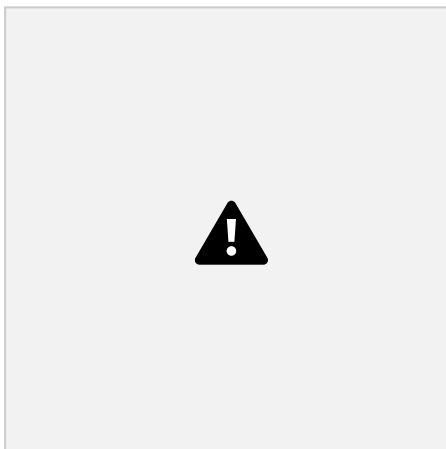
- San Diego
- San Francisco

SURVEY SERVICES

- Project Types:
 - Easement and Right-Of-Way
 - ALTA/NSPS Land Title Surveys
 - Construction Layout/Staking
 - Aerial Photo Control Surveys
 - Topographic Surveys
 - Hydraulic Surveys
 - Bathymetric Surveys
 - Boundary Surveys
 - As-Built Surveys
 - 3D Laser Scanning
 - UAV (Drone) Aerial Photography and Mapping • UAV (Drone) Aerial Thermal Imagery
 - Easement and Right-of-way Surveying and Platting • Robotic and Drone Equipment
 - Laser Scanning/Digital Aerial Photography • Flood Elevation Surveys
 - Letter of Map Amendment (LOMA) Applications • Global Positioning System (GPS) Control Surveys



water storage, sanitary sewer, site development, and planning studies. John is also familiar with American IMEG



John Thompson, PE, QSD/P
Principal-in-Charge | Civil Engineer

John has more than 23 years of experience in civil engineering. He has extensive experience designing various types and sizes of projects including streets, water distribution, water storage, drainage and flood control, storm

Experience
23 Total, 8 with IMEG

Education

Disability Act (ADA) compliance and construction management. He is active in all phases of project development from feasibility studies to final design and construction support. His experience includes education, municipal, private, public, commercial, and residential developments. He has also worked with both flood control and sanitation districts throughout Southern California.

Project Highlights

Central School District

- 1,500-sf Pre-Kindergarten Classroom Building Addition, Civil Engineering Services, Bear Gulch Elementary School, Rancho Cucamonga, CA
- 5,000-sf Addition of a New Two-Story, 8 Classroom Building, Civil Engineering Services, Dona Merced Elementary School, Rancho Cucamonga, CA

East Whittier City School District, Whittier, CA, Infrastructure Assessment of 13 District Buildings for Master Plan Development

Los Angeles Unified School District

- Alexandria Early Education Center Nature Explore Outdoor Classroom Improvements, Los Angeles, CA
- Audubon Middle School Lunch Pavilion Modernization, Los Angeles, CA
- Hamasaki Elementary School ADA Barrier Removal, Los Angeles, CA

Montebello Unified School District, Monterey Park, CA, Macy Intermediate School New ADA Ramp/Stairs Improvements

Ontario-Montclair School District, Ontario, CA, Richard E. Heynes Elementary School ADA Accessibility Corrections Including Connection of Water and Sewer Lines to Administration Building

Riverside Unified School District, Riverside, CA

- Existing On-Site Sanitary Sewer Improvements
- Jackson Elementary School Storm Water Pollution Prevention Plan
- Jackson Elementary School Modernization and Addition
- Jefferson Elementary School Storm Water Pollution Prevention Plan
- Jefferson Elementary School Modernization & Addition

California State University Los Angeles, BS, Civil Engineering

Registrations

- Professional Engineer
- Alabama (51459)
- Arizona (57701)
- California (C82557)
- Nevada (028728)
- Oregon (99149)
- Washington (22001758)

Certifications

Certified Qualified SWPPP Developer and Practitioner (QSD/P)

Affiliations

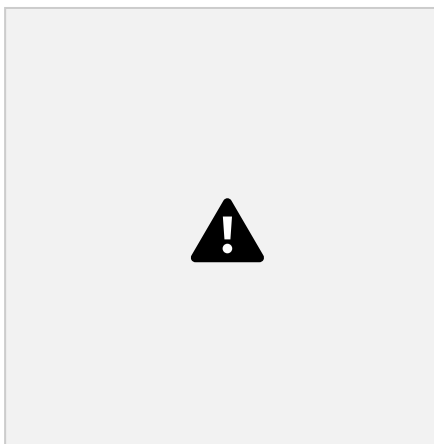
- ASCE
- APWA
- ASCE San Bernardino/Riverside Past Board Member

Christopher Daniels, PLS

Project Manager | Senior Land Surveyor

Chris has more than 46 years of experience in the surveying and mapping industry. He has worked as a Certified Survey Crew Chief on a variety of commercial, industrial, municipal and multi-family properties. Chris has extensive experience in field construction staking, ranging from small-lot residential to mass grading of hillside construction projects consisting of slope staking, buttress back-cuts, keyway staking, and alluvial removal surveys. Chris also has considerable experience as a Survey Manager in ALTA/NSPS Land Title Surveys, Boundary Surveys, preparing Parcel and Tract Map, Record of Surveys and Legal Descriptions. Chris also has considerable experience in settlement/subsidence/ monitoring surveys used to determine the horizontal and vertical movement of buildings, walls, dams and large land fill areas with accuracies to 0.001 of a foot.

IMEG



Experience
46 Total, 3 with IMEG

Registrations
Professional Land Surveyor
California (6328)
Arizona (42662)

Nevada (16437)

Education

Project Highlights

Central School District, Rancho Cucamonga, CA, 1,500-sf Pre-Kindergarten Classroom Building Addition, Surveying Services, Bear Gulch Elementary School

Harbor Day School, Corona del Mar, CA, Harbor Day School Construction Staking Services

Hawthorne School District, Hawthorne, CA, Hawthorne Middle School Survey Long Beach Unified School District, Long Beach, CA, Site Surveying Services

Orange Unified School District
• Canyon Hills High School Drone Survey, Anaheim, CA
• Solar Panel Surveying Services, Phase 2 - Eight School Sites, Orange, CA

Palo Verde Unified School District, Blythe, CA, Palo Verde Valley High School Baseball Field Survey

Pasadena Unified School District
• Field Elementary School Property Line Surveying and Mapping Services • Marshall Fundamental School Softball Fields Improvements Survey

Santa Ana Unified School District, Santa Ana, CA, On-Call Land Surveying Services

South Pasadena School District
• Arroyo Vista Elementary Surveying
• District Office Solar Panel Design
• Marengo Elementary Surveying
• South Pasadena High School Solar Panel Design
• Survey Title Reports

Completed multiple advanced online surveying courses (various organizations)

Affiliations

California Land Surveyors Association, State Chapter
California Land Surveyors Association, Orange County Chapter

He has extensive experience in various aspects of Land Surveying including Boundary Surveys, Construction Staking, Mapping, ALTA/NSPS Land Title Surveys, Topographic Surveys, and Design Surveys. He has performed land surveys in many western states including Wyoming, Nevada, Arizona, and California.

Project Highlights

College of the Canyons, Santa Clarita, CA
• Student Housing Topographic Survey
• College of the Canyons, Santa Clarita, CA, Water Line Relocation

Hawthorne School District, Hawthorne, CA, Hawthorne Middle School Survey

Long Beach Unified School District, Long Beach, CA, Site Surveying Services for Lincoln Elementary School HVAC Modernization Project

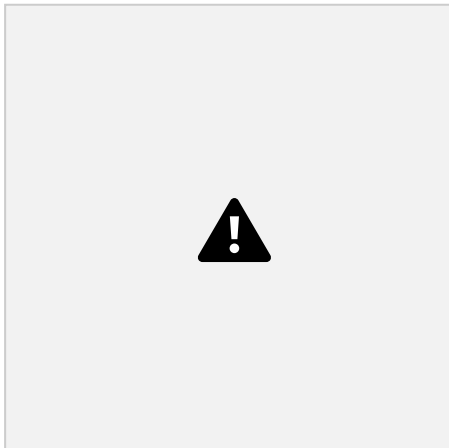
Palo Verde Unified School District, Blythe, CA, Palo Verde Valley High School Baseball Field Survey

Riverside Community College District
• Moreno Valley College Park Survey
• Riverside Community College District Utility Services Coordination

Riverside Unified School District, Riverside, CA, Riverside STEM Academy Stormwater Channel Improvements

South Pasadena School District
• Marengo Elementary School Surveying Services
• South Pasadena School District, South Pasadena, CA, South Pasadena High School Solar Panel Design

IMEG

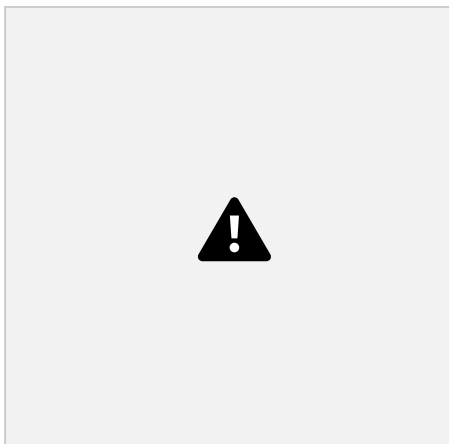


Experience
21 Total, 1 with IMEG

Education
UNLV, Great Basin College, BAS Geomatics (in progress)

Registrations
Professional Land Surveyor
Arizona (69330)

Zach Busch, PLS
Senior Land Surveyor



Nick Owen

Senior Survey Technician

Nick has 19 years of experience in the surveying and mapping industry. He has a thorough knowledge of the principles, practices, and procedures of many types of surveys. Nick has excellent problem solving skills related to land surveying activities and the ability to research and calculate complex survey data, as well as design and direct project strategy procedures. He has been responsible for conducting and overseeing a variety of surveys including: ALTA, boundary, structural surveys, construction staking, topographic surveys, monitoring programs, environmental remediation surveys, scanning surveys, and drone processing and mapping.

Experience
19 Total, 4 with IMEG

Project Highlights

Central School District, Rancho Cucamonga, CA

- 1,500-sf Pre-Kindergarten Classroom Building Addition, Surveying Services, Bear Gulch Elementary School

- Central School District, Rancho Cucamonga, CA, 10,000-sf New Two-Story, 8 Classroom Building Addition, Survey Services, Dona Merced Elementary School

Hawthorne School District, Hawthorne, CA, Hawthorne Middle School Survey

Montebello Unified School District, Monterey Park, CA, Macy Intermediate School New ADA Ramp/Stairs Improvements

Ontario-Montclair School District, Ontario, CA, Richard E. Heynes Elementary School ADA Accessibility Corrections Including Connection of Water and Sewer Lines to Administration Building

Orange Unified School District (OUSD), Orange, CA, Solar Panel Surveying Services, Phase 2 - Eight School Sites

Palo Verde Unified School District, Blythe, CA, Palo Verde Valley High School Baseball Field Survey

Pasadena Unified School District, Pasadena, CA, Marshall Fundamental School Softball Fields Improvements Survey

South Pasadena School District, South Pasadena, CA

- Arroyo Vista Elementary Surveying
- District Office Solar Panel Design
- Marengo Elementary School Surveying Services
- South Pasadena High School Solar Panel Design

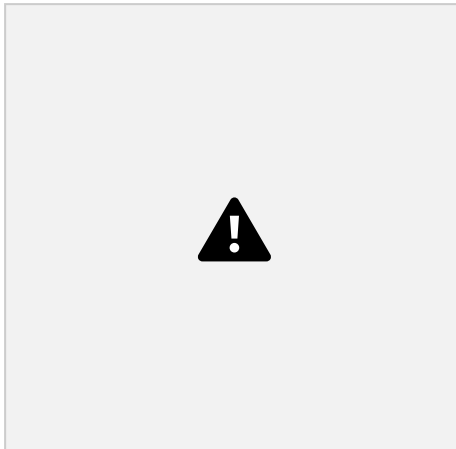
Gilbert Almanzan

Field Survey Manager

Gilbert has over 21 years of land surveying experience in construction site support of civil and structural engineering projects, which include residential, commercial and industrial buildings, road and railway segments, bridges, airport and government facilities, water control systems and treatment plants. Responsibilities include supervision of field survey
IMEG

Riverside Unified School District, Riverside, CA, CRC
Building Addition of Emergency Stand-By Generator, and
Two Electric Vehicle Charging Stations
Don Bosco Technical Institute, Survey Coursework

Certifications
FAA Part 101 Drone Pilot Certified



Experience
21 Total, 4 with IMEG

Education
crews; review and coordination of plans with engineers and on-site construction crews; computation of field data; job site preparation and coordination for work deployment, work schedule and project milestones. Gilbert also oversees the Drone and Scanning Surveys that include the project scheduling with the FAA as needed, pre-planning of flight data/scanning limits, levels of desired accuracies and the post-processing together with the QA/QC review process.

Project Highlights

Central School District, Rancho Cucamonga, CA, 1,500-sf Pre-Kindergarten Classroom Building Addition, Surveying Services, Bear Gulch Elementary School • Harbor Day School, Corona del Mar, CA, Harbor Day School Construction Staking Services

Long Beach Unified School District, Long Beach, CA • Buffum Total Learning Center (TLC) Topographic and Utility Surveying Services • Site Surveying Services for Lincoln Elementary School HVAC Modernization Project

Los Angeles Unified School District, Los Angeles, CA, Castle Heights Elementary School Field Investigation, Engineering Analysis, and Construction Documents for New Classroom Building

Montebello Unified School District, Monterey Park, CA, Macy Intermediate School New ADA Ramp/Stairs Improvements

Ontario-Montclair School District, Ontario, CA, Richard E. Heynes Elementary School ADA Accessibility Corrections Including Connection of Water and Sewer Lines to Administration Building

Orange Unified School District
• Canyon Hills High School Drone Survey, Anaheim, CA
• Solar Panel Surveying Services, Phase 2 - Eight School Sites, Orange, CA • Canyon High School Solar Panel Roof Mount Construction Staking Surveying Services, Orange, CA

Pasadena Unified School District, Pasadena, CA
• Field Elementary School Property Line Surveying and Mapping Services • Marshall Fundamental School

Saul Mejia

Lead Survey Party Chief

Saul is a Lead Survey Party Chief with IMEG and has over 23 years of experience with the firm. He is responsible for field survey activities. His duties include conducting topographic, boundary, ALTA Surveys and construction surveys. Saul's vast experience includes working with various clients including City of Hope, Beckman Center Building, and Kaiser Permanente.

Project Highlights

Central School District, Rancho Cucamonga, CA
• 1,500-sf Pre-Kindergarten Classroom Building Addition, Surveying Services, Bear Gulch Elementary School
• Central School District, Rancho Cucamonga, CA, 10,000-sf New Two-Story, 8 Classroom Building Addition, Survey Services, Dona Merced Elementary School

East Whittier City School District, Whittier, CA, Laurel Elementary School Staff Parking Lot Improvements

Harbor Day School, Corona del Mar, CA, Harbor Day School Construction Staking Services

Hawthorne School District, Hawthorne, CA, Hawthorne Middle School Survey

Long Beach Unified School District, Long Beach, CA
• Buffum Total Learning Center (TLC) Topographic and Utility Surveying Services • Jordan Plus Head Start Precise Grading Services Site Surveying Services for Lincoln Elementary School HVAC Modernization Project

Los Angeles Unified School District
• Hamasaki Elementary School ADA Barrier Removal
• Audubon Middle School Lunch Pavilion Modernization
• Castle Heights Elementary School Revised ADA Parking Location for Interim Path of Travel

Montebello Unified School District, Monterey Park, CA, Macy Intermediate School New ADA Ramp/Stairs Improvements

Orange Unified School District

- Solar Panel Surveying Services, Phase 2 - Eight School Sites

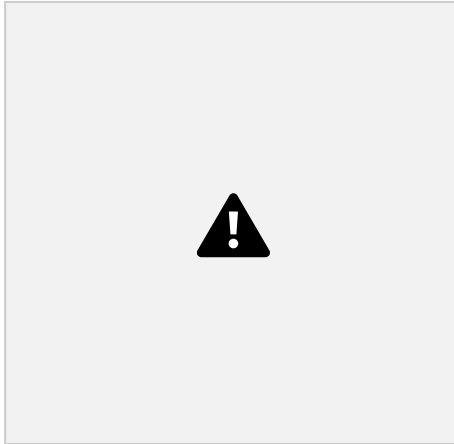
- Canyon Hills High School Drone Survey

Pasadena Unified School District, Pasadena, CA, Field Elementary School Property Line Surveying and Mapping Services

IMEG

and office-to-field construction data for staking purposes. Josh's experience includes establishment of survey field control, settlement control monitoring, topographic field

IMEG



Experience
23 Total, 8 with IMEG

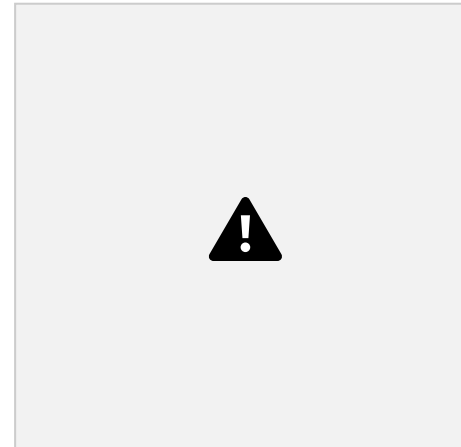
Education
Job Corps Survey Program
Chairman Program
Party Chief Program

Affiliations
ACEC

Josh Ellis

Senior Survey Analyst

Josh has over 20 years of professional land surveying experience. He provides office support to the firm field survey efforts by coordinating field-to-office data reduction



Experience
20 Total, 20 with IMEG

Education
survey data reduction, topographic map preparation, street centerline monumentation and tie notes, construction staking calculations, and cadastral mapping support. Josh plays an integrated role in the firm's surveying practice by directing and supporting the field crews.

Project Highlights

Chaminade College Preparatory School, Chatsworth, CA, ADA Path of Travel Survey and Upgrades from the Street to the Campus, Storm Water Upgrades and Site Fencing/ Gate Upgrades

East Whittier City School District
• La Colima Elementary School Parking Lot Improvements
• Laurel Elementary School Staff Parking Lot Improvements

Harbor Day School, Corona del Mar, CA, Harbor Day School Construction Staking Services

Long Beach Unified School, Long Beach, CA, Jordan Plus Head Start Precise Grading Services

Los Angeles Unified School District
• Castle Heights Elementary School Revised ADA Parking Location for Interim Path of Travel • Hamasaki Elementary School ADA Barrier Removal

Montebello Unified School District, Monterey Park, CA, Macy Intermediate School New ADA Ramp/Stairs Improvements

Ontario-Montclair School District, Ontario, CA, Richard E. Heynes Elementary School ADA Accessibility Corrections Including Connection of Water and Sewer Lines to Administration Building

Orange Unified School District (OUSD), Orange, CA, Solar Panel Surveying Services, Phase 2 - Eight School Sites

Riverside Unified School District, Riverside, CA, Jefferson Elementary School, Topographic Survey and Civil

Drainage

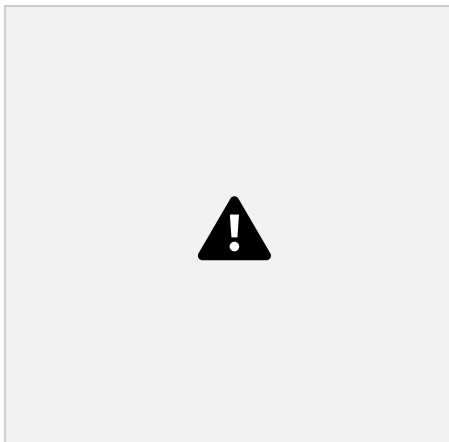
South Pasadena School District

- Arroyo Vista Elementary Surveying
 - Marengo Elementary School Surveying Services
- Victor Valley College, General Studies, Mathematics

Fields Improvements Survey

South Pasadena School District

- Arroyo Vista Elementary Surveying
 - Marengo Elementary School Surveying Services
- IMEG



Brandon Inouye

Sr. Field Technician

Brandon has over five years of land surveying experience. This includes civil and structural engineering projects for residential, commercial, and industrial buildings. Also has been responsible for meeting and reviewing plans with engineers and construction crews.

Experience

6 Total, 4 with IMEG

Education

Santiago Canyon College, Survey Coursework

Project Highlights

Central School District, Rancho Cucamonga, CA, 1,500-sf Pre-Kindergarten Classroom Building Addition, Surveying Services, Bear Gulch Elementary School

Harbor Day School, Corona del Mar, CA, Harbor Day School Construction Staking Services

Hawthorne School District, Hawthorne, CA, Hawthorne Middle School Survey

Long Beach Unified School District

- Buffum Total Learning Center (TLC) HVAC Topographic and Utility Surveying Services
- Site Surveying Services for Lincoln Elementary School HVAC Modernization Project

Montebello Unified School District, Monterey Park, CA, Macy Intermediate School New ADA Ramp/Stairs Improvements

Ontario-Montclair School District, Ontario, CA, Richard E. Heynes Elementary School ADA Accessibility Corrections Including Connection of Water and Sewer Lines to Administration Building

Orange Unified School District

- Canyon Hills High School Drone Survey
- Solar Panel Surveying Services, Phase 2 - Eight School Sites

Palo Verde Unified School District, Blythe, CA, Palo Verde Valley High School Baseball Field Survey

Pasadena Unified School District

- Field Elementary School Property Line Surveying and Mapping Services
- Marshall Fundamental School Softball



Exhibit B.

Evaluation Summary of Surveyor Proposals

MSA5 Survey – Summary and Recommendation

12 firms were invited to participate:

- Voorhies
- Culver Group
- M&G
- Becker & Miyamoto
- IMEG
- Adkan
- Psomas
- Guida
- JL Blakkolb
- Bill Carr
- Hunsaker
- Pfeiler

5 firms confirmed interest:

- Voorhies
- Becker & Miyamoto
- IMEG
- Adkan
- Psomas

3 proposals were received:

- Voorhies
- IMEG
- Adkan

It is our recommendation that Magnolia Public Schools contract with IMEG for Surveying Services for the MSA5 Project. Our recommendations are based upon the review detailed below.

Voorhies did not provide their proposal in the format requested by the RFP and instead provided only a quotation. Their quotation does include nearly all of the survey tasks sought by the RFP with the exception of the trash enclosure and potentially additional dry work that we are unable to determine if included due to the lack of detail in their proposal. As a result of this lack of information, their proposed cost may increase.

2 man survey crew rate: \$330

Proposed cost: \$38,069

IMEG provided a proposal as complete as requested by the RFP. It detailed excellent qualifications and their proposed highlighted experience in the education sector. Their quotation included each task sought in the RFP. While their proposed cost is \$46,450 it

appears to cover all activities required from the surveyor. In addition, we should note that their 2 man survey crew rate is the lowest of any proposers. As a result, we feel that IMEG has presented the most complete proposal and that their proposed overall cost is higher based upon providing all deliverables requested in the RFP.

2 man survey crew rate: \$280

Proposed cost: \$46,450

Adkan did not provide any qualifications or detail any past experience. Their cost proposal provides sufficient detail on the tasks to be performed but does not appear to have included a proposed cost on any dry utility tasks. While their proposed cost is the lowest of the proposers, Adkan has the highest rate for a 2 man survey crew. When factoring in any missed scope items based upon their 2 man crew rate, their cost proposal may see an increase in price that would impact their standing as the lowest proposed cost. Considering the missing scope and incomplete qualifications the submitted price does not appear to be the best value for the project.

2 man survey crew rate: \$350

Proposed cost: \$35,000

Overall impressions and Recommendation:

Our team found that IMEG presented the highest quality proposal the provided not only detailed information regarding the firm, but a cost proposal that included all requested services from the RFP. However, we are additionally aware that cost is a major consideration for the project, as a result of this we feel that IMEG's proposal is the best value for the project as it contained all required deliverables which were not exhibited in the other proposals.

Coversheet

Approval of General Contractor for Magnolia Science Academy-5 Project Increment Number 1 Scope of Work

Section: IV. Action Items
Item: M. Approval of General Contractor for Magnolia Science Academy-5
Project Increment Number 1 Scope of Work
Purpose: Vote
Submitted by:
Related Material: IV_M_General Contractor for MSA-5 Project Increment Number 1.pdf



Agenda Item:	IV M: Action Item
Date:	January 16, 2025
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 General Contractor for MSA-5 Project Increment Number 1 Scope of Work

Action Proposed:

MPS Staff recommends and moves for the Board to accept the bid received from and approve the selection of Pro-Craft Construction as the General Contractor for the Increment Number 1 Scope of Work for Magnolia Science Academy-5 for a bid of Three Million Nine Hundred Sixty Thousand Dollars (\$3,960,000) and an owner’s contingency of Two Hundred Thousand Dollars (\$200,000) for a total of Four Million One Hundred Sixty Thousand (\$4,160,000).

Purpose:

The approval will allow MPS to move forward with Pro-Craft Construction to execute the Increment 1 work at MSA-5. This decision will help the project align with the required timeline and will address key construction deliverables.

Background:

The MSA-5 Project was divided into three-increments by the Architect of Record, DLR Group, to manage the complexity of the project:

1. **Increment 1:** Primarily focuses on demolition, foundational site work, and preparation for the upcoming phases of construction, ensuring all utilities and site logistics are addressed before moving into the modular and structural build stages.



- a. *Demolition and Site Preparation*: Completion of slab and foundation demolition. Transformer removal by LADWP. Coordination of temporary fencing, sewer mapping, and storm drain mapping.
 - b. *Utility Work*: Coordination of temporary water and power. Addressing telephone line updates and permits for ROW work. Utility capping and removal of underground piping.
 - c. *Site Improvements*: Construction of crane pad for modular installations. Establishment of staging areas for modular segments. Grading and leveling for foundation preparation
 - d. *Permitting and Documentation*: DSA (Division of the State Architect) submittals and approval for Increment 1 Ongoing coordination with LADWP and LADBS (Los Angeles Department of Building and Safety) for electrical and water permits.
2. **Increment 2**: Focuses on constructing the main classroom building, gymnasium, and integrating the rooftop solar system, with a Design-Build approach recommended for efficiency. Key elements include modular classroom installations, sewer, water, and storm drain connections, and electrical infrastructure such as switchgear to support solar compatibility. The gymnasium will incorporate solar features, with DSA approval anticipated for the comprehensive design package. Increment 2 emphasizes completing critical site utilities and major structural work while ensuring alignment with sustainability goals, tight procurement timelines, and coordination with LADWP, LADBS, and other regulatory bodies to maintain the projected July 2026 delivery date.
3. **Increment 3**: Focuses on the gymnasium's construction and rooftop solar integration, expanding on the foundational work established in Increment 2. This phase includes finalizing designs for DSA submission, with approval anticipated within 7-8 months. Key considerations involve ensuring solar systems align with electrical infrastructure, addressing battery storage requirements, and coordinating utilities such as water and sewer connections. Increment 3 emphasizes sustainability and functionality, contributing to the campus's overall readiness and aligning with the project's STEAM-focused mission.

Bidding Process:

- **Initial Public Bid**: GSE conducted a competitive public bid for Increment 1. Initially, the work was divided into smaller packages to align with the multi-prime delivery method,



which was expected to result in lower costs due to multiple bidders. However, this approach resulted in limited contractor interest.

- **Revised Scope and Outreach:** In response to the low turnout, GSE collaborated with MPS Staff to revise the scope of work by combining the smaller packages into one larger package, making it more attractive to bidders. This effort included re-advertising the bid and engaging in targeted outreach to specific contractors in the industry to generate more interest. Other adjustments were also made, such as removing the mandatory site walk requirement during the second round.
- **Collaboration with Sole Bidder:** Following the bid opening, GSE received from Pro Craft Construction, a schedule of values to understand the bid in greater detail and possibly explore opportunities for cost reductions through value engineering in the future. However under standard public bidding requirements, MPS could not legally negotiate changes without rejecting or accepting it as submitted.
- **Notice to Proceed:** MPS Staff has issued Pro-Craft Construction a Notice to Proceed (NTP) with the understanding that final contract approval is subject to MPS Board approval. The proposed construction start date is January 20, 2025.

Gateway Science Engineering (GSE) Recommendation:

- GSE recommends awarding the Increment 1 contract to Pro-Craft Construction for their bid of \$3.96 million, given the urgency of the timeline and GSE’s opinion that the price is fair and reasonable based on a detailed breakdown of the bid amount via a schedule of values that was analyzed by GSE.

Analysis:

Pro-Craft Selection: After competitive public bidding, Pro-Craft was identified as the most suitable contractor based on their scope alignment, schedule adherence, and ability to meet project requirements.

Timeline Alignment: Approval supports the January 20, 2025, start date for Increment 1, enabling compliance with permitting and construction deadlines.

Efficiency: This phase lays the groundwork for subsequent increments, ensuring smooth transitions between phases.



Impact:

- Ensures foundational infrastructure is completed on schedule.
- Aligns with MPS's long-term strategic goals for the MSA-5 campus development.

Budget Implications:

The Increment 1 bid from Pro-Craft Construction exceeded the original budget expectations. To address this, value engineering discussions are ongoing to reduce costs while maintaining the project scope. An updated project budget and timeline have been developed and incorporated to align with the revised financial outlook and scheduling needs, ensuring that the project remains on track for critical deadlines.

Exhibits:

- | | |
|------------|----------------------------|
| Exhibit A. | Pro-Craft Construction Bid |
| Exhibit B. | Updated Project Timeline |
| Exhibit C. | Updated Project Budget |



Exhibit A.

Pro-Craft Construction Bid

BID FORM

Bid Package No. 1

FOR

Magnolia Science Academy 5- Increment I Project

<Location(s): Address, City, State, Zip>

Bid No. MSA 5- Inc. I

FOR

MAGNOLIA PUBLIC SCHOOLS

TRADE
CONTRACTOR
NAME:

Pro-Craft Construction, Inc.

ADDRESS:

500 Iowa St

Redlands, CA 92373

TELEPHONE:

(909) 790-5222

FAX:

(909) 797-2812

EMAIL

estimating@procraftci.com

TO: Magnolia Public Schools, acting by and through its Governing Board, herein called "Owner".

1. Pursuant to and in compliance with your Notice Inviting Bids and other Contract Documents relating thereto, the undersigned bidder, having familiarized himself with the terms of the Contract, the Trade Contractor Category of Work, the local conditions affecting the performance of the Contract, the cost of the work at the place where the work is to be done, with the Drawings and Specifications, and other Addenda, hereby proposes and agrees to perform within the time stipulated, the Trade Contract, including all of its component parts, and everything required to be performed, including its acceptance by the Owner, and to provide and furnish any and all labor, materials, tools, expendable equipment, and utility and transportation services necessary to perform the Trade Contract and complete all of the Work in a workmanlike manner required in connection with the construction of:

BID NO. MSA 5- Inc. I

Magnolia Science Academy 5- Increment I Project

all in strict conformance with the drawings and other Contract Documents on file at the office of the Owner for amounts set forth herein.

2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDUM:

Number	Number	Number	Number	Number	Number	Number	Number
1	2						

Acknowledge the inclusion of all Addenda issued prior to bid in the blanks provided above. Your failure to do so may render your bid non-responsive.

3. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

THREE MILLION NINE HUNDREDS SIXTY THOUSAND DOLLARS
 (\$ 3,960,000.00)

4. TIME FOR COMPLETION: The Owner may give a Notice to Proceed within ninety (90) days of the award of the bid by the Owner. Once the Trade Contractor has received the Notice to Proceed, the Trade Contractor shall diligently study and work with Construction Manager and other Trade Contractors to build a realistic Trade Contractor Baseline Schedule for the purpose of outlining the entire scope of Work and to complete the Work in the time specified in the Agreement. By submitting this bid, Trade Contractor has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, Trade Contractor has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

5. It is understood that the Owner reserves the right to reject any or all bids and/or waive any irregularities or informalities in this bid or in the bid process. The Trade Contractor understands that it may not withdraw this bid for a period of ninety (90) days after the date set for the opening of bids.

6. Attached is bid security in the amount of not less than ten percent (10%) of the bid:

Bid bond (10% of the Bid), certified check, or cashier's check (circle one)

- 7. The required List of Designated Subcontractors is attached hereto.
- 8. The required Non-Collusion Declaration is attached hereto.
- 9. The Substitution Request Form, if applicable, is attached hereto.
- 10. It is understood and agreed that if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter before this bid is withdrawn, the undersigned will execute and deliver to the Owner a Contract in the form attached hereto in accordance with the bid as accepted, and that he or she will also furnish and deliver to the Owner the Performance Bond and Payment Bond, all within ten (10) calendar days after award of Contract, and that the work under the Contract shall be commenced by the undersigned bidder, if awarded the Contract, by the start date provided in the Owner's Notice to Proceed, and shall be completed by the Trade Contractor in the time specified in the Contract Documents.
- 11. The names of all persons interested in the foregoing proposal as principals are as follows:

 Timothy McFayden, SEC

 Susan McFayden, CFO

(IMPORTANT NOTICE: If bidder or other interested person is a corporation, state the legal name of such corporation, as well as the names of the president, secretary, treasurer, and manager thereof; if a co-partnership, state the true names of the firm, as well as the names of all individual co-partners comprising the firm; if bidder or other interested person is an individual, state the first and last names in full.)

- 12. PROTEST PROCEDURES. If there is a bid protest, the grounds shall be submitted as set forth in the Instructions to Bidders.
- 13. The undersigned bidder shall be licensed and shall provide the following California Contractor's license information:

License Number: 467234

License Expiration Date: 02/28/2025

Name on License: Pro-Craft Construction, Inc.

Class of License: C36, C34, B, A, C42, C2, C16

DIR Registration Number: 1000001106

If the bidder is a joint venture, each member of the joint venture must include the above information.

14. Time is of the essence regarding the completion of the Project in the Contract Time and within the Milestones set forth in the Outline Schedule, therefore, in the event the bidder to whom the Contract is awarded fails or refuses to post the required bonds and return executed copies of the Agreement form within ten (10) calendar days from the date of receiving the Notice of Award, the Owner may declare the bidder's bid deposit or bond forfeited as damages. Should Trade Contractor fail to provide all required documents within this five-day time specified, or after any extension provided by the Owner in its sole discretion and in writing, the Owner may, in its sole discretion, elect to reduce the Contract Time for each calendar day beyond the time specified above or any extension that Trade Contractor fails to provide all required documents. Such reduction in the Contract Time shall be made through a no cost unilateral change order that Trade Contractor shall not dispute, and Trade Contractor further agrees to waive all rights to dispute or otherwise challenge the unilateral change order and reduction in the Contract Time as such delays were caused by and are the sole responsibility of the Trade Contractor.

15. The bidder declares that he/she has carefully examined the location of the proposed Project, that he/she has examined the Contract Documents, including the Plans, General Conditions, Supplementary General Conditions, Addenda, and Specifications, and read the accompanying instructions to bidders, and hereby proposes and agrees, if this proposal is accepted, to furnish all materials and do all work required to complete the said work in accordance with the Contract Documents, in the time and manner therein prescribed for the unit cost and lump sum amounts set forth in this Bid Form.

16. DEBARMENT. In addition to seeking remedies for False Claims under Government Code section 12650 *et seq.* and Penal Code section 72, the Owner may debar a Trade Contractor pursuant to Article 15 of the General Conditions if the Board, or the Board may designate a hearing officer who, in his or her discretion, finds the Trade Contractor has done any of the following:

- a. Intentionally or with reckless disregard, violated any term of a contract with the Owner;
- b. Committed an act or omission which reflects on the Trade Contractor's quality, fitness or capacity to perform work for the Owner;
- c. Committed an act or offense which indicates a lack of business integrity or business honesty; or
- d. Made or submitted a false claim against the Owner or any other public entity. (See Government Code section 12650 *et seq.*, and Penal Code section 72.)

17. DESIGNATION OF SUBCONTRACTORS. In compliance with the Subletting and Subcontracting Fair Practices Act (California Public Contract Code section 4100 *et seq.*) and any amendments thereof, each bidder shall list subcontractors on the Owner's form Subcontractor list. This subcontractor list shall be submitted with the bid and is a required form

I agree to receive service of notices at the e-mail address listed below.

I the below-indicated bidder, declare under penalty of perjury that the information provided and representations made in this bid are true and correct.

Proper Name of Company

Christopher McFayden, President/CEO
Name of Bidder Representative

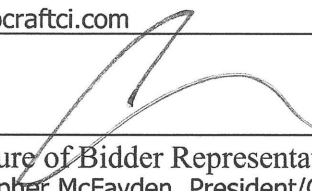
500 Iowa Street
Street Address

Redlands, CA 92373
City, State, and Zip

(909) 790-5222
Phone Number

(909) 797-2812
Fax Number

estimating@procraftci.com
E-Mail

By:  Date: December 4, 2024
Signature of Bidder Representative
Christopher McFayden, President/CEO

NOTE: If bidder is a corporation, the legal name of the corporation shall be set forth above together with the signature of authorized officers or agents and the document shall bear the corporate seal; if bidder is a partnership, the true name of the firm shall be set forth above, together with the signature of the partner or partners authorized to sign contracts on behalf of the partnership; and if bidder is an individual, his signature shall be placed above.

All signatures must be made in permanent ink.



Exhibit B.

Updated Project Timeline

MAGNOLIA SCIENCE ACADEMY PROJECT BASELINE SCHEDULE		
--	--	---

Activity ID	Activity Name	Original Duration	Remaining Duration	Start	Finish	2024												2025												2026												2027											
						M	A	M	J	Jul	A	S	O	N	D	J	F	M	Apr	M	J	Jul	A	S	O	N	D	J	F	M	A	M	J	Jul	A	S	O	N	D	J	F	M	Apr	M	J	U							
Increment 1 - Construction		589	589	14-Mar-24	16-Jun-26	16-Jun-26, Increment 1 - Construction																																															
Milestones		115	115	21-Jan-25	30-Jun-25	30-Jun-25, Milestones																																															
62	NTP (160 calendar days)	115	115	21-Jan-25*	30-Jun-25	NTP (160 calendar days)																																															
Procurement		366	366	21-Jan-25	16-Jun-26	16-Jun-26, Procurement																																															
68	Submittals (need to be approved early)	1	1	21-Jan-25	21-Jan-25	Submittals (need to be approved early)																																															
69	Lift Stations (8 Weeks estimated)	40	40	22-Jan-25	18-Mar-25	Lift Stations (8 Weeks estimated)																																															
70	Sumps (8 Weeks estimated)	40	40	22-Jan-25	18-Mar-25	Sumps (8 Weeks estimated)																																															
71	Vault (8 Weeks estimated)	40	40	22-Jan-25	18-Mar-25	Vault (8 Weeks estimated)																																															
72	Traffic Permit (5 Weeks estimated)	20	20	22-Jan-25	18-Feb-25	Traffic Permit (5 Weeks estimated)																																															
73	Sewer Connection Permit (6 months)	180	180	22-Jan-25	30-Sep-25	Sewer Connection Permit (6 months)																																															
74	Electrical Service (12 Weeks estimated)	48	48	22-Jan-25	28-Mar-25	Electrical Service (12 Weeks estimated)																																															
75	Water Service (12 Weeks estimated)	48	48	22-Jan-25	28-Mar-25	Water Service (12 Weeks estimated)																																															
78	Switch Gear (will be added to contract)	365	365	22-Jan-25	16-Jun-26	Switch Gear (will be added to contract)																																															
76	Metal at Trash Enclosure	20	20	17-Feb-25*	14-Mar-25	Metal at Trash Enclosure																																															
77	Light post base bolt template	20	20	17-Feb-25	14-Mar-25	Light post base bolt template																																															
Off Site Utilities		10	10	17-Feb-25	28-Feb-25	28-Feb-25, Off Site Utilities																																															
81	Winnetka Sewer (pending permit)	7	7	17-Feb-25*	25-Feb-25	Winnetka Sewer (pending permit)																																															
82	Gault Sewer (pending permit)	3	3	26-Feb-25	28-Feb-25	Gault Sewer (pending permit)																																															
On Site Utilities		55	55	03-Mar-25	16-May-25	16-May-25, On Site Utilities																																															
92	36" HDPE Detention System	10	10	03-Mar-25*	14-Mar-25	36" HDPE Detention System																																															
85	Sewer	5	5	10-Mar-25*	14-Mar-25	Sewer																																															
88	3/4" Water to Trash Enclosure	5	5	10-Mar-25	14-Mar-25	3/4" Water to Trash Enclosure																																															
93	Slurry Backfill at 36" HDPE	1	1	14-Mar-25*	14-Mar-25	Slurry Backfill at 36" HDPE																																															
86	Fire Water Detector Check	5	5	17-Mar-25	21-Mar-25	Fire Water Detector Check																																															
87	Domestic Water Backflow	5	5	17-Mar-25	21-Mar-25	Domestic Water Backflow																																															
89	Irrigation	5	5	17-Mar-25	21-Mar-25	Irrigation																																															
91	Gravity Storm Drain	10	10	17-Mar-25	28-Mar-25	Gravity Storm Drain																																															
94	Storm Drain Structures	5	5	17-Mar-25	21-Mar-25	Storm Drain Structures																																															
95	Lift Stations (North and South) (pending lead times)	10	10	17-Mar-25	28-Mar-25	Lift Stations (North and South) (pending lead times)																																															
96	Storm Pressure Pipe	10	10	17-Mar-25	28-Mar-25	Storm Pressure Pipe																																															
97	Electrical Conduits (per ES1.1 A#2)	30	30	31-Mar-25	09-May-25	Electrical Conduits (per ES1.1 A#2)																																															
98	Electrical (Transform to Switchgear)	10	10	28-Apr-25*	09-May-25	Electrical (Transform to Switchgear)																																															
90	Drains and Cleanouts	5	5	05-May-25*	09-May-25	Drains and Cleanouts																																															
99	Site Hand Holes & Pull Boxes	5	5	05-May-25*	09-May-25	Site Hand Holes & Pull Boxes																																															
100	Pull Rope and Final Inspection	5	5	12-May-25	16-May-25	Pull Rope and Final Inspection																																															
SWPPPS		4	4	21-Jan-25	24-Jan-25	24-Jan-25, SWPPPS																																															
103	Gravel Bags and Silt Fence	4	4	21-Jan-25	24-Jan-25	Gravel Bags and Silt Fence																																															

█ Actual Work Summary
█ Remaining Work
█ Critical Remaining Work
◆ Milestone



TASK filter: (Untitled Filter).



Exhibit C.

Updated Project Budget

MSA 5 - 7111 WINNETKA AVE - BUDGET				
		November 18, 2024	January 15, 2025	Changes
Project Costs (Acquisition, Soft, CM and Financing)				
Acquisition Costs		\$ 10,434,239.00	\$ 10,434,239.00	\$ -
Magnolia Soft Costs		\$ 5,226,225.00	\$ 5,226,225.00	\$ -
Owner's Contingency		\$ 1,000,000.00	\$ 1,000,000.00	\$ -
Financing Costs (CLI Capital)		\$ 1,698,433.69	\$ 1,698,433.69	\$ -
Financing Costs (Banc of California)		\$ 250,000.00	\$ 250,000.00	\$ -
Interest on Intra-Organization Loan from LACOE MPS Schools		\$ 47,000.00	\$ 47,000.00	\$ -
Prior CM Total		\$ 217,407.30	\$ 217,407.30	\$ -
Current CM Contract Total		\$ 2,423,707.00	\$ 2,423,707.00	\$ -
Subtotal		\$ 21,297,011.99	\$ 21,297,011.99	\$ -
Development Costs (Hard Costs)				
Sitework		\$ 6,708,134.00	\$ 7,720,000.00	\$ 1,011,866.00
	<i>Increment No. 1</i>	\$ 2,948,134.00	\$ 3,960,000.00	\$ 1,011,866.00
	<i>Increment No. 2</i>	\$ 3,760,000.00	\$ 3,760,000.00	\$ -
Classroom Bldg (Modular)		\$ 25,281,446.00	\$ 25,281,446.00	\$ -
Gym Bldg		\$ 7,734,270.47	\$ 7,734,270.47	\$ -
Play Area		\$ -	\$ -	\$ -
FF&E		\$ 748,500.00	\$ 748,500.00	\$ -
Miscellaneous		\$ 310,000.00	\$ 310,000.00	\$ -
Acceleration Premium		\$ -	none	\$ -
Value Engineering		\$ -	incl above	\$ -
Subtotal		\$ 40,782,350.47	\$ 41,794,216.47	\$ 1,011,866.00
Total Est Development Cost w/ Gym		\$ 62,079,362.46	\$ 63,091,228.46	\$ 1,011,866.00
State Award Amount		\$ 50,832,332.00	\$ 50,832,332.00	\$ -
Surplus/Deficit w/ Gym		\$ (11,247,030.46)	\$ (12,258,896.46)	\$ 1,011,866.00
Total Est Development Cost w/o Gym		\$ 54,345,091.99	\$ 55,356,957.99	\$ 1,011,866.00
Available Fund		\$ 50,832,332.00	\$ 50,832,332.00	\$ -
Surplus/Deficit w/o Gym		\$ (3,512,759.99)	\$ (4,524,625.99)	\$ 1,011,866.00
Notes:				
[1] NOT inclusive of Builders Risk...quotes outstanding				
[2] Site work cost is \$3.96 M compared to previous estimate of \$2.9 M				
[3] Includes cost of solar carport				
[4] DOES NOT INCLUDE cost of added bridge (due to further CDE feedback)				
[5] Demolition Prior to Increment No 1 Start				

Coversheet

Approval of Underwriter for Refinancing of 2014 and 2017 Bonds

Section: IV. Action Items
Item: N. Approval of Underwriter for Refinancing of 2014 and 2017 Bonds
Purpose: Vote
Submitted by:
Related Material:
IV_N_Approval of Underwriter for Refinancing of 2014 and 2017 Bonds.pdf



Agenda Item:	IV N: Action Item
Date:	January 16, 2025
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “ Board ”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Steve Budhreja, Chief Financial Officer; Erdinc Acar, Deputy Superintendent, Alfredo Rubalcava, CEO and Superintendent
RE:	Approval of Underwriter for Refinancing of 2014 and 2017 Bonds

Action Proposed

I move for the Board to approve the authorization of Stifel Public Finance as the chosen underwriter for the refinancing of Magnolia Public Schools’ 2014 and 2017 bonds.

Purpose

To secure board approval for refinancing the 2014 and 2017 bonds to achieve cost savings and improve financial positioning for Magnolia Public Schools.

Background

The **2014 and 2017 bonds** were originally issued to finance the acquisition, construction, and renovation of several Magnolia Public School campuses. These bonds were part of the strategic expansion to support the growing student population and enhance educational facilities across the MPS network. Over the years, these bond proceeds have been utilized effectively, contributing to the improvement of learning environments and infrastructure development.

Refinancing these bonds aims to lower the overall cost of debt, take advantage of current market conditions, and free up financial resources for future MPS initiatives.

Analysis

Magnolia Public Schools (MPS) solicited proposals from reputable underwriters to facilitate this refinancing. The following firms submitted proposals:

- Baird
- Morgan Stanley
- HJ Sims
- Stifel Public Finance

MPS, in collaboration with **MPS Financial Advisor John Buck** and the internal MPS Review Team, conducted a thorough evaluation process to select the most suitable underwriter. The process included:

- **Comprehensive Review** of all four proposals.
- **Detailed Analysis** comparing terms, conditions, fees, experience, and offer structures.
- **Interviews** with the underwriting teams from each firm.
- **Background and Reference Checks** for each underwriter.

Key Findings:

- **Baird (Robert W. Baird & Co.)** : Competitive offering but higher fees and less flexibility in refinancing terms.
- **Morgan Stanley**: Strong market presence but higher costs and less favorable call features.
- **HJ Sims**: Provided favorable conditions but fees were higher compared to other firms.
- **Stifel Public Finance**: Offered the lowest underwriting fee (0.59%) and competitive terms. Their extensive experience with California charter schools and municipal bond refinancing, coupled with strong investor relations, positioned them as the most cost-effective and capable partner.

Impact

Selecting Stifel Public Finance is expected to maximize savings for Magnolia Public Schools and ensure successful refinancing of the 2014 and 2017 bonds. This will reduce debt service costs and improve the organization’s financial flexibility for future growth.

Estimated Sources & Uses and Sample D/S Schedule

Debt Service Savings (D/S):

- **Annual Savings (2026-2044):** Ranges from \$600,000 to \$739,075 annually.
- **Total Savings Over Term:** \$3,974,319 in reduced debt service.

Estimated Sources & Uses and Sample D/S Schedule

Period Ending	Prior Debt Service	2025 Bonds Debt Service	Savings
7/1/2026	\$2,429,656	\$1,529,150	\$ 900,506
7/1/2027	2,276,400	1,528,250	748,150
7/1/2028	2,131,188	1,529,750	601,438
7/1/2029	2,135,888	1,530,250	605,638
7/1/2030	2,142,888	1,529,750	613,138
7/1/2031	2,146,925	1,528,250	618,675
7/1/2032	2,158,000	1,530,750	627,250
7/1/2033	2,160,550	1,532,000	628,550
7/1/2034	2,169,875	1,532,000	637,875
7/1/2035	2,175,413	1,530,750	644,663
7/1/2036	2,181,600	1,528,250	653,350
7/1/2037	2,193,700	1,529,500	664,200
7/1/2038	2,201,138	1,529,250	671,888
7/1/2039	2,208,963	1,532,500	676,463
7/1/2040	2,221,863	1,529,000	692,863
7/1/2041	2,229,313	1,529,000	700,313
7/1/2042	2,241,313	1,532,250	709,063
7/1/2043	2,252,338	1,528,500	723,838
7/1/2044	2,267,075	1,528,000	739,075
7/1/2045	-	1,530,500	(1,530,500)
7/1/2046	-	1,530,750	(1,530,750)
7/1/2047	-	1,528,750	(1,528,750)
7/1/2048	-	1,529,500	(1,529,500)
7/1/2049	-	1,532,750	(1,532,750)

	Series 2025A (Tax-Exempt)	Series 2025B (Taxable)	Total
Bond Amount	\$23,345,000	\$ 170,000	\$23,515,000
Premium	648,190	-	648,190
2014 Reserve Fund	446,563	-	446,563
2017 Reserve Fund	1,786,837	-	1,786,837
CSFA Grant	1,532,750	-	1,532,750
Total Sources	\$ 27,759,340	\$ 170,000	\$27,929,340

	Series 2025A (Tax-Exempt)	Series 2025B (Taxable)	Total
2014 & 2017 Refunding	\$25,760,444	\$ -	\$25,760,444
Debt Service Reserve Fund	1,532,750	-	1,532,750
Cost of Issuance	466,146	170,000	636,146
Total Uses	\$ 27,759,340	\$ 170,000	\$27,929,340

- **Stifel recommends that MPS' issuer their bonds through the California School Finance Authority ("CSFA").**
- **MPS' bond sizing can be reduced by using a reserve fund grant provided by CSFA.**

- **Annual Cash Flow Savings:** Estimated between \$600,000 and \$700,000.

Bond Structure (Sources):

- **Series 2025A (Tax-Exempt):** \$23,345,000
- **Series 2025B (Taxable):** \$170,000
- **Total Bond Amount: \$23,515,000**
- **Premium:** \$648,190
- **2014 Reserve Fund:** \$446,563
- **2017 Reserve Fund:** \$1,786,837
- **CSFA Grant (Reserve Fund):** \$1,532,750

Total Sources: \$27,929,340

Uses of Funds:

- **2014 & 2017 Refunding:** \$25,760,444
- **Debt Service Reserve Fund (DSRF):** \$1,532,750
- **Cost of Issuance:** \$636,146

Total Uses: \$27,929,340

Budget Implications

The refinancing process will lead to lower interest rates and reduced debt service payments over the life of the bonds, generating significant long-term savings for Magnolia Public Schools.

Exhibits

1. Proposal from Stifel Public Finance
2. Engagement letter



December 6, 2024

Steve Budhreja
Chief Financial Officer
Magnolia Public Schools
250 East 1st Street, Suite 1500
Los Angeles, CA 90012
sbudhreja@magnoliapublicschools.org

Request For Proposals/Qualifications to Refinance Existing Debt with Tax Exempt Bond Financing

Dear Steve,

Thank you for the opportunity to submit our proposal to provide financing for Magnolia Public Schools (“Magnolia”) upcoming refinancing. We are excited at the prospect to serve as your capital partner.

Proposed Banking Team

John Kim will be the lead banker for Magnolia. John is Head of Stifel’s National Charter School Group with 27 years of experience providing strategic guidance and financing services to government and education institutions. John has raised over **\$1.5 billion** in capital for charter schools, from start-up schools to multi-state networks. Over his career, John has served networks including

Bright Star Schools, Larchmont Public Schools, Equitas Academies, Rocketship Public Schools, Summit Public Schools, Fortune School, Uncommon Schools, BASIS Charter Schools, and Citizens of the World Los Angeles. Nate is a Vice President with 8 years of experience in the finance industry. Throughout his career, he has raised over **\$800 million** in capital for charter schools. Nate has served networks including Aspire Public Schools, Vista Public Charter Schools, STEM Prep and Scholarship Prep. **Josh Bauer**, Assistant Vice President, leads the Charter School Data Analytics Team, spearheads research and quantitative analyses, and supports transaction execution. Josh brings a diverse background in finance with over 7 years of experience in public finance, venture capital and the hedge fund space. **Ben Stern**, Managing Director, is Stifel’s Lead Charter School Underwriter. Ben has honed his expertise in assessing investor appetite and

Magnolia’s Banking Team	
 <p>John Kim <i>Managing Director & Head of National Charter School Group</i> Los Angeles, CA</p>	 <p>Lead Charter School Underwriter Ben Stern <i>Managing Director</i> Los Angeles, CA</p>
 <p>Nate Keninitz <i>Vice President</i> Los Angeles, CA</p>	 <p>Josh Bauer <i>Assistant Vice President</i> Los Angeles, CA</p>

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negotiating the sale of bonds over his 30-year career, having sold **over a quarter trillion** tax-exempt bonds.

Top Underwriter of All Tax-Exempt Bonds & California Charter School Bonds

For ten consecutive years, Stifel has been the #1 underwriter of government and education bonds every year since 2020. Our level of market activity and constant contact with investors keeps our “finger on the pulse” of developing market trends and emerging challenges and hones our understanding of which investors are the best targets. Furthermore, **since 2020, we have completed more financings for charter schools in California than the next four firms combined.** Our success in the California charter school market is driven by our ability to craft a curated marketing strategy tailored to the unique story of each charter school we serve to attain the lowest cost of capital for our clients.

STIFEL - National Tax-Exempt Bond Rankings By Number of Issues

Year	Rank	No. of Issues	Amount (\$ mil.)
2023	1	632	\$17,015
2022	1	729	\$16,344
2021	1	1,031	\$23,693
2020	1	929	\$18,246
2019	1	803	\$16,263
2018	1	536	\$10,197
2017	1	781	\$18,068
2016	1	801	\$16,924
2015	1	811	\$16,718
2014	1	587	\$11,402

Source: SDC (Full to Book Equal if Joint) negotiated transactions ranked by number of issues.
As of December 4, 2024.

California Charter School Bond Ranking By Number of Issues Since 2020

Firm	No. of Issues	Amount (\$ mil.)	Mkt. Share
1 STIFEL	55	\$698.1	46.6%
2 RBC	24	450.9	20.3%
3 Truist	10	103.6	8.5%
4 Baird	8	117.6	6.8%
5 HJ Sims	5	71.2	4.2%

Source: Bloomberg (Full to Book Equal if Joint) ranked by number of issues.
As of December 4, 2024.

Pushing S&P to Upgrade Your Rating

In recent years, we’ve noticed a trend toward lower-than-expected rating outcomes for California charter school clients. Despite long renewal histories, stabilized post-COVID enrollment, strong cash balances and moderate debt loads, California charter schools have repeatedly received the short end of the stick when it comes to considerations for upgrades.

As a result, Stifel has been working tirelessly to push S&P to more actively monitor our clients’ rating positions and when going for a new rating, we’ve worked tirelessly to reveal our clients’ metrics to put them in the best position to get upgraded.

Depending on the degree of the upgrade, even one notch difference (going from “BB” to “BB+” for example) can save a client up to 0.25% - 0.40% in lower interest rates which translates to hundreds of thousands of dollars of savings over time.

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Most recently, we were able to successfully argue for Rocklin Academy (Sacramento area charter operator with 4 schools in grades K -12 serving 2,568 students) a move from “BB+” stable outlook to one with a “positive” outlook. While this change in outlook may seem like a modest change, Stifel was able to leverage this to secure rates for Rocklin that were close to or better than interest rates other “BBB-” charter schools in California and elsewhere received.

Magnolia was issued its S&P rating of “BB” originally in 2014. Since that time, Magnolia has gone through 11 rating surveillance actions, but not received any change to its rating.

Below is a credit comparison of Magnolia to other California charter schools in your peer group with higher S&P ratings currently. Given where things stand with Magnolia today, there’s no reason S&P should keep your rating artificially low.

S&P Peer Analysis – FY2023 Metrics

Rocklin Academy & “BBB-” CA Schools





School					FY '22 BBB- Medians
Rating	BB+	BBB-	BBB-	BBB-	
Outlook	Stable	Stable	Stable	Stable	
Location	CA	CA	CA	CA	
Last Surveillance Date	Sep. 2023	Sep. 2023	Sep. 2023	March 2024	
Enrollment	2,505	848	1,809	1,007	1,152
Waitlist	961	84	214	10	--
Waitlist as % of Enroll.	38.4%	9.9%	11.8%	1.0%	26.3%
Debt	\$7,985,000	\$11,135,000	\$11,160,000	\$34,100,000	--
Debt per Student	\$3,188	\$13,131	\$6,169	\$33,863	\$14,171
Cash	\$15,767,367	\$9,339,202	\$20,766,749	\$7,997,000	--
Revenue	\$37,903,508	\$16,624,169	\$35,504,571	\$16,024,000	\$16,018,000
Expenses	\$32,202,272	\$16,537,970	\$34,769,943	\$14,772,000	\$13,534,848
Surplus / (Deficit)	\$5,701,236	\$86,199	\$734,628	\$1,252,000	\$1,185,332
Coverage Ratio	24.57x	N/A	N/A	1.70x	1.90x
Days Cash on Hand	221 Days	243 Days	224 Days	201 Days	173 Days
Cash to Debt	197.5%	83.9%	186.1%	23.5%	37.5%

Source: S&P Ratings 360; Audited Financial Statements; Electronic Municipal Market Access (EMMA).

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S&P Peer Analysis – FY2022 Metrics

Rocklin Academy & “BBB-” CA Schools

School					FY '22 BBB- Medians
Rating	BB+	BBB-	BBB-	BBB-	
Outlook	Stable	Stable	Stable	Stable	
Location	CA	CA	CA	CA	
Last Surveillance Date	Sep. 2023	Sep. 2023	Sep. 2023	March 2024	
Enrollment	2,495	1,297	3,061	933	1,152
Waitlist	374	198	241	0	--
Waitlist as % of Enroll.	15.0%	15.3%	7.9%	0.0%	26.3%
Debt	\$8,170,000	\$13,633,000	\$22,290,000	\$9,332,000	--
Debt per Student	\$3,275	\$10,511	\$7,282	\$10,002	\$14,171
Cash	\$9,526,000	\$9,169,000	\$25,185,000	\$4,894,000	--
Revenue	\$30,189,000	\$23,651,000	\$56,730,000	\$13,588,000	\$16,018,000
Expenses	\$29,788,000	\$22,172,000	\$56,426,000	\$13,187,000	\$13,534,848
Surplus / (Deficit)	\$401,000	\$1,479,000	\$304,000	\$401,000	\$1,185,332
Coverage Ratio	12.05x	N/A	N/A	1.70x	1.90x
Days Cash on Hand	117 Days	157 Days	170 Days	138 Days	173 Days
Cash to Debt	116.6%	67.3%	113.0%	52.4%	37.5%

Source: S&P Ratings 360; Audited Financial Statements; Electronic Municipal Market Access (EMMA).

Our team is in the best position to help advocate for a rating upgrade from S&P. If a rating upgrade is not obtained from S&P, we would be happy to assist Magnolia to evaluate other options including seeking a Moody's rating as an alternative. This may come with some additional cost, but if an upgrade can be achieved it would be worth it.

Fee Proposal

Stifel is proposing to serve as underwriter on Rocklin's upcoming transaction to refinance its existing debt for a fee of **\$5.90/bond (0.59% of bond principal issued)**. This represents a lower fee than what we have charged other schools in the past due to Magnolia's prior experience in the marketplace, your S&P rating profile and expectation that the transaction will be executed efficiently. Most importantly, the Stifel team would really like to work with Magnolia and Buck Financial Advisors since we have not had the pleasure of doing either to date.

Thank you again for the opportunity to present our proposal to you. We look forward to answering any questions that you have. Thank you.



Sincerely,

A handwritten signature in black ink that reads "John W. Kim".

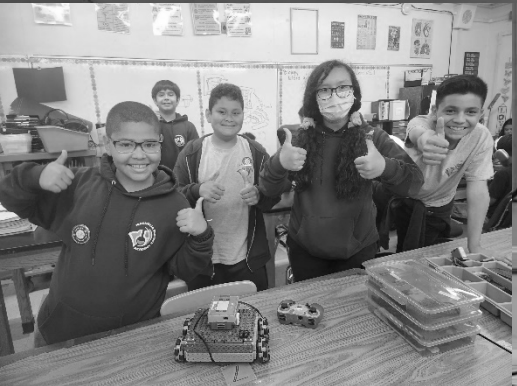
John Kim
Head of National Charter School Group
jkim@stifel.com
PH: 213-443-5203

Disclaimer

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Stifel's Proposal to Refinance Existing Debt December 6, 2024

STIFEL | Public Finance

- 01** Our Firm
- 02** Market Conditions & Structure
- 03** Rating Strategy
- 04** Marketing MPS' Bonds
- 05** Structure
- 06** Appendix

Our Firm

California Firm + California Team + Local Bankers



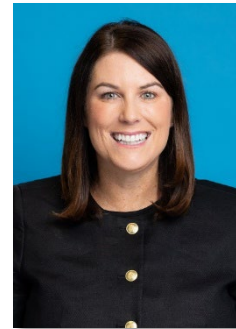
Founded in 1890 (NYSE: SF)

Headquartered in Los Angeles
(Stifel National Charter School Group)

\$437B in assets managed
(\$53.6B in CA / 184K accounts)

SEC Registered Brokerage - Licensed in 50 States, DC, PR, Virgin Islands

CA Charter School Underwriters / Traders



CA Charter School Bankers

1 of Every 7 Deals in the U.S.



STIFEL

**More Deals Sold Each Year
Than Any Other Firm
(10 Years in a Row)**

1 of Every 4 Deals in CA



STIFEL

California Rankings

Lead Issues Since 2020 (Ranked by No. of Issues)

Rank	Firm	No. of Issues	Mkt. Share	Amount (\$M)
1	STIFEL	788	23.8%	\$23,977.9
2	Piper Sandler	375	11.3%	11,952.4
3	Raymond James	362	10.9%	10,307.2
4	RBC	361	10.9%	24,965.8
5	Bank of America	180	5.4%	29,591.3
6	Morgan Stanley	151	4.6%	29,276.4
7	J P Morgan	131	4.0%	20,941.6
8	Wells Fargo	127	3.8%	18,260.3
9	Citi	123	3.7%	21,852.2

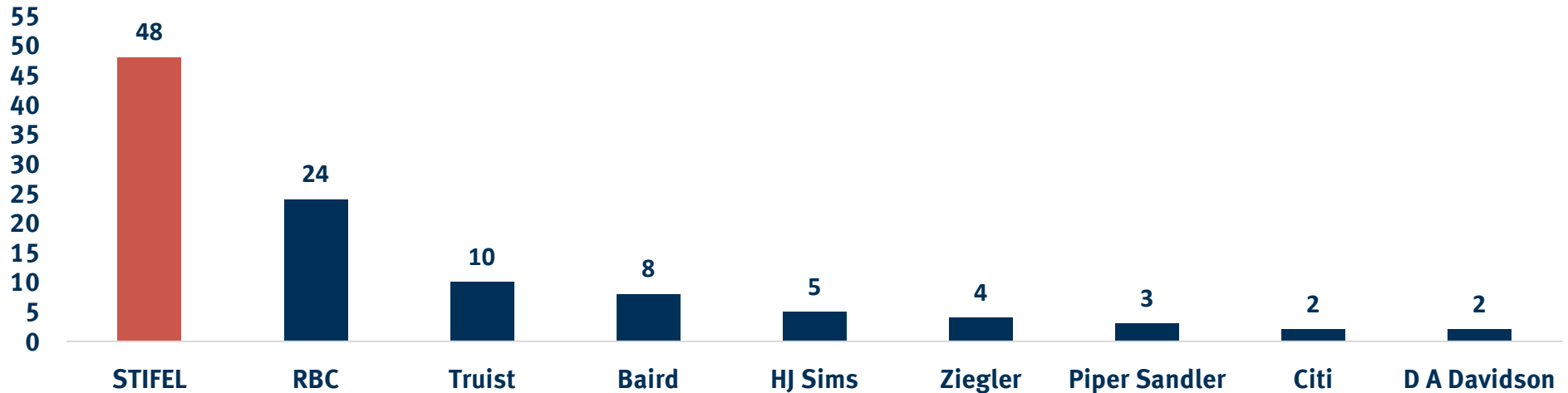
#1 Firm for CA Charter Schools

Stifel has sold almost 50% of all CA charter school deals since 2020

(Stifel: 48 deals vs. next 6 competitors combined: 47 deals)

California Charter School Rankings
Lead Issues Since 2020 (Ranked by No. of Issues)

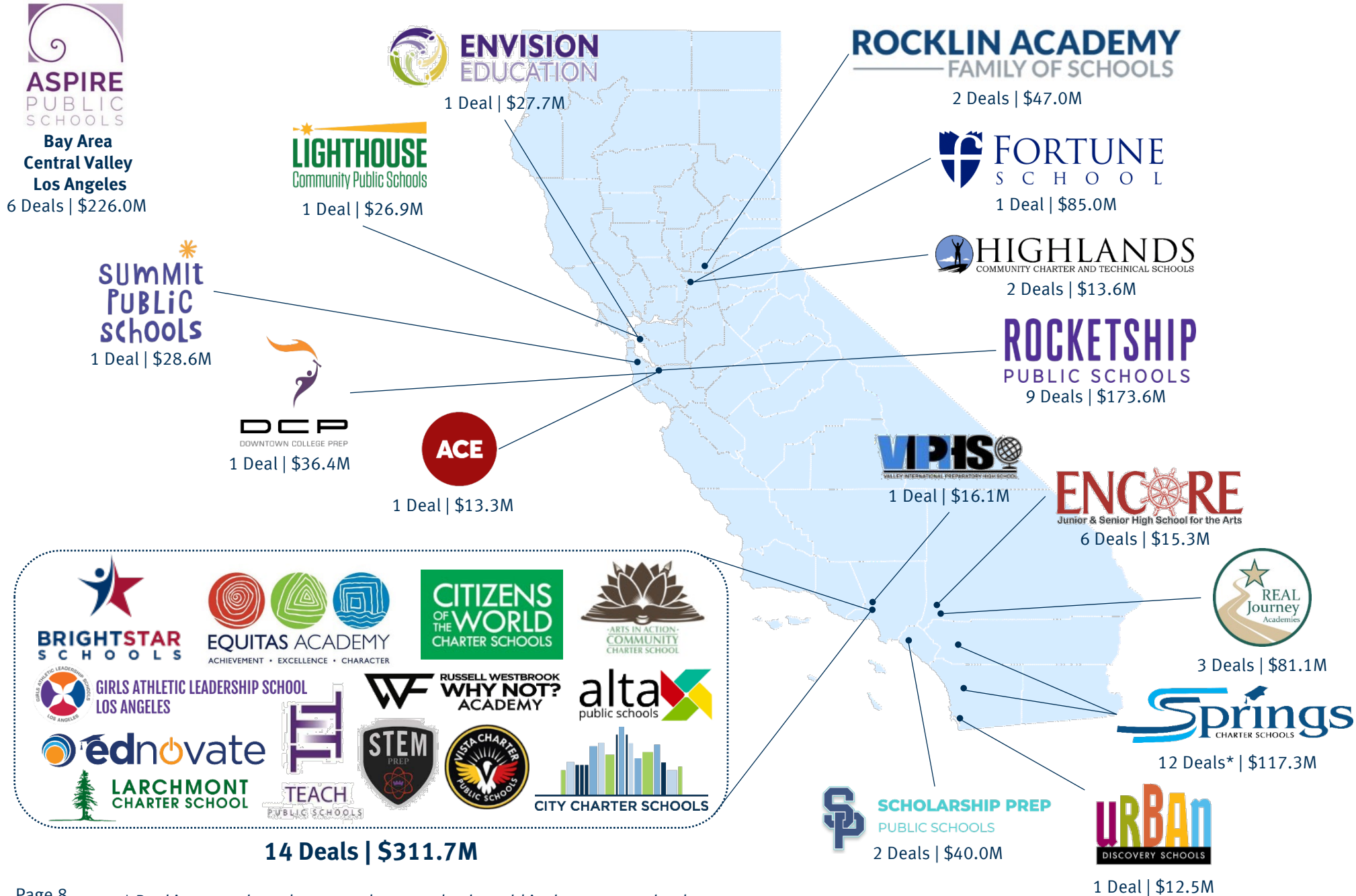
Firm	No. of Issues	Mkt. Share	Amount (\$M)
STIFEL	48	43.6%	\$698.09



**CHARTER
SCHOOL
GROWTH
FUND**

No firm has sold or advised more CSGF schools in California than Stifel
(Stifel: 10 schools vs. all competitors combined: 5)

Charter Schools We Serve in California

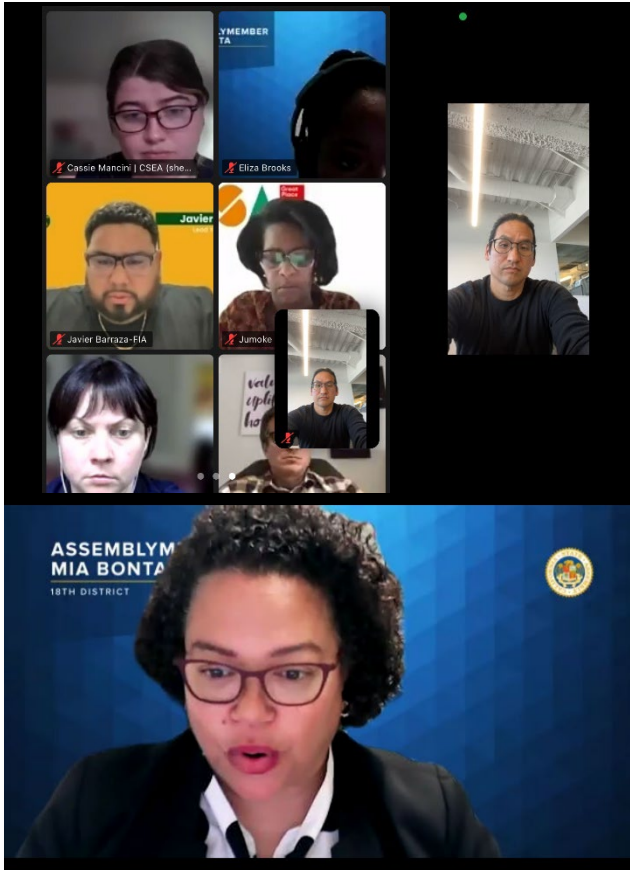


We Fight for CA Charter Schools

Stifel has served as technical advisor to CCSA on critical opposition campaigns related to anti-charter legislation

We're proud of helping CCSA secure vetoes on **AB 1604** (lifetime SB 740 cap), **AB 2484** (sale restrictions on SB 740 facilities)

Our Legislative Coalition Partners



AB 1604 (Bonta) - Opposition

California Charter Schools Association
Legislative Strategy

- Oppose in Assembly Education Committee since amendments won't be in print
- We oppose because:
 - SB 740 is the most successful charter school facility grant program to access high quality facilities in the communities served by charter schools and where the such facilities are needed
 - Bureau of State Audits found that the program is meeting its overall intent, school that receive CSFCP funds are more likely to stay open, better served, waste or misuse of funding
 - The proposed changes and amendments are not well thought out, and will undermine the program and access to charter school facilities
- Reach Out to Committee Chair Muratsuchi and encourage him to hold the bill since charter schools and stakeholders have not had a chance to review specific language; the Chair has already postponed the bill on legitimate concerns raise by charter schools and stakeholders
- Reach out to other Assembly Education Committee Members – Assemblymembers McCarty, Quirk-Silva, Carrillo*, Lee, Dahle* and Hoover*. Specifically focusing on Quirk-Silva and Carrillo.

* indicates likely NO vote

Our Team



John Kim

Head of the National Charter School Group

Los Angeles Office

415-999-4779 ♦ jkim@stifel.com

- **Executive Committee Member (one of 8 members that manage our Public Finance Dept.)**
- Completed over \$25B of financings nationally
- Spent entire 27-year career at Stifel
- Executive Producer at Stifel Studios (promotional film / original content producer for nonprofit & government organizations)
- Former science instructor at Laney College; 10th grade U.S. History teacher at Berkeley HS
- UC Berkeley: BA – Double Major in Rhetoric & History; Minor in Ethnic Studies
- FINRA Licenses: Series 7, 50, 52, 53, 54, 63, 79



Nate Keninitz

Vice President – National Charter School Group

Los Angeles Office

213-443-5075 ♦ keninitzn@stifel.com

- 8 years of experience serving in the finance industry
- Raised over \$800 million in capital for charter schools
- Clients include Aspire Public Schools, Rocketship Public Schools, and Scholarship Prep Public Schools
- University of Maryland: BS – Finance
- FINRA Licenses: Series 50, 52, 63

Our Team



Josh Bauer

Assistant Vice President – National Charter School Group

Los Angeles Office

213-443-5007 ♦ bauerj@stifel.com

- 6 years experience in public finance, VC, and hedge fund space
- Manager of our Data Analytics team for the Charter School Group
- Clients include Summit Public Schools, Lighthouse Community Public Schools, and Downtown College Prep
- University of North Carolina at Chapel Hill: BA – Economics
- FINRA Licenses: Series 50, 52, 63



Ben Stern

Lead Charter School Underwriter

Los Angeles Office

213-443-5225 ♦ bstern@stifel.com

- Spent 30 years with Stifel in public finance
- Sold over \$250 billion in municipal bonds
- Sold bonds for charter schools across the country, from startups to multi-state CMOs
- UCLA: BS – Electrical Engineering, MBA
- FINRA Licenses: Series 7, 24, 52, 53, 55, 57, 63, 79, 99

Rating Strategy

Track Record Of Securing Strong Rating Outcomes in CA

Since 2020, Stifel has secured more CA charter ratings in the “BBB” and “BB” level than our competitors

Issued more “BB” CA charter schools than anyone else (Stifel: 13 schools vs. next two competitors combined: 12 schools)

Our rating comps put “informed” pressure on rating analysts

S&P Peer Analysis – FY2023 Metrics
Rocklin Academy & “BBB-” CA Schools

School	ROCKLIN ACADEMY	STEM	Camden Charter Academy	THE ECONOMIC CHOICE	FY '22 BBB- Medians
Rating	BB+	BBB-	BBB-	BBB-	
Outlook	Stable	Stable	Stable	Stable	
Location	CA	CA	CA	CA	
Last Surveillance Date	Sep. 2023	Sep. 2023	Sep. 2023	March 2024	
Enrollment	2,505	848	1,809	1,007	1,152
Waitlist	961	84	214	10	--
Waitlist as % of Enroll.	38.4%	9.9%	11.8%	1.0%	26.3%
Debt	\$7,985,000	\$11,135,000	\$11,160,000	\$34,100,000	--
Debt per Student	\$3,188	\$13,131	\$6,169	\$33,863	\$14,171
Cash	\$15,767,367	\$9,339,202	\$20,766,749	\$7,997,000	--
Revenue	\$37,903,508	\$16,624,169	\$35,504,571	\$16,024,000	\$16,018,000
Expenses	\$32,202,272	\$16,537,970	\$34,769,943	\$14,772,000	\$13,534,848
Surplus / (Deficit)	\$5,701,236	\$86,199	\$734,628	\$1,252,000	\$1,185,332
Coverage Ratio	24.57x	N/A	N/A	1.70x	1.90x
Days Cash on Hand	221 Days	243 Days	224 Days	201 Days	173 Days
Cash to Debt	197.5%	83.9%	186.1%	23.5%	37.5%

Source: S&P Ratings 360; Audited Financial Statements; Electronic Municipal Market Access (EMMA).

Example: Rocklin Academies upgraded to “Positive” outlook less than 5 months after surveillance where they received a “Stable” outlook

WHY IS STIFEL BETTER?

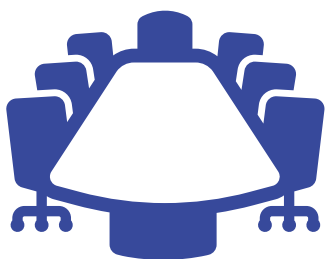
- No “cookie-cutter” work
- Encourage in-person rating meetings / tours
- Strong data approach enables us to advocate vigorously for (+) client rating outcomes

Our Assessment: MPS should be “BB+”

Based on our internal credit prediction model, your rating should be “BB+”

While your metrics map you to an indicative rating of “BBB-” based on S&P’s criteria, S&P has begun issuing ratings 1-3 notches below the anchor rating determined by their criteria in the last year. Rating agencies are particularly conservative in the current fiscal year as charter schools lose their one-time funding.

Pillars of Our Strategy For Your Rating Success



**Excellent
Management
& Governance**



**Established
Track Record**



**Demographics
+ Demand
Statistics**



**Strong
Financial
Results**

S&P Initial Indicative Rating Credit Profile Scorecard

Enterprise Profile				45%	35%	20%		
Weight	Sub-Weight	Sub-Sub-Weight	Factor	2023-24	2022-23	2021-22	Score	Weighted Score
10%			Economic Fundamentals	3.00	3.00	3.00	3.00	0.30
40%			Industry Risk	4.00	4.00	4.00	4.00	1.60
30%			Market Position & Demand	3.88	3.88	4.05	3.91	1.17
	70%		<i>Demand and Competition</i>	4.25	4.25	4.50	4.30	
		25%	<i>Enrollment</i>	3.00	3.00	3.00	3.00	
		25%	<i>Annual Enrollment Growth</i>	5.00	5.00	6.00	5.20	
		25%	<i>Waitlist</i>	5.00	5.00	5.00	5.00	
		25%	<i>Retention Rate</i>	4.00	4.00	4.00	4.00	
	10%		<i>Statutory Framework</i>	3.00	3.00	3.00	3.00	
	10%		<i>Charter Standing</i>	3.00	3.00	3.00	3.00	
	10%		<i>Academic Quality</i>	3.00	3.00	3.00	3.00	
20%			Management & Governance	3.00	3.00	3.00	3.00	0.60
100%			Raw Score					3.67

Financial Profile				45%	35%	20%		
Weight	Sub-Weight	Sub-Sub-Weight	Factor	2023-24	2022-23	2021-22	Score	Weighted Score
45%			Financial Performance	4.55	3.05	3.85	3.89	1.75
	65%		<i>Lease-adjusted MADS Coverage</i>	5.00	3.00	4.00	4.10	
	20%		<i>Excess Margin</i>	5.00	4.00	4.00	4.45	
	15%		<i>Total Revenue</i>	2.00	2.00	3.00	2.20	
25%			Liquidity & Financial Flexibility	3.00	3.00	3.00	3.00	0.75
	70%		<i>Days Cash on Hand</i>	3.00	3.00	3.00	3.00	
	30%		<i>Cash-to-Debt Ratio</i>	3.00	3.00	3.00	3.00	
30%			Debt Burden	3.80	3.80	3.80	3.80	1.14
	80%		<i>MADS Burden</i>	4.00	4.00	4.00	4.00	
	20%		<i>Debt-to-Capitalization</i>	3.00	3.00	3.00	3.00	
100%			Raw Score					3.64

Score	
1.00	Extremely Strong
2.00	Very Strong
3.00	Strong
4.00	Adequate
5.00	Vulnerable
6.00	Highly Vulnerable

S&P Raw Scores Mapped to Matrix & Indicative Rating



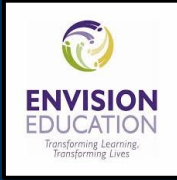

- Based on our preliminary assessment, we believe MPS should have a “BB+” rating
- “Enterprise Profile” is likely “Adequate” to “Strong” and “Financial Profile” is likely “Adequate”
 - While the “Financial Profile” raw score is in between “Strong” and “Adequate”, we find S&P tends to lean towards conservatism for the “Financial Profile”

		Financial Profile					
Initial Indicative Rating		1	2	3	4	5	6
		Extremely Strong	Very Strong	Strong	Adequate	Vulnerable	Highly Vulnerable
1	Enterprise Profile				A		
2					A-		
3					BBB+/BBB		
4		A+	A/A-	A-/BBB+	BBB/BBB-	BB	B+
5					BB		
6					B+		

3.67 →

3.64 ↓

MPS has Equal or Better Metrics than its “BB+” Peers

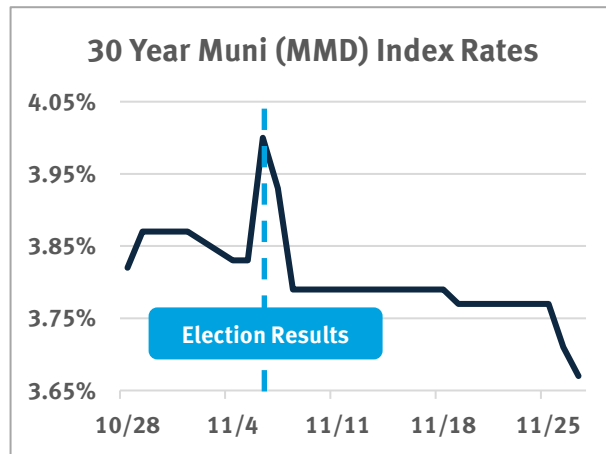
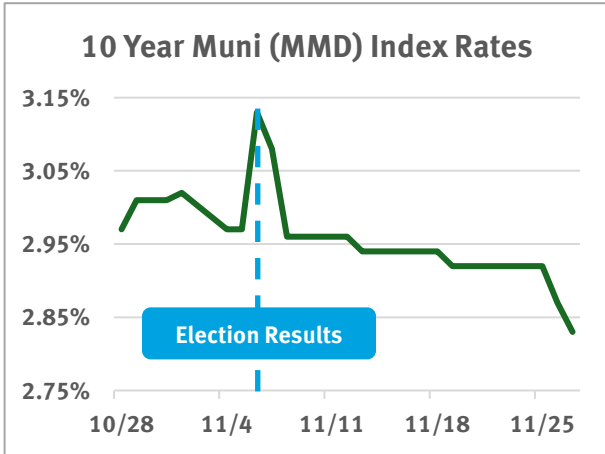
School					FY '23 BB+ Medians
Rating	BB	BB+	BB+	BB+	BB+
Outlook	Stable	Stable	Stable	Stable	
Location	CA	CA	CA	CA	
Last Surveillance Date	6/24/2024	4/4/2024	7/9/2024	11/3/2023	
Enrollment	3,730	1,036	1,378	1,037	1,284
Debt	\$68,323,000	\$47,305,000	\$23,017,000	\$17,075,000	
Debt per Student	\$18,317	\$48,970	\$15,143	\$16,466	\$18,881
Cash	\$41,518,000	\$14,480,000	\$11,343,000	\$11,135,000	
Revenue	\$75,368,000	\$23,433,000	\$29,357,000	\$16,991,000	\$19,148,000
Expenses	\$69,313,000	\$22,240,000	\$27,094,000	\$14,554,000	\$18,625,704
Surplus / (Deficit)	\$6,055,000	\$1,193,000	\$2,263,000	\$2,437,000	\$522,296
Coverage Ratio	2.60x	1.40x	1.43x	1.50x	1.90x
Days Cash on Hand	227 Days	250 Days	131 Days	279 Days	127 Days
Cash to Debt	61%	31%	49%	65%	25%

M Market Conditions and Structure

Current Market Environment

Yields ease as demand remains strong.

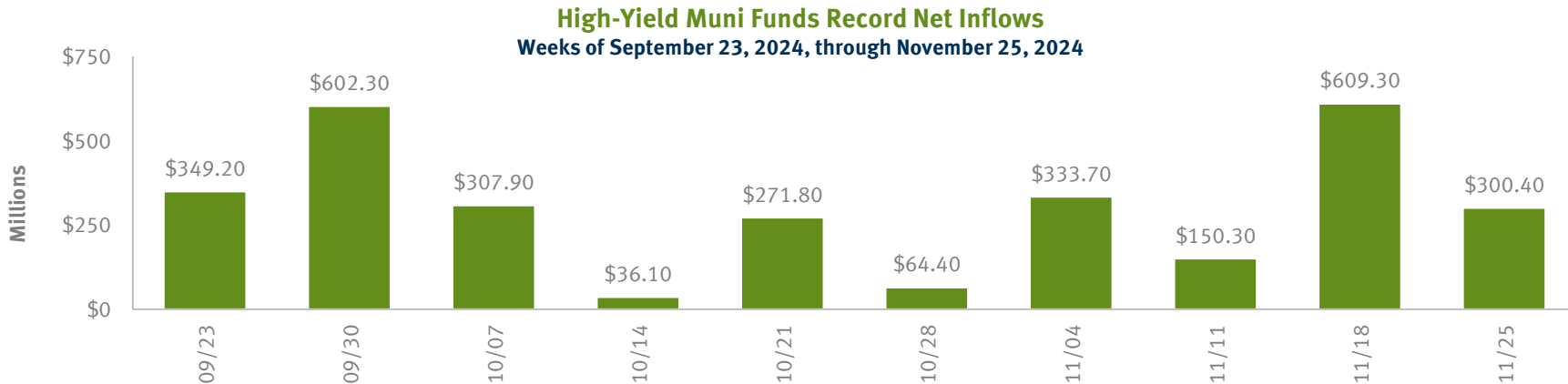
- Despite initial volatility related to the Presidential election results, municipal interest rates have moderated in the last month



Date	10 Year MMD	Change	30 Year MMD	Change
10/28/24	2.97%	-	3.82%	-
11/5/24*	2.97%	-	3.83%	+0.01%
11/6/24	3.13%	+0.12%	4.00%	+0.13%
11/7/24	3.08%	+0.07%	3.93%	+0.06%
11/8/24	2.96%	(0.05%)	3.79%	(0.08%)
11/13/24	2.94%	(0.02%)	3.79%	-
11/20/24	2.92%	(0.02%)	3.77%	(0.02%)
11/27/24	2.83%	(0.09%)	3.67%	(0.10%)
11/29/24	2.78%	(0.05%)	3.62%	(0.05%)
12/2/24	2.78%	-	3.62%	-
12/3/24	2.76%	(0.02%)	3.59%	(0.03%)

Source: Municipal Market Data Index.
*Presidential election.

- Markets continue to see strong demand for municipal bonds, as funds receive continued inflows



Economic Forecast

- The current market expectation is that inflation will be slightly above the 2% goal and that the Fed will implement one more modest (0.25%) rate cut before considering a pause
- Stifel’s Chief Economist, Dr. Lindsay Piegza projects the Fed Funds rate will be 3.75% by the end of next year (4.50% now)
- We expect rates to remain mostly stable through 1Q of 2025, and expect continued demand as January and February are historically strong months for municipal inflows



STIFEL’s Chief Economist’s Fed Funds Rate Forecast						
	Current	Q4 24	Q1 25	Q2 25	Q3 25	Q3 25
Fed Funds	4.75%	4.50%	4.25%	4.00%	3.75%	3.75%

Indicative Interest Rates

- **Stifel’s indicative interest rates assume:**
 - BB Rating
 - Issuance through CSFA with \$250,000 minimum denominations sold to QIBs and AIs

- **Our scale is based on the latest California charter school financings and secondary market trades we have participated in**

- **Given the anticipated size, breaking up the financing into 3 or 4 distinct term bonds would help reduce the overall interest cost**

Issuer	California School Finance Authority					
Borrower	Magnolia Public Schools					
State	CA					
Call Date	6/1/2032					
Par Amount	\$23,540,000					
Rating	BB					
Sale Date	3/1/2025					
Maturity	Par	Coupon	Yield	MMD*	Spread	
2035	\$2,295,000	5.00%	4.18%	2.73%	+ 1.45%	
2036						
2037						
2038						
2039						
2040						
2041						
2042						
2043						
2044						
2045	\$4,020,000	5.00%	4.64%	3.29%	+ 1.35%	
2046						
2047						
2048						
2049						
2050						
2051						
2052						
2053						
2054						
2055	\$6,560,000	5.00%	4.77%	3.57%	+ 1.20%	
2056						
2057						
2058						
2059						
2060						
2061						
2062						
2063						
2064	\$10,665,000	5.00%	4.87%	3.57%	+ 1.30%	

Estimated Sources & Uses and Sample D/S Schedule

Period Ending	Prior Debt Service	2025 Bonds Debt Service	Savings
7/1/2026	\$2,429,656	\$1,529,150	\$ 900,506
7/1/2027	2,276,400	1,528,250	748,150
7/1/2028	2,131,188	1,529,750	601,438
7/1/2029	2,135,888	1,530,250	605,638
7/1/2030	2,142,888	1,529,750	613,138
7/1/2031	2,146,925	1,528,250	618,675
7/1/2032	2,158,000	1,530,750	627,250
7/1/2033	2,160,550	1,532,000	628,550
7/1/2034	2,169,875	1,532,000	637,875
7/1/2035	2,175,413	1,530,750	644,663
7/1/2036	2,181,600	1,528,250	653,350
7/1/2037	2,193,700	1,529,500	664,200
7/1/2038	2,201,138	1,529,250	671,888
7/1/2039	2,208,963	1,532,500	676,463
7/1/2040	2,221,863	1,529,000	692,863
7/1/2041	2,229,313	1,529,000	700,313
7/1/2042	2,241,313	1,532,250	709,063
7/1/2043	2,252,338	1,528,500	723,838
7/1/2044	2,267,075	1,528,000	739,075
7/1/2045	-	1,530,500	(1,530,500)
7/1/2046	-	1,530,750	(1,530,750)
7/1/2047	-	1,528,750	(1,528,750)
7/1/2048	-	1,529,500	(1,529,500)
7/1/2049	-	1,532,750	(1,532,750)
7/1/2050	-	1,528,250	(1,528,250)
7/1/2051	-	1,531,250	(1,531,250)
7/1/2052	-	1,531,250	(1,531,250)
7/1/2053	-	1,528,250	(1,528,250)
7/1/2054	-	1,532,250	(1,532,250)
7/1/2055	-	1,527,750	(1,527,750)
TOTAL	\$45,898,400	\$45,898,400	\$ (3,974,319)

	Series 2025A (Tax-Exempt)	Series 2025B (Taxable)	Total
Bond Amount	\$23,345,000	\$ 170,000	\$23,515,000
Premium	648,190	-	648,190
2014 Reserve Fund	446,563	-	446,563
2017 Reserve Fund	1,786,837	-	1,786,837
CSFA Grant	1,532,750	-	1,532,750
Total Sources	\$ 27,759,340	\$ 170,000	\$27,929,340

	Series 2025A (Tax-Exempt)	Series 2025B (Taxable)	Total
2014 & 2017 Refunding	\$25,760,444	\$ -	\$25,760,444
Debt Service Reserve Fund	1,532,750	-	1,532,750
Cost of Issuance	466,146	170,000	636,146
Total Uses	\$ 27,759,340	\$ 170,000	\$27,929,340

- Stifel recommends that MPS' issuer their bonds through the California School Finance Authority ("CSFA").
- MPS' bond sizing can be reduced by using a reserve fund grant provided by CSFA.

- **Blended Yield: 4.86%**
- **Bond Term: 30 Years**
- **Annual Cash Flow Savings: \$600-700K**

40-Year Bonds Enable CMOs to Focus on Growth/Programs

Stifel commonly sells 40-year bonds for CA CMOs

40-year rates are incrementally higher **BUT** reduced cash flow burden helps schools invest in growth and programs

- Schools always have option to refinance bonds later (if rates are favorable) or accelerate paydown of 40-year bonds after Year 8

Term	30Y (Base)	35Y	40Y
Blended Rate*	4.74%	4.81%	4.86%
Annual Payment	\$1.53M	\$1.44M	\$1.38M
Difference (from 30Y)	-	\$87K lower	\$148K lower

*Represents weighted average interest rate.









- A 40-year term reduces annual payments by about \$148K while increasing rates by only 0.12% compared to a 30-year term

Financing Scenario Disclosure:

- Preliminary and subject to change.
- Interest rate assumptions are based on current market conditions and similar credits.
- Actual results may differ, and Stifel makes no commitment to underwrite at these levels.
- Costs of issuance and underwriter's discount are estimates for discussion purposes.







Record-Low BB+ Spreads Achieved for Rocklin Academy

- **Stifel secured the lowest spreads for a BB+ charter school to date for Rocklin Academy**
 - This record was previously held by Envision Education, and before that, was held again by Rocklin on their 2021 Bonds – both transactions were priced by Stifel
- **Although Rocklin had a BB+ rating, Stifel leveraged the school’s story and our deep-rooted investor relationships to price Rocklin’s bonds at the levels of an investment grade credit**
 - Rocklin (BB+) priced at similar spreads to Alliance College-Ready (BBB, two rating notches higher) in the 30 and 35-year maturity

 ENVISION EDUCATION	 ROCKLIN ACADEMY FAMILY OF SCHOOLS	 REAL Journey Academies	Borrower	 NEW DESIGNS CHARTER SCHOOL	 GHC GRANADA HILLS CHARTER	 ALLIANCE College-Ready Public Schools
STIFEL	STIFEL	STIFEL	Underwriter	 BAIRD	 Ziegler	PIPER SANDLER
CA	CA	CA	State	CA	CA	CA
\$22.85M	\$38.79M	\$42.45M	Par Amount	\$32.09M	\$26.39M	\$34.76M
BB+	BB+	BB+	Rating	BB+	BBB	BBB
7/25/24	10/17/24	11/20/24	Sale Date	5/21/24	8/20/24	10/25/24
			<u>Spreads to MMD</u>			
+1.40%	+1.20%	+1.35%	10 Year	+1.50	+0.68%	+1.09
			15 Year			+0.89
+1.35%	+1.10%	+1.20%	20 Year	+1.50	+0.88%	
			25 Year			+0.75
+1.22%	+0.85%	+1.05%	30 Year	+1.30	+0.73%	
			35 Year			+0.80
+1.33%	+1.00%	+1.17%	40 Year	+1.40	+0.87%	

Fortune Outprices 2024 CA Unrated Charter School Bonds

- Stifel secured the lowest spreads of any unrated California charter school bond issuance in 2024 for Fortune Schools
- Even though Fortune’s bonds were unrated they outpriced many “BB” rated bonds
 - Stifel attracted a broad group of investors through a promotional film that made credit analysts become emotionally invested in Fortune’s unique story

	Borrower			
STIFEL	Underwriter			PIPER SANDLER
CA	State	CA	CA	CA
\$38,785,000	Par Amount	\$24,995,000	\$21,060,000	\$10,745,000
NR	Rating	BB-	NR	NR
10/17/2024	Sale Date	11/7/2024	10/31/2024	10/17/2024
	Spreads to MMD			
+1.84%*	10 Year			+2.47%
	15 Year	+1.64%	+2.31%	
+1.54%	20 Year	+1.55%		+2.39%
	25 Year			
+1.40%	30 Year	+1.50%	+2.28%	+2.34%
+1.44%	35 Year			
+1.50%	40 Year	+1.60%	+2.38%	+2.47%

Marketing MPS' Bonds

Magnolia Public Schools OG Profile




2,993
2023-24 Enrollment

78%
Economically Disadvantaged

84%
Minority



Authorizers



Opening School Year: **2002-03**

TK-12th
Grades Served

CAASPP
Standard Met or Exceeded

41.9%
English Language Arts

25.7%
Math

8
School Sites



Marketing Plan – Overview

- **Securing lowest interest rates requires finding buyers most willing to “pay up” for the School**
 1. Top CA charter school investors
 2. Other top CA high-yield investors
 3. CA high-net-worth (HNW) retail
- **The story told to investors must address:**
 - Local economy and demographics
 - MPS unique position in the SoCal charter market

nuveen

A TIAA Company

BlackRock



CAPITAL
GROUP®

Goldman
Sachs



American Century
Investments®

Allianz 



Invesco

Vanguard



ALLIANCEBERNSTEIN®



FRANKLIN
TEMPLETON

Top CA High-Yield & Top CA Charter Investors

Top California High-Yield Bondholders*

Firm	Holdings (\$mm)	% of Total
Franklin Templeton	\$6,094.0	19%
Nuveen	4,464.3	14%
Capital Group	2,900.0	9%
Vanguard	2,293.6	7%
AllianceBernstein	1,849.5	6%
Invesco	1,812.5	6%
American Century	1,228.4	4%
Goldman Sachs	1,177.0	4%
Allianz	1,088.2	3%
Blackrock	931.5	3%
Other Holders	8,915.7	27%
Total	\$32,754.8	100%

Top California Charter School Bondholders

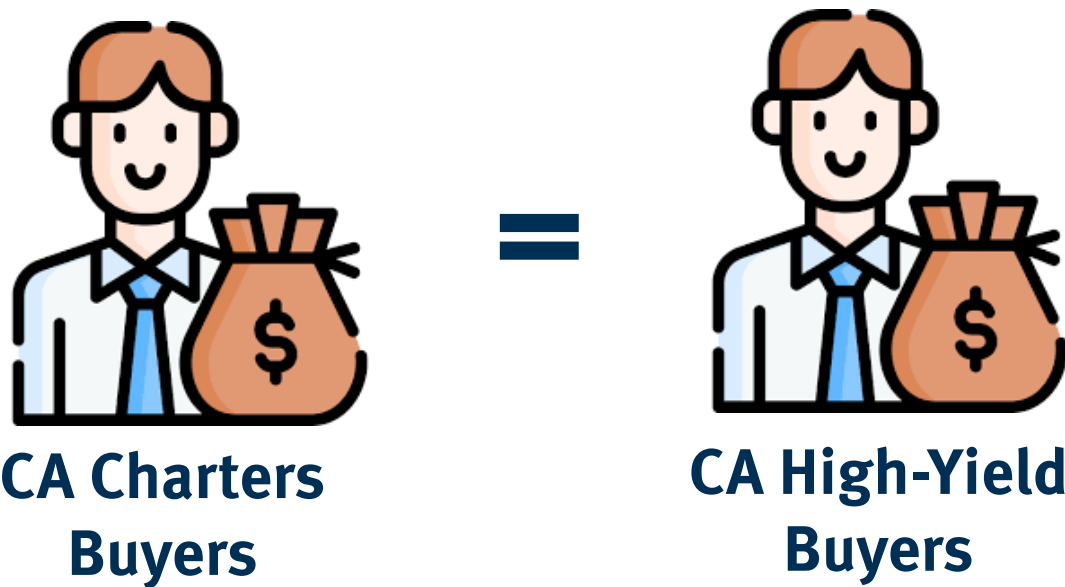
Firm	Holdings (\$mm)	% of Total
Nuveen	\$472.4	19%
Franklin Templeton	289.9	11%
Capital Group	174.4	7%
Invesco	173.0	7%
AllianceBernstein	171.8	7%
Vanguard	141.1	6%
Blackrock	140.0	6%
American Century	133.4	5%
Allianz	90.0	4%
Goldman Sachs	84.9	3%
Other Holders	665.5	26%
Total	\$2,536.4	100%

Source: Bloomberg, as of December 5, 2024.

*High-yield is defined here as inclusive of “BBB” category, lower or no rating.

CA Investors Depend on Stifel to Supply High-Yield Bonds

CA marketplace is ***special*** → CA high-yield investors (same people who buy CA charters) depend heavily on Stifel for supply & liquidity



Because of the frequency of our CA high-yield deals, we frequently dictate where rates are set in this marketplace

California Distribution Matters

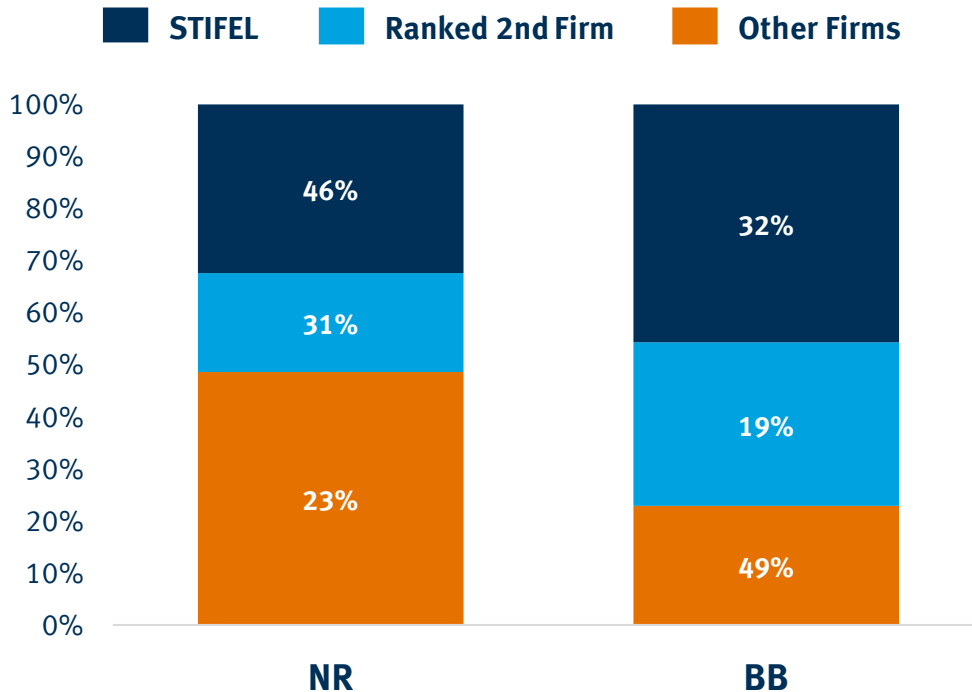
No. of CA Deals By Rating Category & UW

Rating Category	NR	BB
STIFEL	234	16
Ranked 2nd Firm	137	11
Other Firms	351	8
Total No. of Deals	722	35

- 1 in every 4 CA deals is sold by Stifel
- Most active CA investors depend on us to supply their bonds
- We sell more BB and unrated bonds in CA than anyone else

Stifel Sells the Most High-Yield Bonds in California

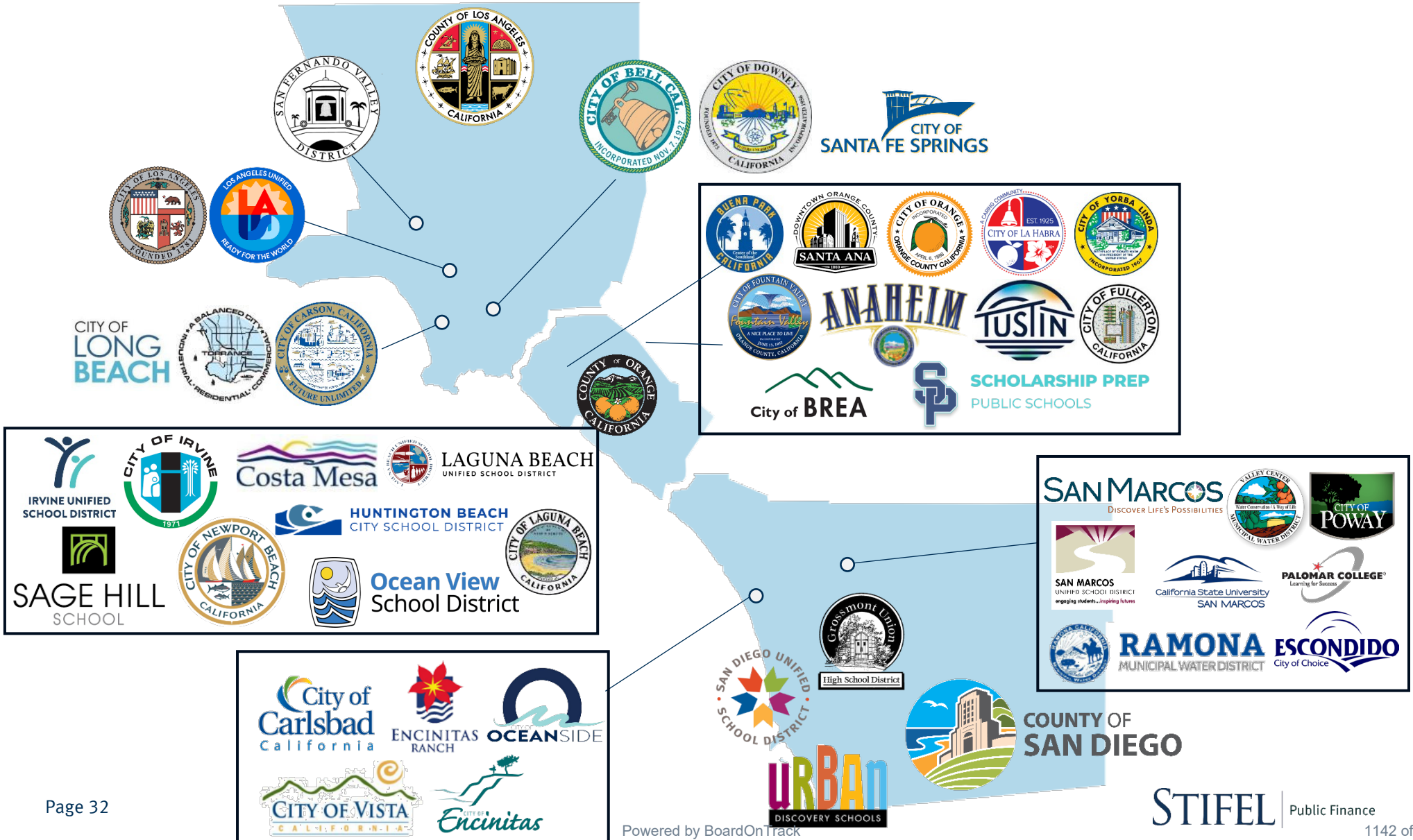
Lead Managed Negotiated Issues Since 2020 (Ranked by # of Issues)



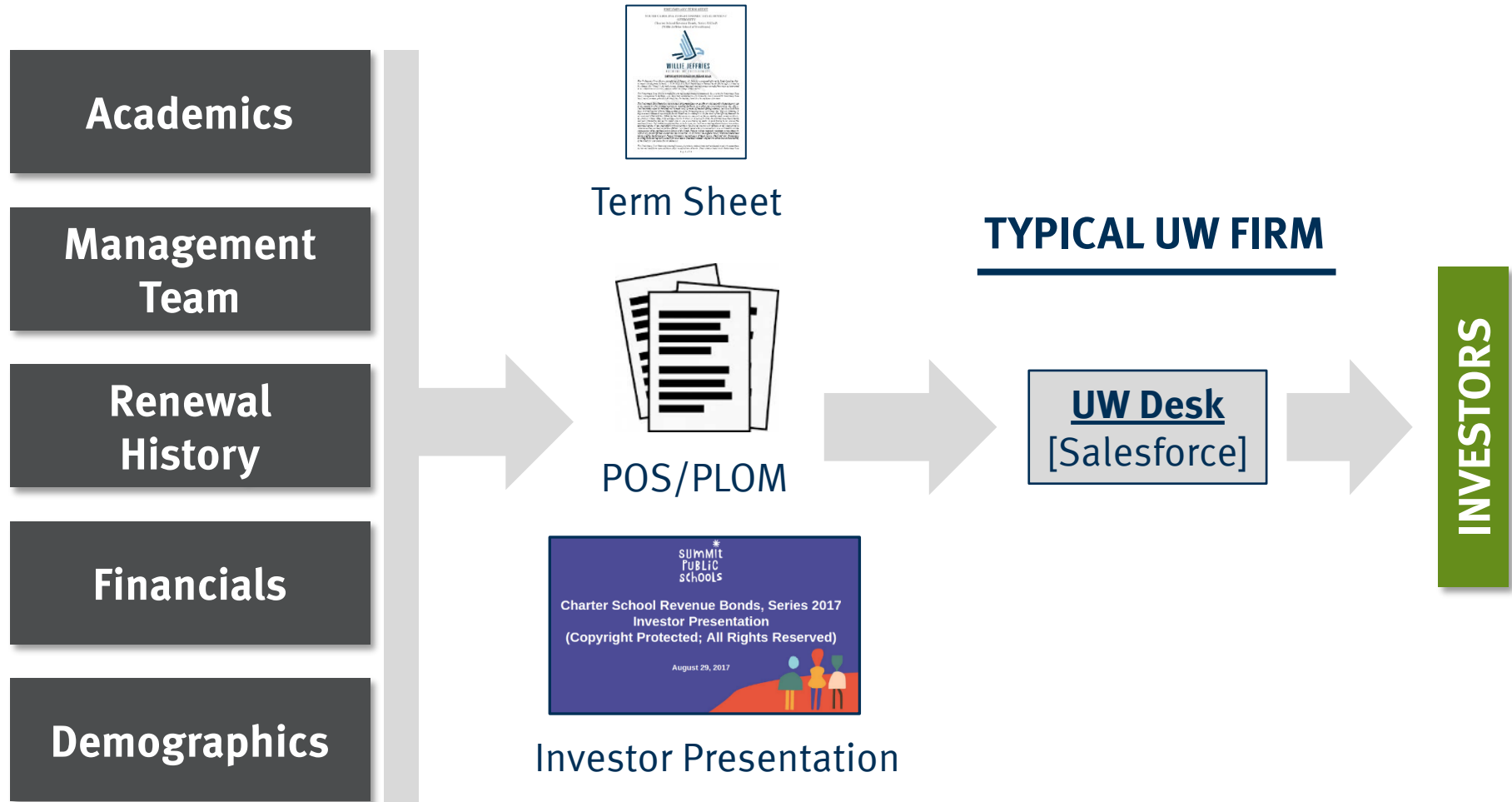
We Serve Your Communities

Stifel has raised over \$115.4 billion in the Counties of LA, Orange and San Diego

No firm knows how to sell the local economy & demographics better



How Other Firms Sell Charter School Bonds



How Stifel Plans to Sell MPS' Bonds

Stifel augments the typical marketing process with **1** bolstered disclosure, **2** photo essays, **3** promo films, **4** in-person site visits, **5** heavy banking team engagement with investors and **6** strong continuing disclosure programs.



Magnolia Public Schools is Unique

Established Track Record of Academic Excellence

Innovative STEAM-Focused Curriculum

Leader in College Readiness for Low-Income & 1st Gen.

Serving a Vibrant and Diverse Economy and Community



Term Sheet



POS/PLOM

1



Expanded Appendix A

2

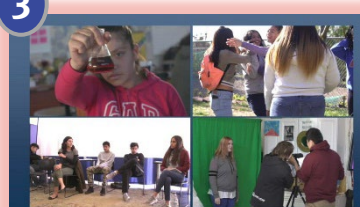


Photo Essay



Investor Presentation

3



Promo Film

4



Site Visits

STIFEL

UW Desk [Salesforce]

Banking Team

Continuing Disclosure Programs

INVESTORS

CASE STUDY Envision Academy (\$23M Bonds)

In July 2024, Stifel sold \$22.8M of BB+ bonds for Envision Education to fund the acquisition of their downtown Oakland campus and Hayward campus portables

- Broad institutional participation, including some of the top CA high-yield investors (Vanguard, Nuveen, Invesco)
- **5.05x** oversubscribed – Priced aggressively, attracting the optimal level of investor interest and left nothing on the table



Summary of Investor Participation

	No. of Accounts	Amount
Order Placed	20	\$115.4M
Bonds Allotted	8	\$22.8M

Borrower	Envision Education
State	CA
Par Amount	\$22,845,000
Rating	BB+
Sale Date	7/25/2024
Spreads to MMD	
10 Year	+1.40%
20 Year	+1.35%
30 Year	+1.22%
40 Year	+1.33%



Appendix

Proposed Underwriting Fee & References

**Our proposed NTE fee is \$5.90 per bond.
Our fee would be fully contingent on closing.**

References

 **FORTUNE**
S C H O O L
Bonnie Bensen, CFO
916-924-8633x107
bbensen@fortuneschool.us

\$84,995,000
Charter School Revenue Bonds
(Fortune School of Education OG)
California School Finance Authority
Series 2024AB
California Infrastructure and Econ. Dev. Bank
Series 2024C

Project: Acquisition of four campuses and home office

Pricing Date: 10/29/2024

Fee: \$7.50/bond



References cont.



Jason Watts, CEO

714-795-3729

jwatts@scholarshipschools.org



\$21,650,000

Charter School Revenue Bonds
(Scholarship Prep Public Schools OG)
California School Finance Authority
Series 2023AB

Project: Acquisition of campus site

Pricing Date: 12/18/2023

Fee: \$22.50/bond

ROCKLIN ACADEMY
— FAMILY OF SCHOOLS

Ace Ensign, Dir. of Finance

916-778-4544

aensign@rafos.org



\$38,785,000

Charter School Revenue Bonds
(Rocklin Academy Project)
California Enterprise Development
Authority
Series 2024

Project: Acquisition of campus site

Pricing Date: 10/17/2024

Fee: \$7.50/bond

Stradling is the Best UW Counsel for CA Charters

Stradling has served as underwriter's counsel on **54** CA charter transactions since 2020

Stradling's NTE fee is \$65,000



Kerrigan R. Bennett
Partner

San Francisco, CA

Insurance Coverages

Coverage Type	Name of Insurer	Per incident Coverage	Aggregate Coverage
Errors & Omissions Insurance	Houston Casualty Company		\$5 million
Directors & Officers Insurance	US Specialty, Everest National, Endurance American Insurance	\$10 million	\$40 million
Cyber Liability Insurance	Lloyd's of London	\$10 million	\$40 million
Other	General Liability	\$1-5 million	\$20 million

Stifel As Your Partner

Stifel - National Municipal Bond Rankings

Year	Rank (No. of Issues)	Issues	Volume (US\$ mil)
2023	1	632	\$17,015.2
2022	1	729	\$16,344.5
2021	1	1,031	\$23,693.6
2020	1	929	\$18,246.9
2019	1	803	\$16,263.4
2018	1	536	\$10,197.8
2017	1	781	\$18,068.8
2016	1	801	\$16,924.3
2015	1	811	\$16,718.3
2014	1	587	\$11,402.8

Source: SDC (Full to Book Equal if Joint) negotiated transactions ranked by number of issues.

We've been the #1 investment bank for government and non-profit bonds nationally every year since 2014 (based on total number of deals). One in every seven issues in the nation priced on a Stifel desk.

Our constant contact with investors gives our clients unparalleled access to real-time data and intel from the capital markets.

Founded in 1890 (NYSE: SF)

Headquartered in Los Angeles
(Stifel National Charter School Group)

\$437B in assets managed
(**\$53.6B in CA / 184K accounts**)



Local Team to Serve You

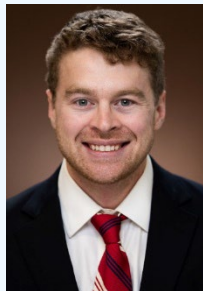
Investment Banking Team



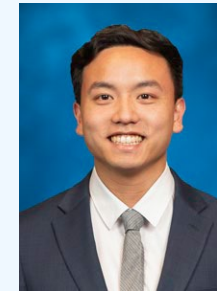
John Kim
*Managing Director &
Head of National
Charter School Group*
Los Angeles, CA



Nate Keninitz
Vice President
Los Angeles, CA



Josh Bauer
Assistant Vice President
Los Angeles, CA



Austin Chan
Analyst
Los Angeles, CA

Sales and Trading Team



**Head of Municipal
Capital Markets**
Betsy Kiehn
*Manager of Institutional
Municipal Sales*
San Francisco, CA



**Lead Charter School
Underwriter**
Ben Stern
Managing Director
Los Angeles, CA



**Head of High-Yield
Municipal Trading**
Joe Narens
Managing Director
Los Angeles, CA

Disclosure

As outlined in the SEC’s Municipal Advisor Rule, Stifel, Nicolaus & Company, Incorporated (“Stifel”) is providing the attached material and all information and advice contained therein in response to a request for proposals or request for qualifications (the “RFP”) by a municipal issuer or obligated person with respect to a specific issue of municipal securities. Stifel has not acted, and will not act, as your municipal advisor with respect to the issuance of the municipal securities that is the subject to the RFP.

Stifel is providing information and is declaring to the proposed municipal issuer and any obligated person that it has done so within the regulatory framework of MSRB Rule G-23 as an underwriter (by definition also including the role of placement agent) and not as a financial advisor, as defined therein, with respect to the referenced proposed issuance of municipal securities. The primary role of Stifel, as an underwriter, is to purchase securities for resale to investors in an arm’s-length commercial transaction. Serving in the role of underwriter, Stifel has financial and other interests that differ from those of the issuer. The issuer should consult with its’ own financial and/or municipal, legal, accounting, tax and other advisors, as applicable, to the extent it deems appropriate.

These materials have been prepared by Stifel for the client or potential client to whom such materials are directly addressed and delivered for discussion purposes only. All terms and conditions are subject to further discussion and negotiation. Stifel does not express any view as to whether financing options presented in these materials are achievable or will be available at the time of any contemplated transaction. These materials do not constitute an offer or solicitation to sell or purchase any securities and are not a commitment by Stifel to provide or arrange any financing for any transaction or to purchase any security in connection therewith and may not be relied upon as an indication that such an offer will be provided in the future. Where indicated, this presentation may contain information derived from sources other than Stifel. While we believe such information to be accurate and complete, Stifel does not guarantee the accuracy of this information. This material is based on information currently available to Stifel or its sources and is subject to change without notice. Stifel does not provide accounting, tax or legal advice; however, you should be aware that any proposed indicative transaction could have accounting, tax, legal or other implications that should be discussed with your advisors and /or counsel as you deem appropriate.





January 8, 2024

Dr. Steve Budhreja
Chief Financial Officer
Magnolia Public Schools
250 E. 1st Street, Suite 1500
Los Angeles, CA 90012

Re: Underwriter/Placement Agent Engagement Relating to Potential Municipal Securities Transaction for Magnolia Public Schools

Dear Dr. Budhreja:

Magnolia Educational & Research Foundation dba Magnolia Public Schools (“Obligor”) and Stifel, Nicolaus & Company, Incorporated (“Stifel”) hereby confirm they are engaged in discussions related to a potential issue of (or series of issuances of) municipal securities related the refinancing of their existing debt issued in 2025 (the “Issue”) and to formalize Stifel’s role as underwriter or placement agent with respect to the Issue.

Engagement as Underwriter/Placement Agent

Obligor is aware of the “Municipal Advisor Rule” of the Securities and Exchange Commission (“SEC”) and the underwriter exclusion from the definition of “municipal advisor” for a firm serving as an underwriter or placement agent for a particular issuance of municipal securities. Obligor hereby designates Stifel as an underwriter or placement agent for the Issue. Obligor expects that Stifel will provide advice to Obligor on the structure, timing, terms and other matters concerning the Issue.

Limitation of Engagement

It is Obligor’s intent that Stifel serve as an underwriter or placement agent for the Issue, subject to satisfying applicable procurement laws or policies, formal approval of the conduit issuer of the securities (“Issuer”), finalizing the structure of the Issue and executing a bond purchase agreement or placement agent agreement, as applicable. While Obligor presently engages Stifel as the underwriter or placement agent for the Issue, this engagement letter is preliminary, nonbinding and may be terminated at any time by Obligor, without penalty or liability for any costs incurred by Stifel. Furthermore, this engagement letter does not restrict Obligor from selecting an underwriter/placement agent for the Issue other than Stifel or selecting an underwriting syndicate that does not include Stifel.

Confidentiality

Under the SEC’s “Municipal Advisor Rule,” Obligor might be classified as an “Obligated Person” if bonds are issued through a municipal conduit issuer. It is very important that Obligor keep confidential any information shared by Stifel until Stifel confirms our role with the Issuer.

Disclosures Required by MSRB Rule G-17 Concerning the Role of the Underwriter or Placement Agent

The Obligor confirms and acknowledges the following disclosures, as required to be delivered to issuers by the Municipal Securities Rulemaking Board (MSRB) Rule G-17 as set forth in MSRB Notice 2019-20 (Nov. 8, 2019)¹:

The following G-17 conflict of interest disclosures are broken down into three types, including: 1) dealer-specific conflicts of interest disclosures (if applicable); 2) transaction-specific disclosures (if applicable); and 3) standard disclosures.

1. Dealer-Specific Conflicts of Interest Disclosures

Stifel has identified the following actual or potential² material conflicts of interest:

Stifel and its affiliates comprise a full service financial institution engaged in activities which may include sales and trading, commercial and investment banking, advisory, investment management, investment research, principal investment, hedging, market making, brokerage and other financial and non-financial activities and services. Stifel and its affiliates may have provided, and may in the future provide, a variety of these services to the Obligor and to persons and entities with relationships with the Obligor, for which they received or will receive customary fees and expenses.

In the ordinary course of these business activities, Stifel and its affiliates may purchase, sell or hold a broad array of investments and actively trade securities, derivatives, loans and other financial instruments for their own account and for the accounts of their customers, and such investment and trading activities may involve or relate to assets, securities and/or instruments of the Obligor (directly, as collateral securing other obligations or otherwise) and/or persons and entities with relationships with the Obligor.

Stifel and its affiliates may also communicate independent investment recommendations, market color or trading ideas and/or publish or express independent research views in respect of such assets, securities or instruments and may at any time hold, or recommend to clients that they should acquire such assets, securities and instruments. Such investment and securities activities may involve securities and instruments of the Obligor.

2. Transaction-Specific Disclosures Concerning Complex Municipal Securities Financing:

- o Since we have not recommended a “complex municipal securities financing” to the Issuer or Obligor, additional disclosures regarding the financing structure for the Issue are not required under MSRB Rule G-17.

3. Standard Disclosures

A. Disclosures Concerning the Underwriter’s or the Placement Agent’s Role:

- o MSRB Rule G-17 requires an underwriter and a placement agent to deal fairly at all times with issuers, obligated persons, and investors.

¹ Revised Interpretive Notice Concerning the Application of MSRB Rule G-17 to Underwriters of Municipal Securities (effective Mar. 31, 2021).

² When we refer to *potential* material conflicts throughout this letter, we refer to ones that are reasonably likely to mature into *actual* material conflicts during the course of the transaction, which is the standard required by MSRB Rule G-17.

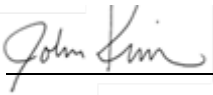
- o The underwriter's primary role is to purchase the Issue with a view to distribution in an arm's-length commercial transaction with the Issuer. The placement agent's primary role in the transaction is to facilitate the sale and purchase of the securities between the issuer and one or more investors for which the placement agent will receive compensation in an arm's-length commercial transaction with the issuer. The underwriter/placement agent has financial and other interests that differ from those of the Issuer.
- o Unlike a municipal advisor, the underwriter or the placement agent does not have a fiduciary duty to the Issuer or to you under the federal securities laws and are, therefore, not required by federal law to act in the best interests of the Issuer or you without regard to our own financial or other interests.
- o The Issuer or you may choose to engage the services of a municipal advisor with a fiduciary obligation to represent the Issuer's or your interest in this transaction.
- o The underwriter has a duty to purchase the Issue from the Issuer at a fair and reasonable price, but must balance that duty with their duty to sell the Issue to investors at prices that are fair and reasonable.
- o The placement agent has a duty to use its commercially reasonable efforts to arrange the purchase of securities from the Issuer at a fair and reasonable price, but must balance that duty with its duty to arrange the sale of securities to investors at prices that are fair and reasonable.
- o The underwriter or the placement agent will review the official statement for the securities, if any, in accordance with, and a part of, its respective responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction.³

B. Disclosures Concerning the Underwriter's or the Placement Agent's Compensation:

- o The underwriter will be compensated by a fee and/or an underwriting discount that will be set forth in the bond purchase agreement to be negotiated and entered into in connection with the Issue. The placement agent will be compensated by a fee agreed upon with the Issuer in connection with the private placement of the Issue. Payment or receipt of the underwriting/placement agent fee or discount will be contingent on the closing of the transaction and the amount of the fee or discount may be based, in whole or in part, on a percentage of the principal amount of the Issue. While this form of compensation is customary in the municipal securities market, it presents a conflict of interest since the underwriters may have an incentive to recommend to the Issuer a transaction that is unnecessary or to recommend that the size of the transaction be larger than is necessary.

³ Under federal securities law, an issuer of securities has the primary responsibility for disclosure to investors. The review of the official statement by the underwriter or placement agent is solely for purposes of satisfying the underwriter's or placement agent's obligations under the federal securities laws and such review should not be construed by you as a guarantee of the accuracy or completeness of the information in the official statement.

Sincerely,

By:  _____

Name: John Kim

Title: Managing Director, Stifel

Obligor accepts and acknowledges the foregoing.

Accepted and Executed:

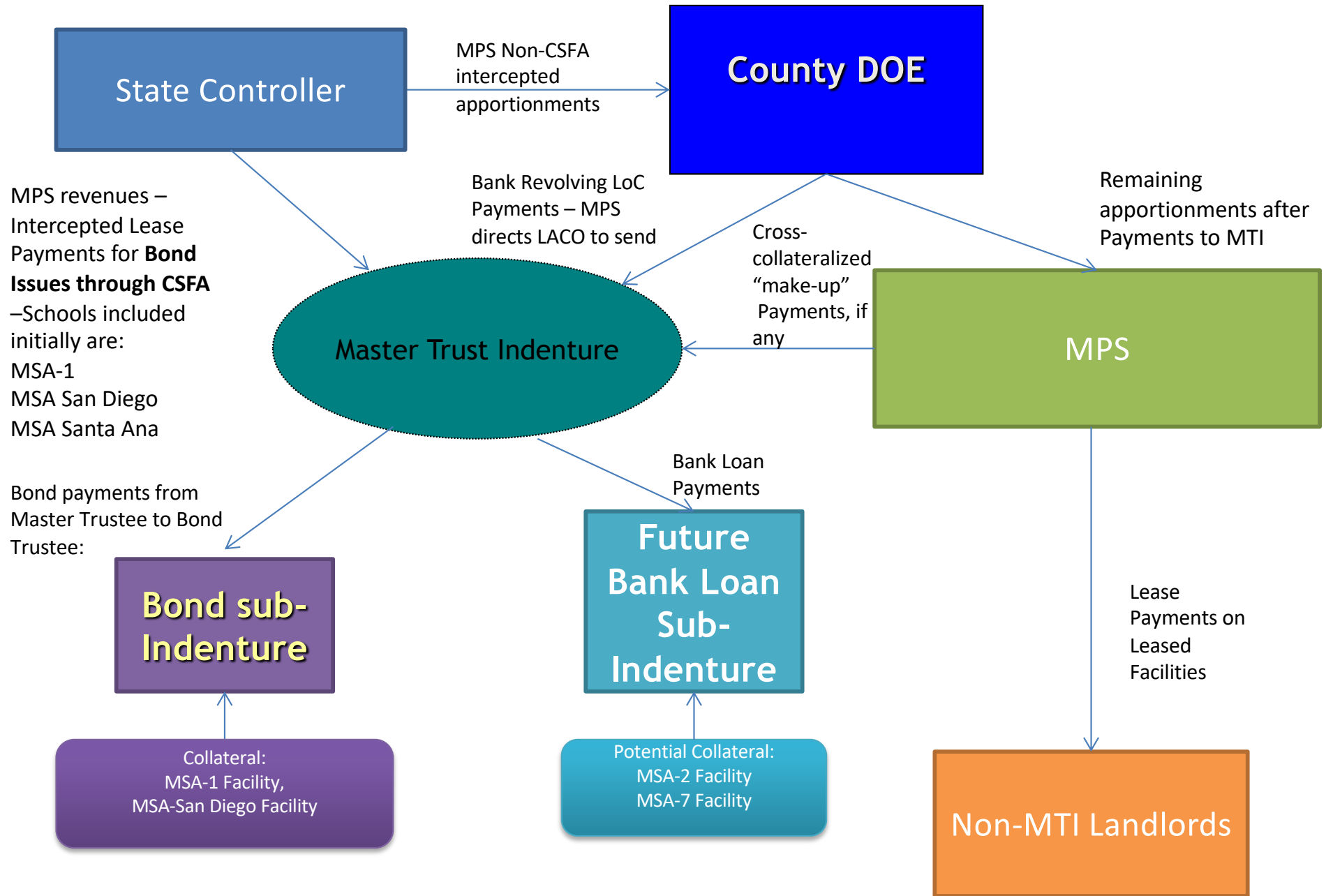
By: _____

Name: Steve Budhara

Title: Chief Financial Officer

Date: _____

MPS Flow of Funds for MTI, and sub-indentures



Coversheet

Data Presentation: 2024-25 MPS Demographics

Section: V. Information/Discussion Items
Item: A. Data Presentation: 2024-25 MPS Demographics
Purpose: Discuss
Submitted by:
Related Material: V_A_Data Presentation 2024-25 MPS Demographics.pdf



Agenda Item:	V A: Information/Discussion Item
Date:	January 16, 2025
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:	Data Presentation: 2024-25 MPS Demographics

1. Action Proposed:

N/A

2. Purpose:

To inform our educational partners about the 2024-25 MPS Demographics data that has been submitted to the CDE. Review of data is essential to understand trends since it will have financial and academic implications.

3. Background:

California Longitudinal Pupil Achievement Data System (CALPADS) is California’s official longitudinal data system where the state maintains individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. LEAs are required to submit and certify data in CALPADS throughout the year according to the following calendar.

CALPADS Calendar for 2024–25

CALPADS Submission Windows and Certification Deadlines

CALPADS Submission	Primary Data Submitted	Official Submission Window	Recommended Date for Zero Errors	Certification Deadline	Amendment Window
Fall 1	2024–25 (Census Day): <ul style="list-style-type: none"> ▪ Enrollment counts ▪ English language acquisition status ▪ Immigrant Counts ▪ Free/reduced-price meal-eligibility ▪ Special Education 2023–24: <ul style="list-style-type: none"> ▪ Dropouts 	October 2, 2024 to December 13, 2024	November 22, 2024	December 13, 2024* Special Education Local Plan Area (SELPA) Approval Strongly Encouraged	December 17, 2024 to January 24, 2025 (Amendment Window Deadline) SELPA Approval Required



Fall 2	<ul style="list-style-type: none"> ▪ Student Course Enrollments ▪ Staff Assignments and full-time equivalent (FTE) ▪ English Learner Education Services ▪ Postsecondary Outcomes for prior year graduates who were Career Technical Education (CTE) Completers 	<p>October 2, 2024 to February 28, 2025</p> <p>Note: Fall 2 CVRs and Certification Reports will be available for LEAs to view on December 18, 2024.</p>	February 7, 2025	February 28, 2025	No Amendment Window: Final Deadline is February 28, 2025
End-of-Year (EOY) 1	<ul style="list-style-type: none"> ▪ Course Completion for Grades 7–12 ▪ Career Technical Education (CTE) Participants, Concentrators, Completers ▪ Work-Based Learning Indicators 	May 6, 2025 to July 25, 2025	July 11, 2025	July 25, 2025	July 26, 2025 to August 8, 2025 (Amendment Window Deadline)
End-of-Year (EOY) 2	<ul style="list-style-type: none"> ▪ Program Eligibility/Participation 	May 6, 2025 to July 25, 2025	July 11, 2025	July 25, 2025	July 26, 2025 to August 8, 2025 (Amendment Window Deadline)
End-of-Year (EOY) 3	<ul style="list-style-type: none"> ▪ Student Incidents ▪ Cumulative Enrollment ▪ Student Absence Summary ▪ One-Year Graduate and Completer Counts ▪ Count of English Learner (EL) Reclassified during School Year ▪ Homeless Students 	May 6, 2025 to July 25, 2025	July 11, 2025	July 25, 2025 SELPA Approval Strongly Encouraged	July 26, 2025 to August 8, 2025 (Amendment Window Deadline) SELPA Approval Required
End-of-Year (EOY) 4	<ul style="list-style-type: none"> ▪ Special Education ▪ Postsecondary Outcomes for Students with Disabilities (SWD) Prior Year Completers 	May 6, 2025 to July 25, 2025	July 11, 2025	July 25, 2025 SELPA Approval Strongly Encouraged	July 26, 2025 to August 8, 2025 (Amendment Window Deadline) SELPA Approval Required

We intend to present to the academic committee and/or the Board our demographic data on an annual basis around the time of CALPADS Fall 1 submission (December/January).

4. **Analysis:**

Please see the attachment for an analysis of our data and let us know if you have any questions about MPS' 2024-25 demographics.



5. Impact:

MPS annually certifies Fall 1 CALPADS submission around December/January. This submission provides the CDE with our official demographics, which will be an important factor in determining the funding of the schools as well as the CA School Dashboard student groups. MPS has worked hard to ensure our Free/Reduced Priced Meal (FRPM) rate is accurate. This rate affects our unduplicated pupil percentage (UPP) which is used to determine the amount of next year's Title funds as well as our current year's and upcoming two years' LCFE supplemental and concentration grants due to 3-year moving averaging of rates.

MPS is a data-driven organization where the Home Office and the school leadership and office teams closely monitor our demographic and student achievement data. The data is regularly shared and reviewed with the school teams.

6. Budget Implications:

Our unduplicated pupil percentage (UPP) will be used to determine the amount of next year's Title funds as well as our current year's and upcoming two years' LCFE supplemental and concentration grants due to 3-year moving averaging of rates. Schools with a UPP that is higher or lower than projected during budget adoption will see a budget impact accordingly. The finance team at the Home Office updates current-year funding projections based on updated enrollment, ADA, and UPP.

7. Exhibits

- 2024-25 MPS Demographics



CALPADS

California Longitudinal Pupil Achievement Data System

FALL 1 Demographic Data

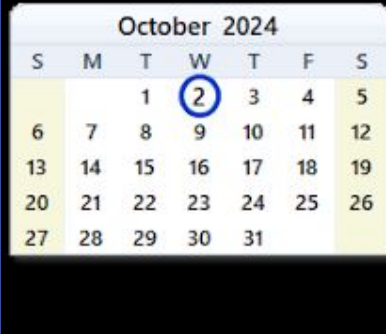
2024-2025

January 6, 2025

Lydiett Woods, Director of School Office Data and Accountability

CALPADS FALL 1 DATA

- Magnolia's will certify Fall 1 data early-December.
- Fall 1 reports capture student data elements and enrollments on a specific date annually.
 - **Census Day:** 1st Wednesday each October
- Prior to certification each school leader overseeing the specific data elements review corresponding reports and provide approval signatures.




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

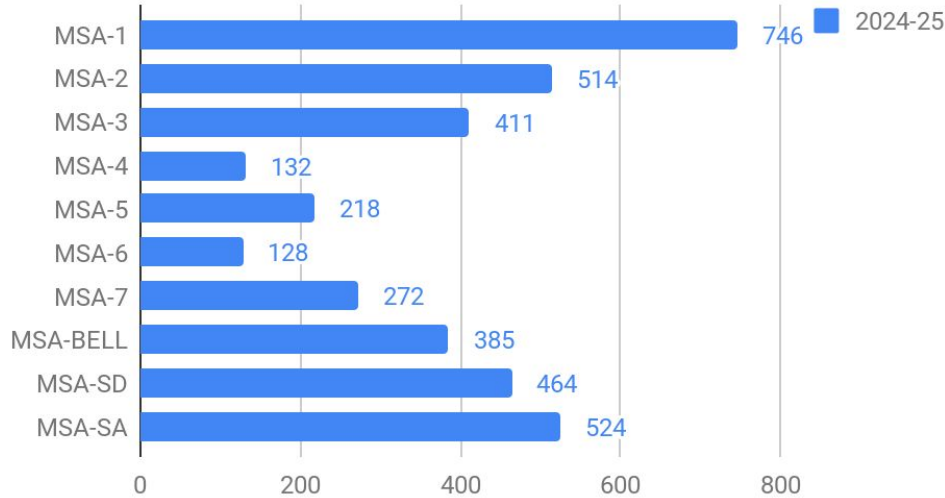
CALPADS FALL 1

CALPADS Submission	Census Day	Primary Data Submitted																																										
<p>Fall 1: Requires SELPA approval.</p> <p>All our MSA's will certify in December to allow SELPA approvals before the State Deadline in December 2024.</p>	<p><i>ONLY students enrolled on census day are captured in the data counts.</i></p>  <p>The image shows a calendar for October 2024. The days of the week are listed at the top: S, M, T, W, T, F, S. The dates are arranged in a grid. The number 2 is circled in blue, indicating the census day.</p> <table border="1"><thead><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr></thead><tbody><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></tbody></table>	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			<p>2024-25 (Census Day):</p> <ul style="list-style-type: none">• Enrollment counts• English language acquisition status• Immigrant Counts• Free/reduced-price meal-eligibility• Special Education <p>2023-24:</p> <ul style="list-style-type: none">• Dropouts
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																																								

Census Day Enrollments

MPS Wide Enrollments: 3,794

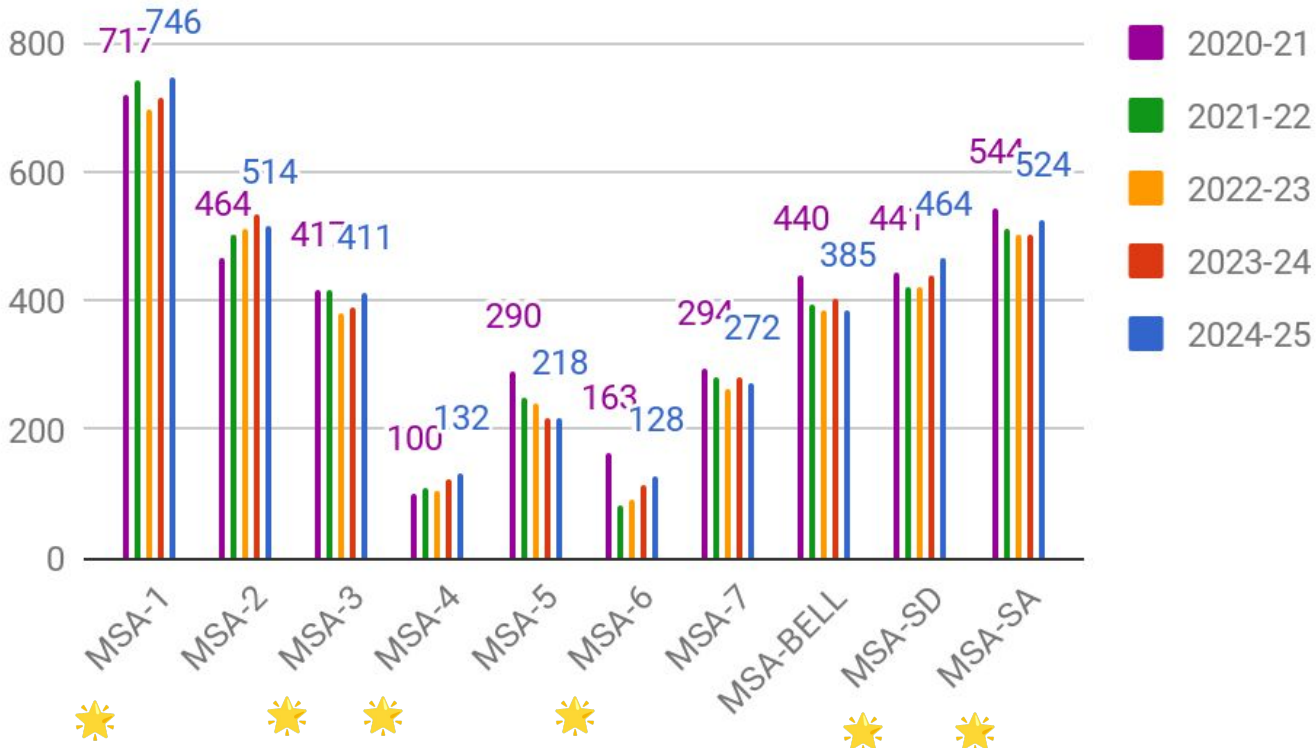
2024-25 MPS Enrollment by School



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		

CALPADS Census Day (10/2/2024)

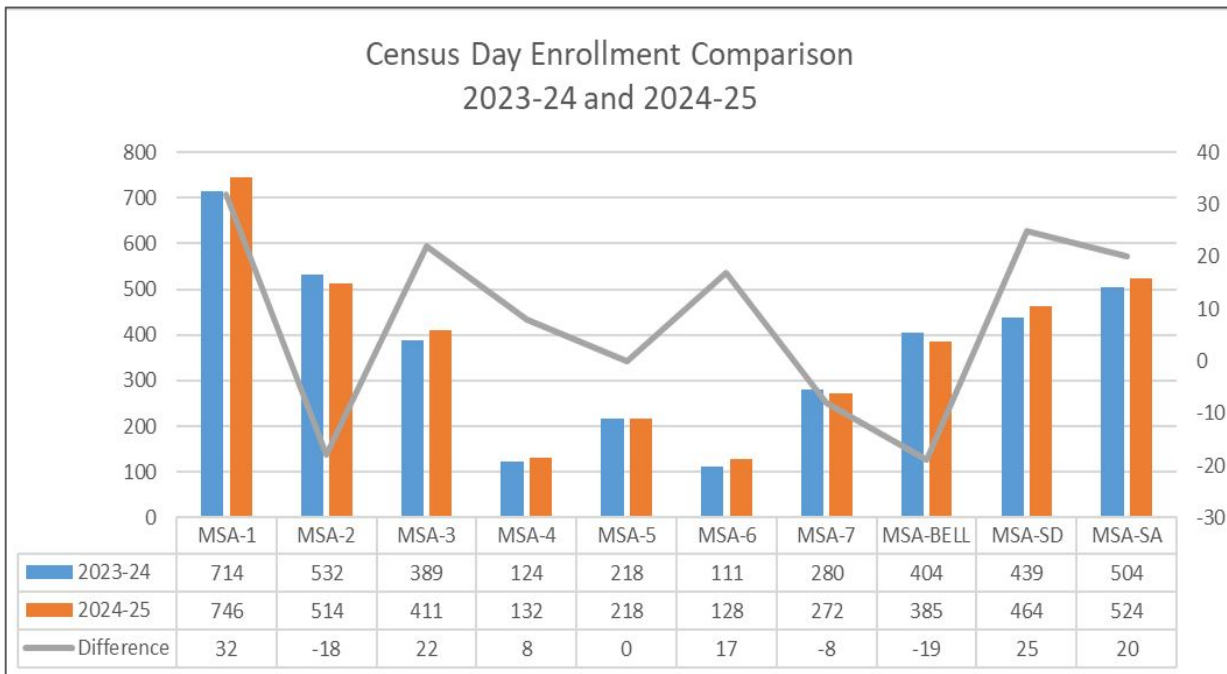
MPS Historical Enrollment by School



☀ Higher than last year

MPS Enrollment by School Comparison

Here's a breakdown of the Census Day Enrollment Comparison for 2023-24 and 2024-25 based on the table and graph provided:

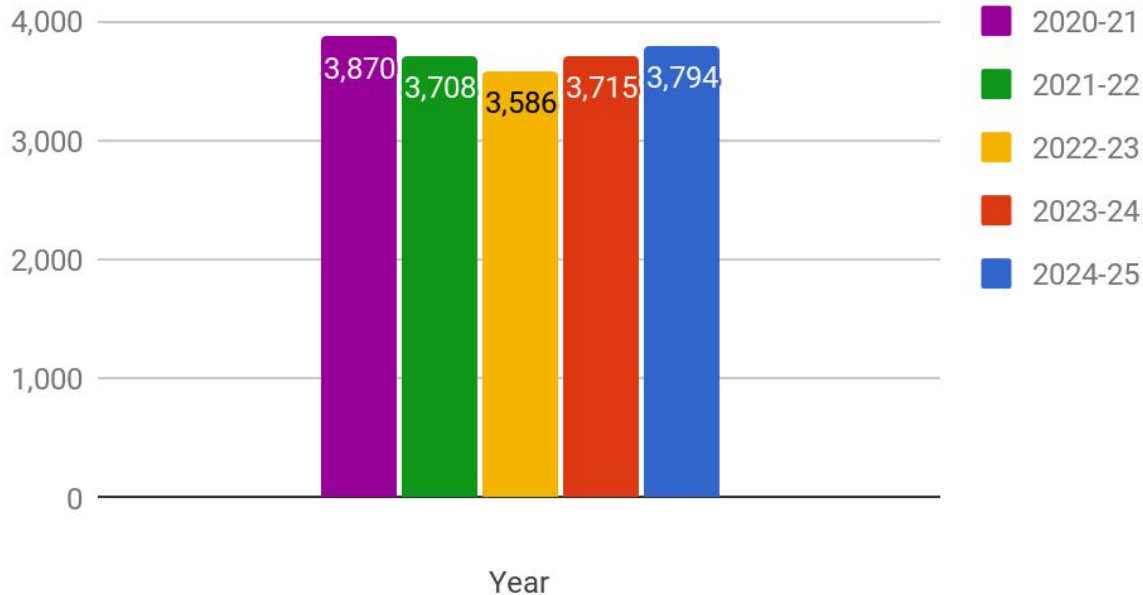


Overall Trends:

- 6 out of 10 campuses experienced an increase in enrollment between 2023-24 and 2024-25.
- The largest increase is at MSA-SD (+25 students), while the most significant decrease is at MSA-BELL (-19 students).

CALPADS Census Day (10/2/2024)

MPS Historical Enrollment



**Overall Network Trend:
Positive (+2.13%)**

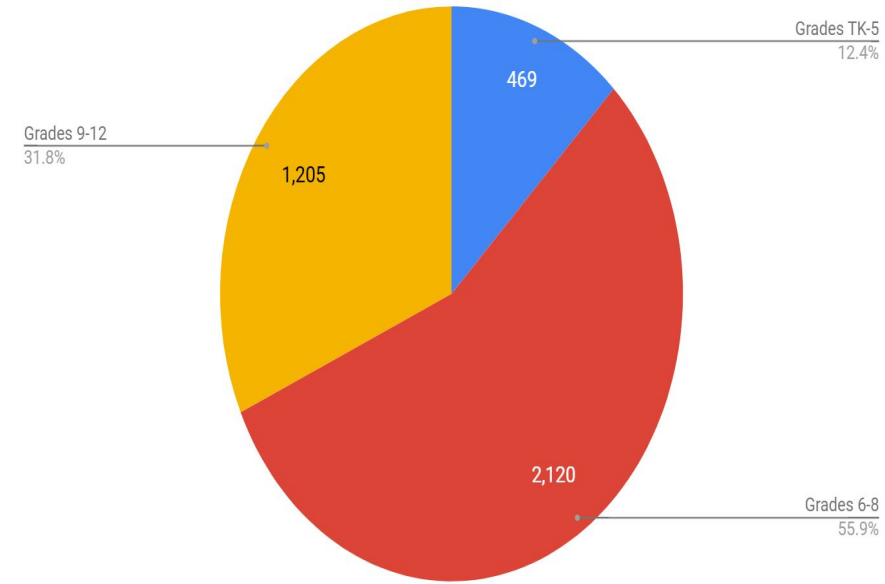
The total enrollment Magnolia wide increased by 79 students, indicating overall growth.

Enrollment by Grade Span

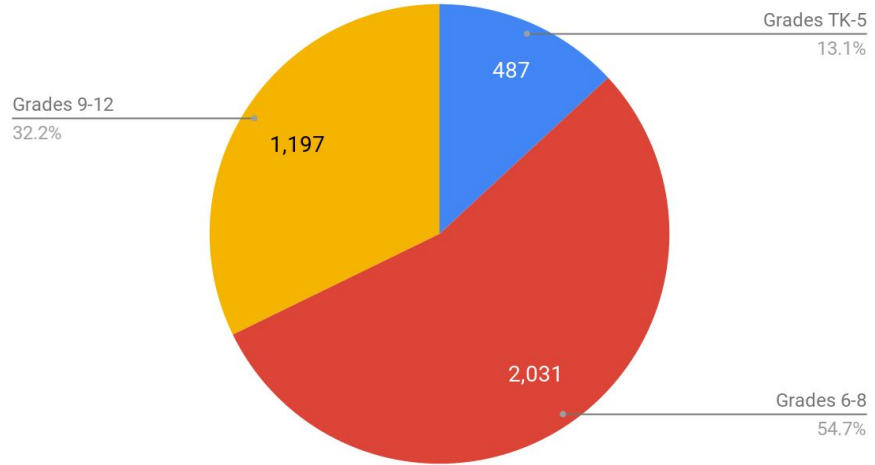
Overall, the trend suggests a small shift away from elementary and high school enrollments, with middle school grades maintaining a slightly higher share of the overall student body across both years.

Middle school grades 6-8 enrollments have remained relatively stable, with a marginal increase from 54.7% to 55.9%. High school enrollments (grades 9-12) have seen a slight decrease from 32.2% to 31.8%.

2024-25 MPS Enrollment by Grade Span



2023-24 MPS Enrollment by Grade Span



Enrollment by Grade Span

Key Insights

1. **Overall Enrollment Growth:**
 - Total enrollment increased from **3,715 in 2023-24** to **3,794 in 2024-25**, a growth of **79 students (2.1%)**.
2. **Significant Increases:**
 - **Transitional Kindergarten (TK)** saw the most substantial relative growth, increasing from **17 (0.5%)** to **33 (0.9%)**, nearly doubling its enrollment.
 - **Grade 7** grew by **80 students**, from **675 (18.2%)** to **755 (19.9%)**, maintaining its position as the largest contributing grade.
 - **Grade 12** increased from **243 (6.5%)** to **300 (7.9%)**, reflecting improved retention at the highest grade level.
3. **Declines:**
 - **Grade K** enrollment dropped from **73 (2.0%)** to **44 (1.2%)**, indicating a significant decrease in early-grade recruitment.
 - **Grade 8** declined from **708 (19.1%)** to **680 (17.9%)**, showing a slight drop in middle-grade retention.
 - Small declines were also observed in **Grades 9-11**, though the overall impact was minimal.
4. **Largest Contributors:**
 - Middle school grades (**Grades 6-8**) collectively represent the largest portion of enrollment, contributing over **55% of total students** in both years.
 - **Grade 7** stands out as the largest single contributor, accounting for **19.9% of enrollment** in 2024-25.

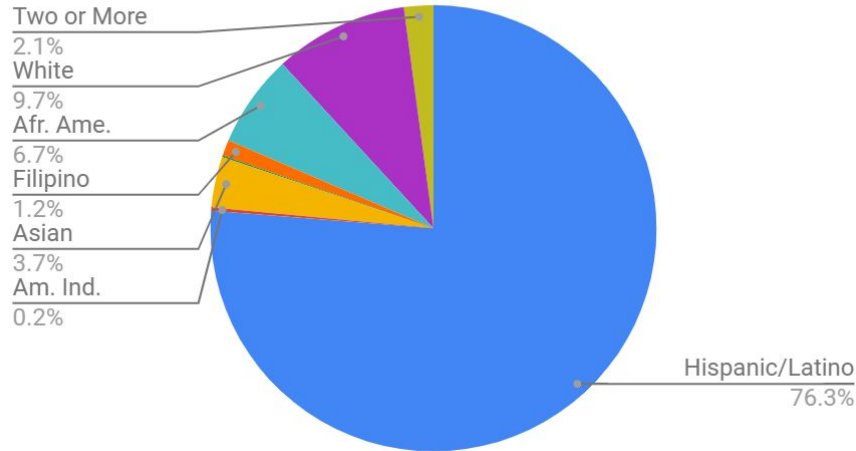
The table compares historical enrollment by grade for MPS across two academic years, 2023-24 and 2024-25, highlighting changes in student counts and percentage distributions.

MPS Historical Enrollment by Grade				
	2023-24		2024-25	
Grade TK	17	0.50%	33	0.90%
Grade K	73	2.00%	44	1.20%
Grade 1	78	2.10%	87	2.30%
Grade 2	48	1.30%	72	1.90%
Grade 3	79	2.10%	54	1.40%
Grade 4	92	2.50%	83	2.20%
Grade 5	100	2.70%	96	2.50%
Grade 6	648	17.40%	685	18.10%
Grade 7	675	18.20%	755	19.90%
Grade 8	708	19.10%	680	17.90%
Grade 9	342	9.20%	330	8.70%
Grade 10	293	7.90%	291	7.70%
Grade 11	319	8.60%	284	7.50%
Grade 12	243	6.50%	300	7.90%
	3,715		3,794	

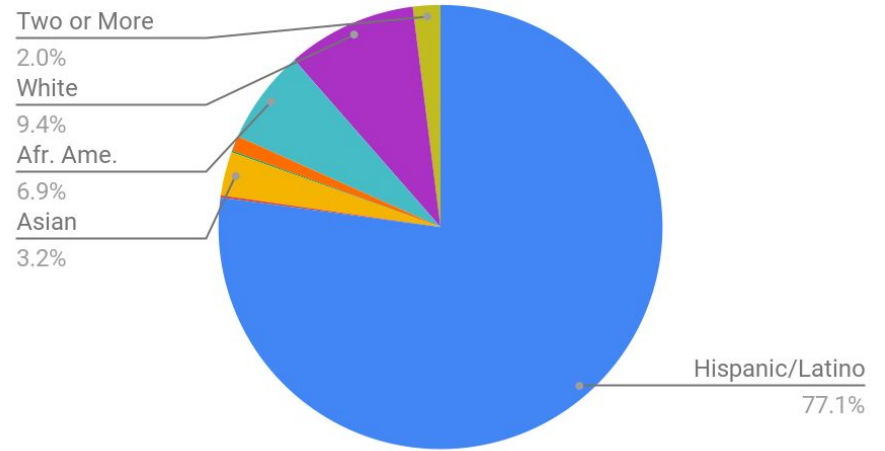
MPS Historical Enrollment by

- Hispanic students continue to be our highest demographic, followed by White, African American, Asian, bi-racial and Filipino.

2024-25 MPS Enrollment by Ethnicity

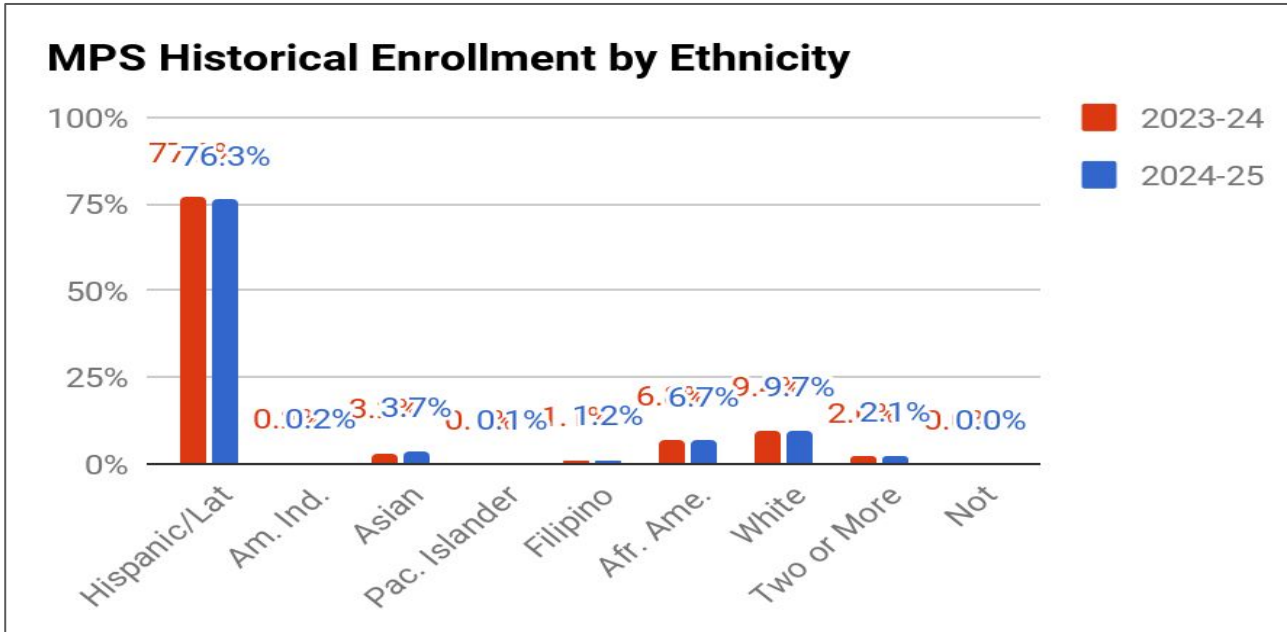


2023-24 MPS Enrollment by Ethnicity



MPS Historical Enrollment by

- Hispanic students continue to be our highest demographic, followed by White, African American, Asian, and bi-racial.
- The overall student population increased, but demographic shifts were minor.
- There is a small diversification trend, with Hispanic/Latino students representing a slightly smaller share while other groups showed marginal gains.



MPS Wide Ethnicity Totals

Hispanic/Latino	2,893
Am. Ind.	9
Asian	140
Pac. Islander	4
Filipino	44
Afr. Ame.	255
White	368
Two or More	81

MPS Historical Enrollment by

The data indicates relatively stable ethnic distributions with some notable shifts.

Schools like **MSA-3**, **MSA-5**, and **MSA-SD** experienced more pronounced changes, reflecting possible trends in demographic shifts or recruitment focus.

The consistency in high Hispanic /Latino enrollment at most schools suggests alignment with the communities served.

However, increasing diversity in certain schools warrants closer examination to assess its causes and implications for school culture and services.

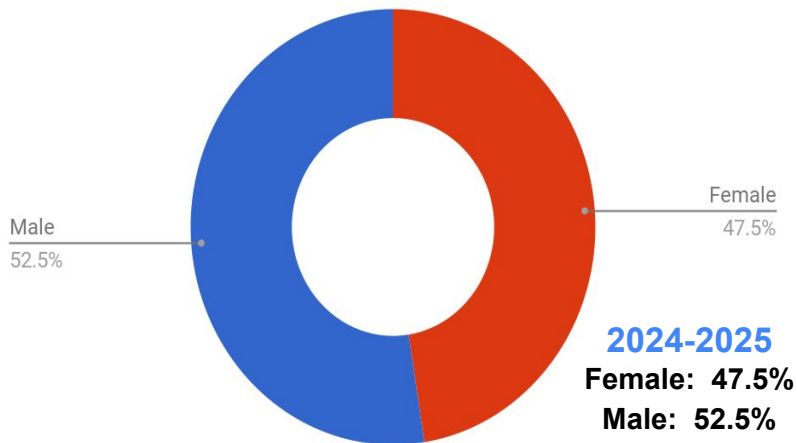
2024-25 Enrollment by Ethnicity (Percents)

	Hispanic /Latino	Am. Ind.	Asian	Pac. Islander	Filipino	Afr. Ame.	White	Two or More	Not Reported
MSA-1	88.6%	0.1%	4.0%	0.0%	1.7%	0.9%	3.9%	0.7%	0.0%
MSA-2	91.1%	0.0%	1.9%	0.0%	0.6%	3.1%	3.1%	0.2%	0.0%
MSA-3	54.5%	0.0%	0.5%	0.0%	0.0%	42.3%	0.2%	2.4%	0.0%
MSA-4	85.6%	0.0%	3.0%	0.0%	0.0%	6.1%	5.3%	0.0%	0.0%
MSA-5	83.9%	0.9%	4.6%	0.0%	2.3%	1.8%	6.0%	0.5%	0.0%
MSA-6	89.1%	0.0%	3.1%	0.0%	0.8%	5.5%	1.6%	0.0%	0.0%
MSA-7	69.1%	0.4%	5.5%	0.0%	5.5%	5.1%	14.0%	0.4%	0.0%
MSA-BELL	93.5%	0.0%	1.0%	0.0%	0.3%	0.3%	4.9%	0.0%	0.0%
MSA-SD	33.8%	0.0%	10.1%	0.9%	1.3%	3.7%	36.9%	13.4%	0.0%
MSA-SA	81.1%	1.0%	2.7%	0.0%	0.0%	1.3%	13.7%	0.2%	0.0%

MPS Enrollment by Gender

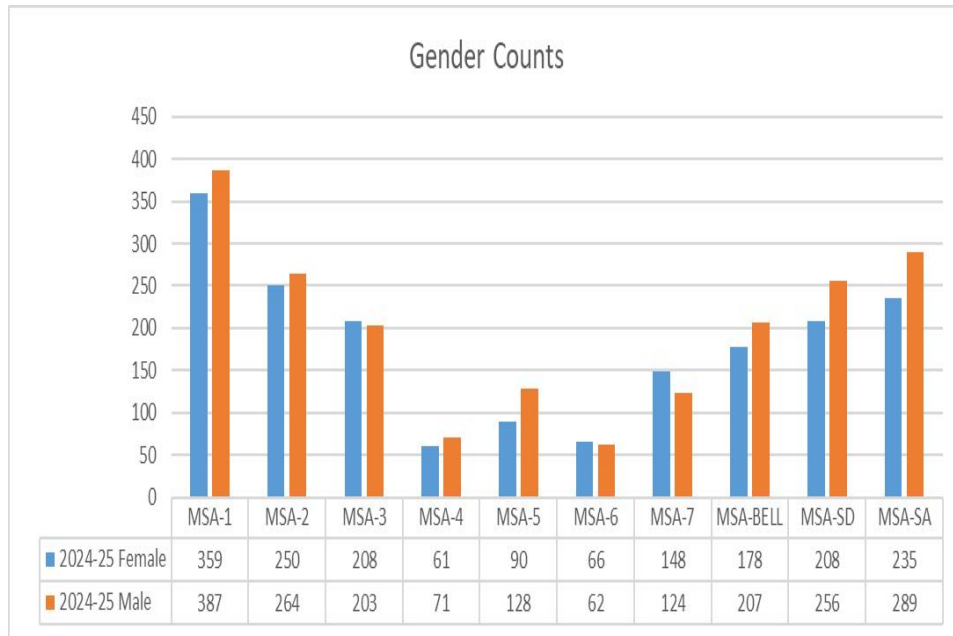
- School with the **highest female** percentage: MSA-6 at 51.6%.
- School with the **highest male** percentage: MSA-SD at 55.2%.

2024-25 MPS Enrollment by Gender



Female Enrollment: The total number of female students increased by 41, from 1,762 in 2023-24 to 1,803 in 2024-25.

Male Enrollment: The total number of male students increased by 38, from 1,953 in 2023-24 to 1,991 in 2024-25.

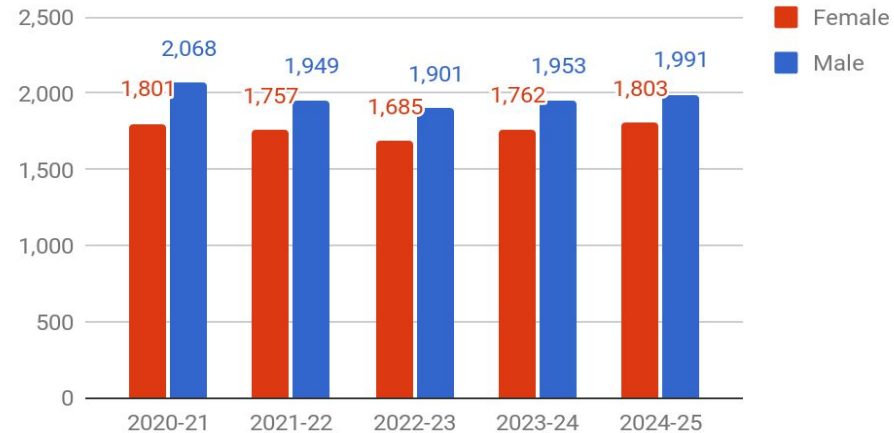


MPS Enrollment by Gender Trends Summary

- **Females** saw the largest percentage growth at **MSA-6** (+26.9%).
- **Males** had notable growth at **MSA-SD** (+7.1%).
- **MSA-BELL** is the only site with a decline in **female enrollment** (-10.1%).

MPS Historical Enrollment by Gender					
Year	Enrollment	Female	Male	Female	Male
2024-25	3,794	1,803	1,991	47.5%	52.5%
2023-24	3,715	1,762	1,953	47.4%	52.6%
2022-23	3,586	1,685	1,901	47.0%	53.0%
2021-22	3,706	1,757	1,949	47.4%	52.6%
2020-21	3,869	1,801	2,068	46.5%	53.5%

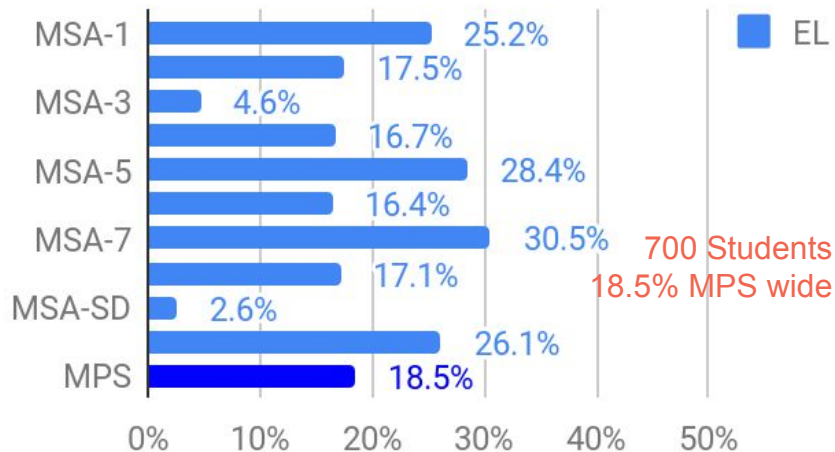
MPS Historical Enrollment by Gender



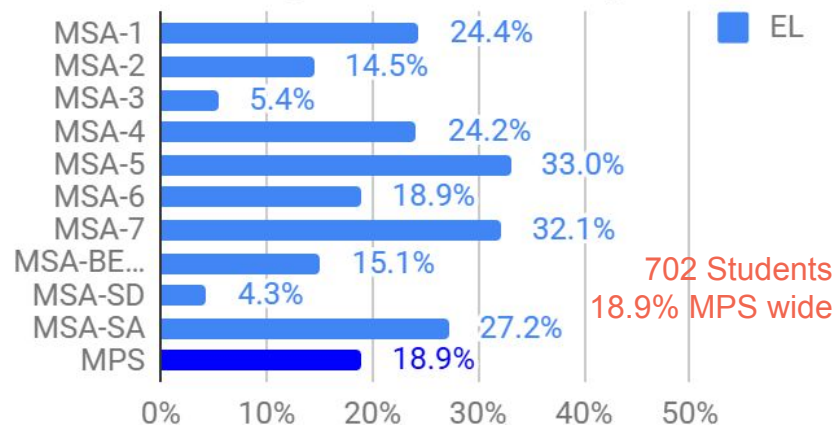
MPS Student with English Learner Code

- The overall decrease in EL enrollment (700 to 702) is minimal.
- The largest increases occurred at **MSA-1** (+14) and **MSA-2** (+13).
- The largest decreases were at **MSA-4** (-8) and **MSA-5** (-10).

2024-25 MPS English Learner Rate by School



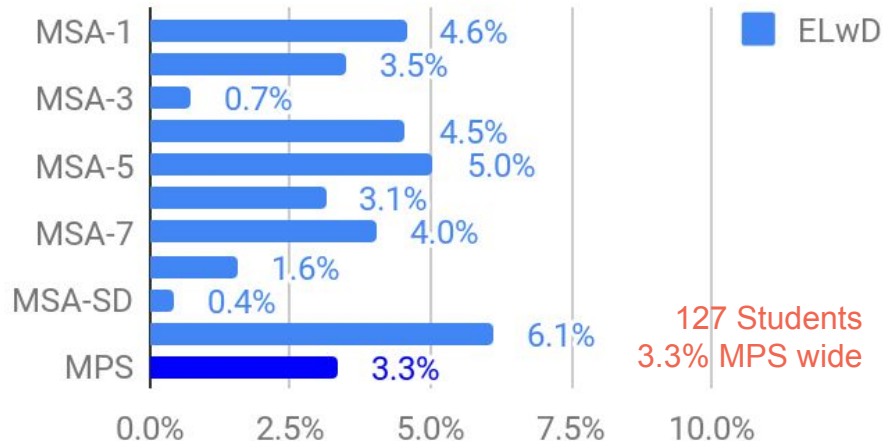
2023-24 MPS English Learner Rate by School



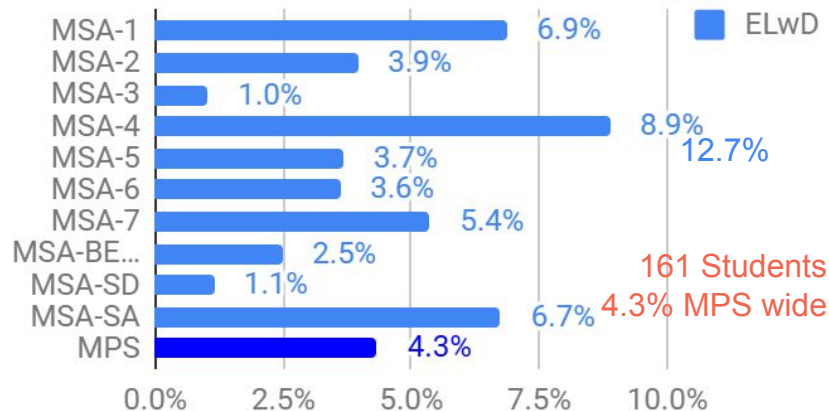
MPS Students with EL and Disability Rates

- **MSA-5 saw the largest numerical increase:** Increase: +3 students (from 8 to 11).
- **Schools with the Largest Decreases:** MSA-1: Decrease: -15 students (from 49 to 34).
- **MSA-7 and Bell:** Decrease: -4 students.
- **MSA-SD:** Decrease: -3 students

2024-25 MPS ELs with Disabilities Rate by School



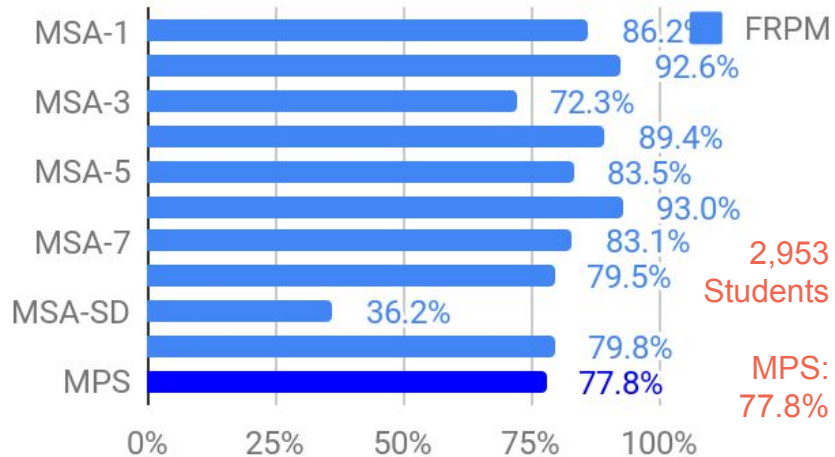
2023-24 MPS ELs with Disabilities Rate by School



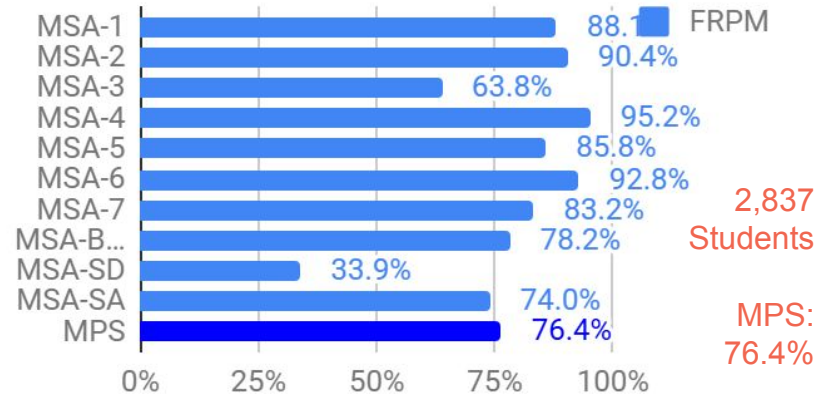
MPS Free/Reduced Meals Rates

- **The overall increase in FRPM eligibility** (+116) reflects a general upward trend, with several schools showing significant gains, especially MSA-3, MSA-SD, and MSA-SA.
- **The most notable increase is at MSA-3**, which saw a 49-student rise in eligibility.
- A few schools showed minor declines (MSA-2, MSA-5, MSA-7, and MSA-BELL).

2024-25 MPS Free & Reduced Price Meals



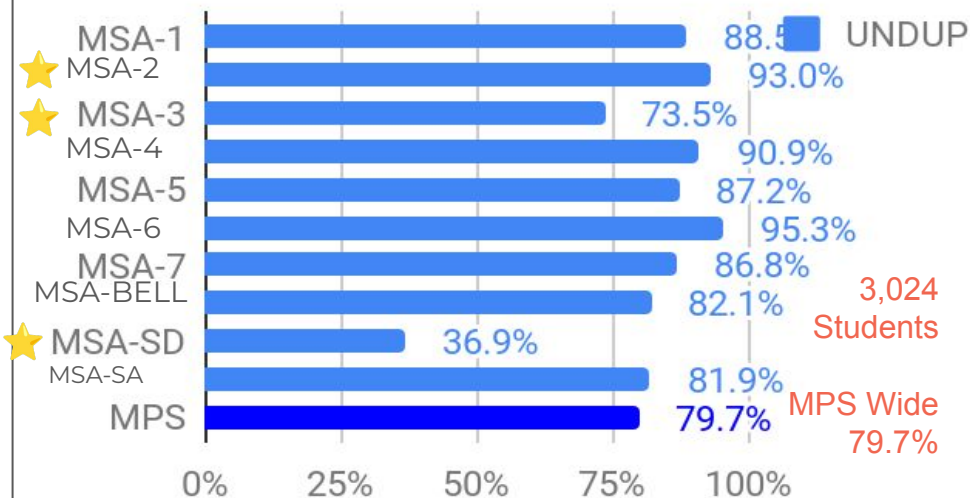
2023-24 MPS Free & Reduced Price Meals (FRPM) Rate by School



MPS Unduplicated Pupil Counts

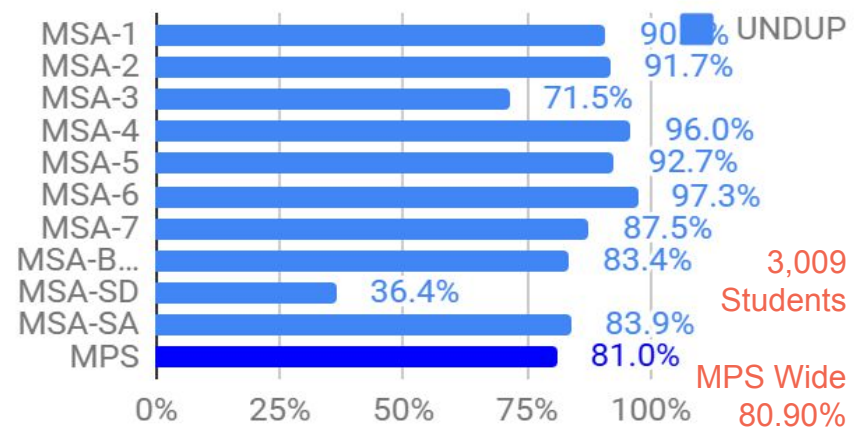
- Unduplicated count of pupils meet at least one of the following and is only counted once.
 - (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program or are (3) are foster youth
 - Unduplicated rate MPS wide is slightly higher than census day last school year.

2024-25 MPS Unduplicated Pupil Rate by



★ Indicates a higher % than last census year.

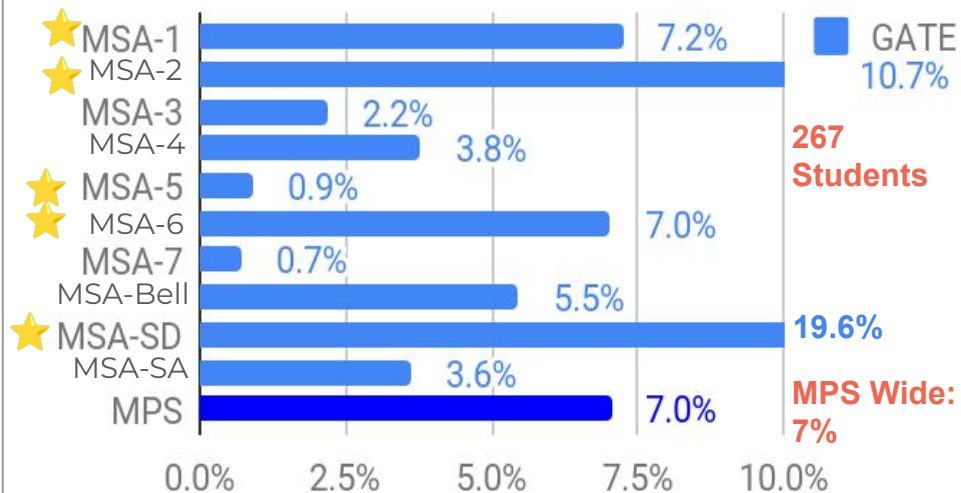
2023-24 MPS Unduplicated Pupil Rate by School



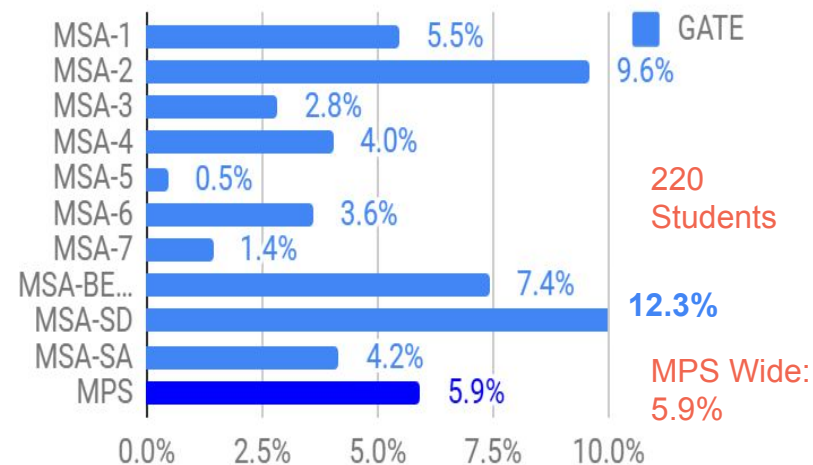
MPS Students with GATE Rates

- MPS wide we increased to 7% from 5.9% last census day.
 - We reported an increase of 47 Students with GATE.

2024-25 MPS GATE Rate by School



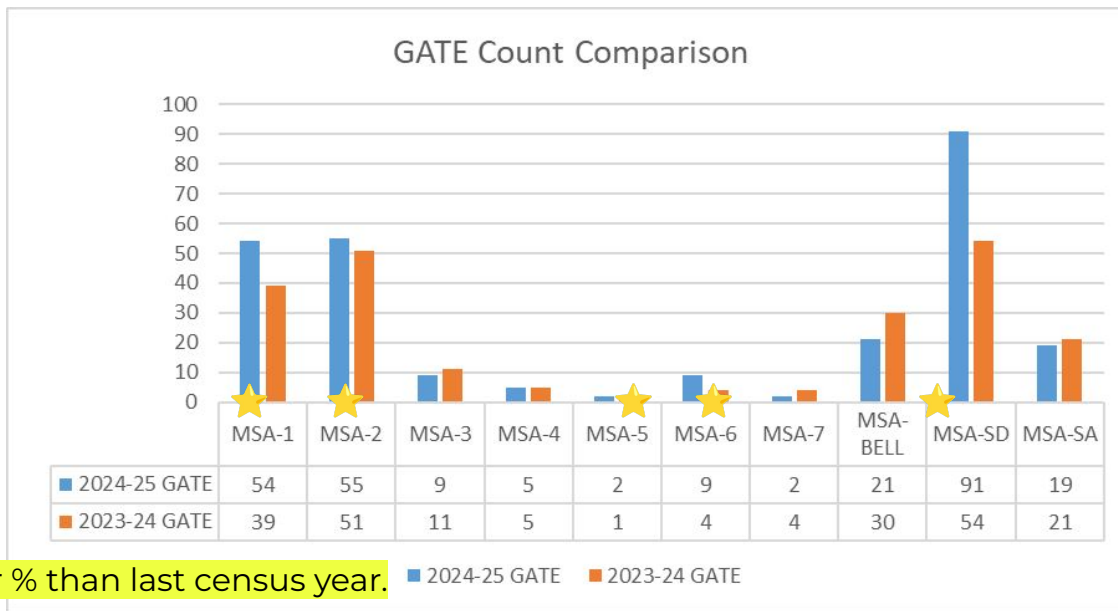
2023-24 MPS GATE Rate by School



★ Indicates a higher % than last census year.

MPS GATE Student Rates

- Most notable increase in GATE counts is at MSA-SD, with +37 student difference.
- Other campuses such as **MSA-1**, **MSA-2**, **MSA-5**, and **MSA-6** saw increases, suggesting a broader growth in GATE enrollment at many of the schools.



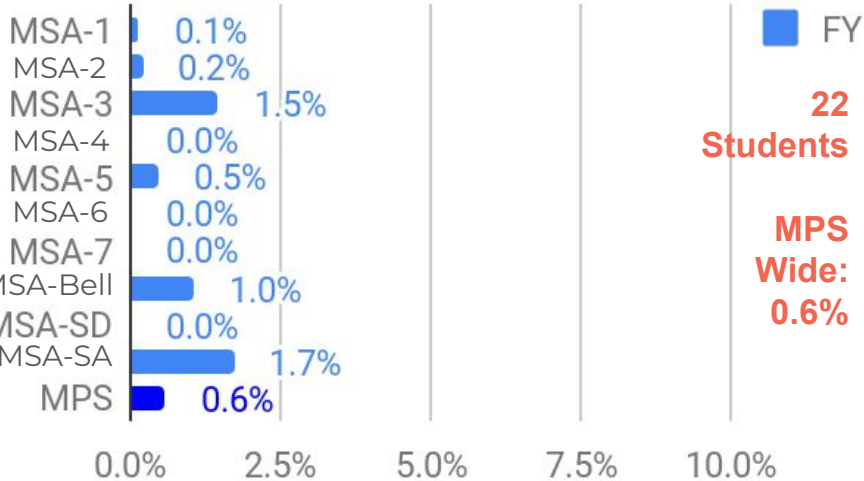
2024-2025
267
Students with
GATE

2023-2024
220
Students with
GATE

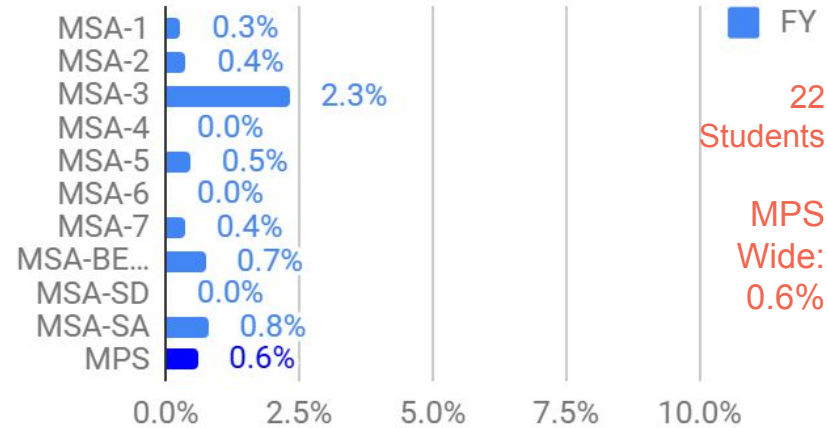
MPS Foster Youth Rates and Counts

- MSA-1 ⁽¹⁾, MSA-2 ⁽¹⁾, MSA-3 ⁽⁶⁾, MSA-5 ⁽¹⁾, MSA-Bell ⁽⁴⁾ and MSA-Santa Ana ⁽⁹⁾ had foster youth enrollments on census day.
- The highest foster youth count was reported by MSA SA with **9 foster** youth.

2024-25 Foster Youth Rate by School



2023-24 Foster Youth Rate by School

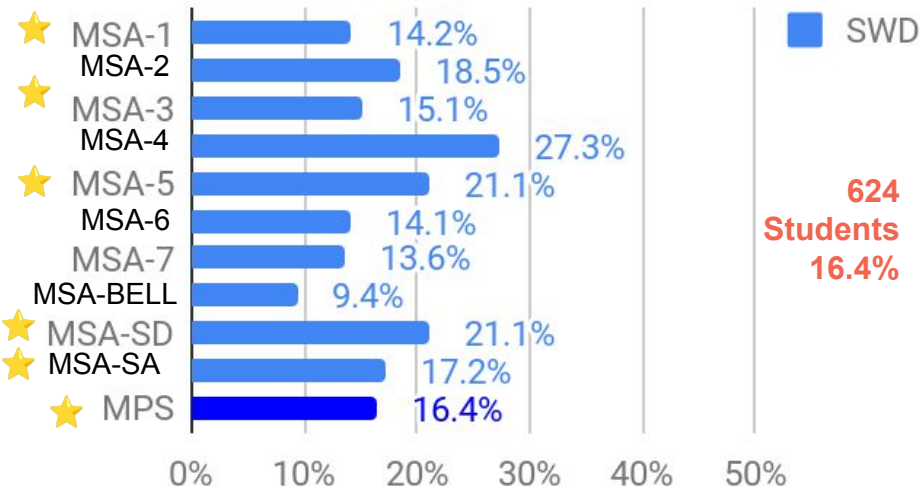


★ Indicates a higher % than last census year.

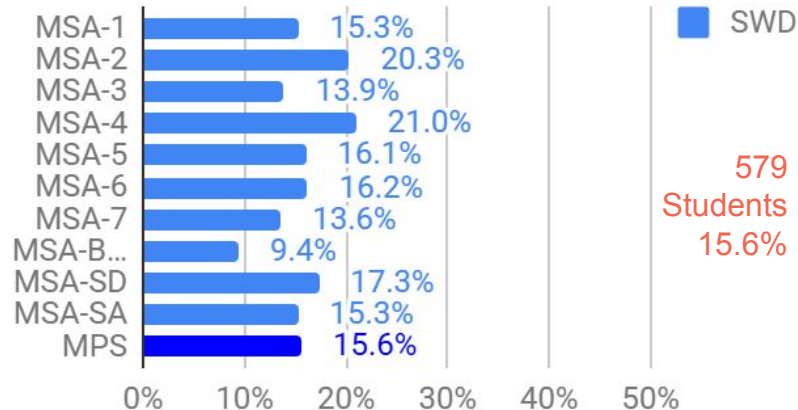
MPS Students with Disabilities

- Overall, there is a 45-student increase in the number of students with disabilities across the campuses from 2023-24 to 2024-25.
- The largest increases in the number of students with disabilities are at MSA-SD (+22 students), MSA-SA (+13 students), MSA-5 (+11 students), and MSA-4 (+10 students).
- MSA-1 and MSA-2 saw declines in enrollment of students with disabilities, with MSA-2 showing the largest decrease (-13 students).

2024-25 MPS Students with Disabilities Rate by School



2023-24 MPS Students with Disabilities Rate by School

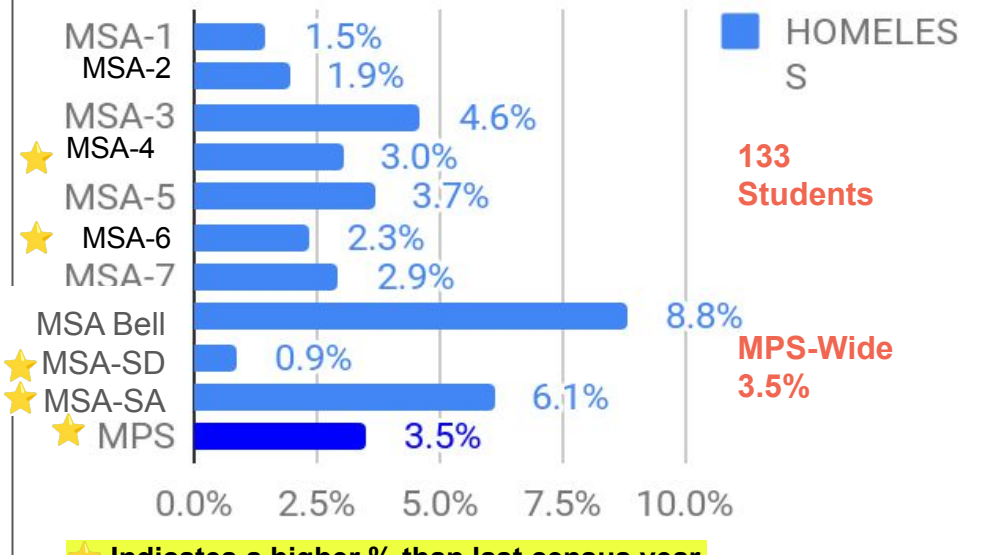


★ Indicates a higher % than last census year.

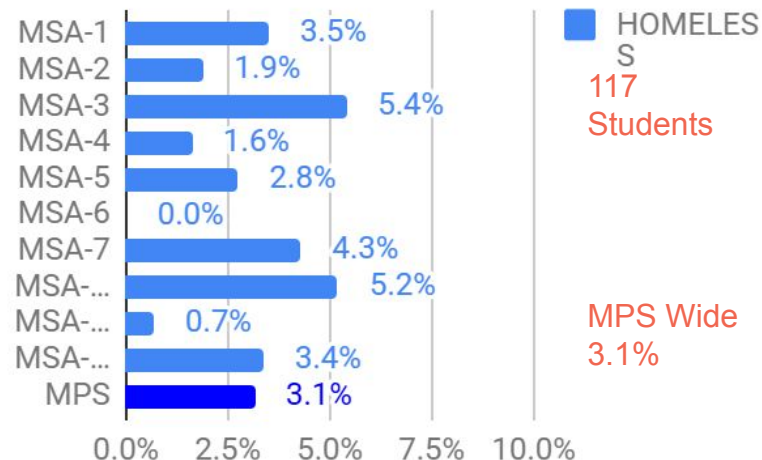
MPS Students experiencing Homelessness

- **Overall Change:** The total number of homeless students across all MSA sites has increased from **117** in 2023-24 to **133** in 2024-25, showing a **14-student increase** (+12%).
- **Significant Increases:** MSA-BELL and MSA-SA show the largest increases in homeless student numbers, with +13 and +14.
- **Significant Decreases:** MSA-1 and MSA-7 saw notable decreases in homeless students, with 14 fewer at MSA-1 and 4 fewer at MSA-7.

2024-25 MPS Homeless Rate by School



2023-24 MPS Homeless Rate by School

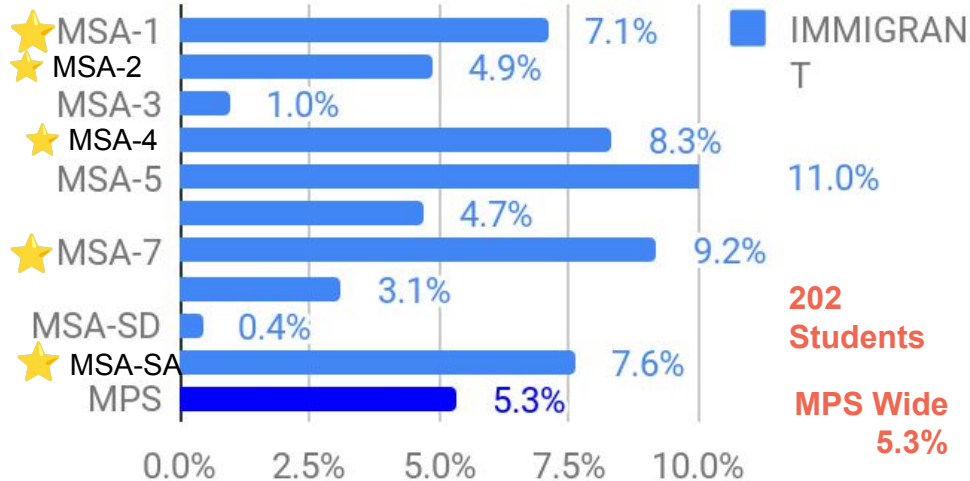


MPS Immigrant Student Rates

“Eligible immigrant student” is defined as an individual student born outside the USA, who has not been attending any one or more schools in the United States for more than three full school years.

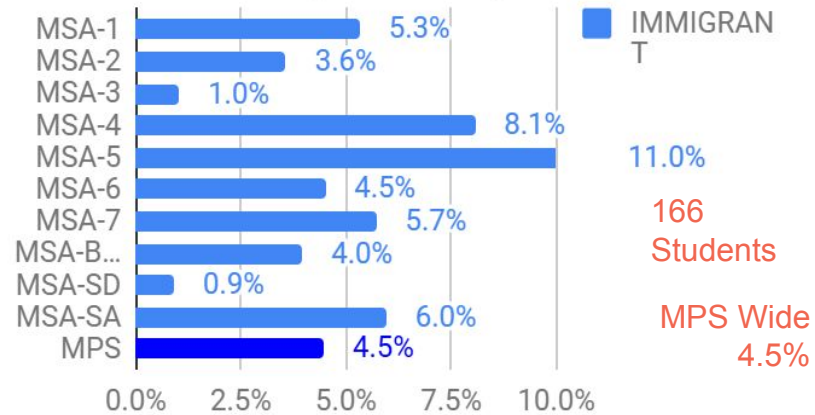
- Overall Change:** The total number of immigrant students across all MSA sites has increased from **166** in 2023-24 to **202** in 2024-25, showing a **36-student increase** (+21.7%).

2024-25 MPS Immigrant Rate by School



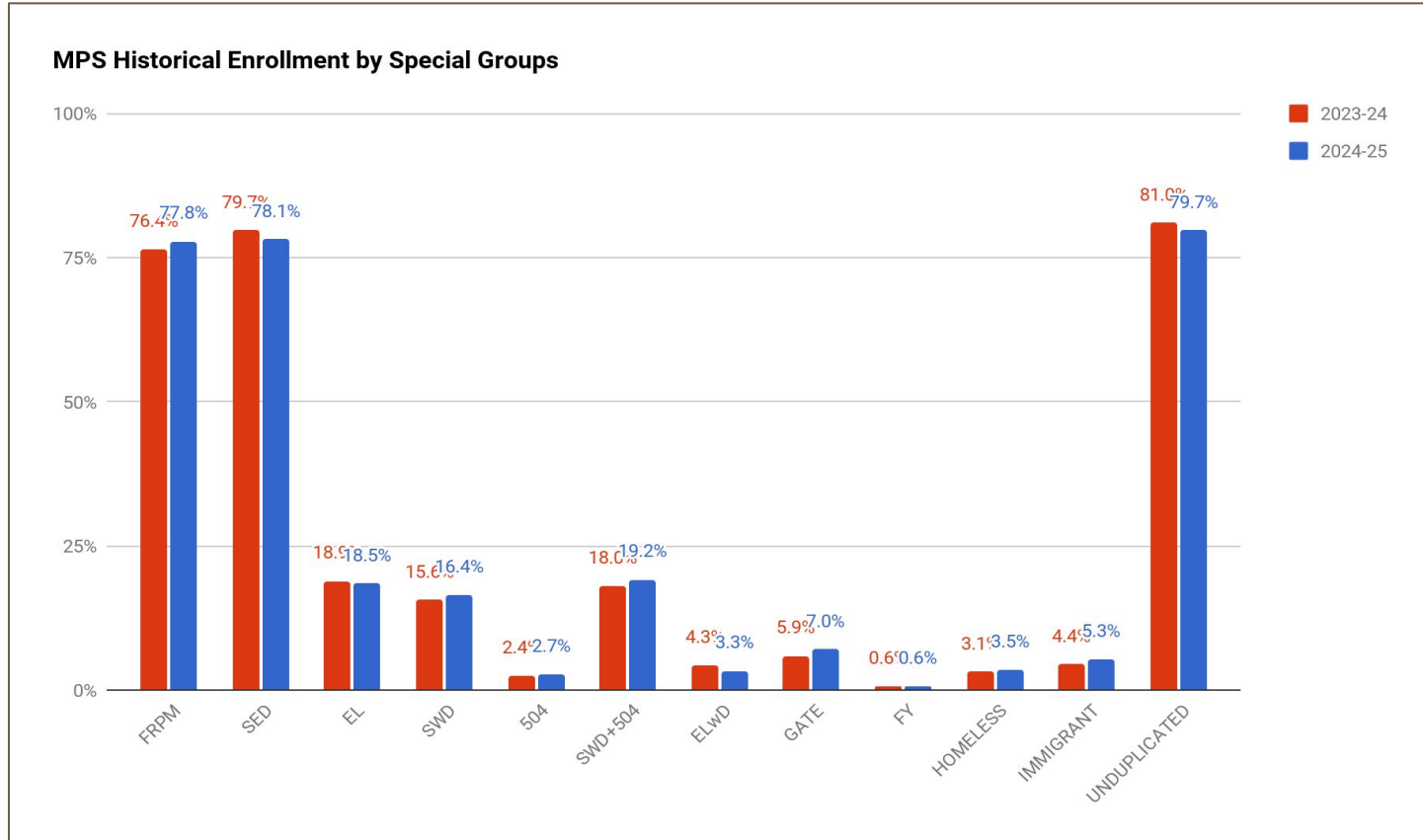
★ Indicates a higher % than last census year.

2023-24 MPS Immigrant Rate by School



CALPADS Census Day (10/2/2024)

This graph represents a visual summary of **2024-25** and **2024-2025** demographic data on census day, (10/2/24) Magnolia wide.



CALPADS Census Day (10/2/24)

This table represents a visual summary of **2024-25** and **2023-2024** demographic data on census day Magnolia wide.

2024-25 Enrollment by Special Groups												Enrollment
FRPM Free/Reduced	SED Socio Economically Disadvantaged	EL English Learners	SWD Students with Disabilities	504	SWD+504 Students with Disabilities and 504	ELwD English Learners with Disabilities	GATE	FY Foster Youth	HOMELESS	IMMIGRANT	UNDUPLICATED PUPIL COUNTS	
2,953	2,964	700	624	104	728	127	267	22	133	202	3,024	3,794
77.80%	78.10%	18.50%	16.40%	2.70%	19.20%	3.30%	7.00%	0.60%	3.50%	5.30%	79.70%	
2023-24 Enrollment by Special Groups												Enrollment
FRPM	SED	EL	SWD	504	SWD+504	ELwD	GATE	FY	HOMELESS	IMMIGRANT	UNDUP	
2,837	2,960	702	579	91	670	161	220	22	117	166	3,009	3,715
76.40%	79.70%	18.90%	15.60%	2.40%	18.00%	4.30%	5.90%	0.60%	3.10%	4.50%	81.00%	
2024-2025 and 2023-24 Count Differences												
FRPM Free/Reduced	SED Socio Economically Disadvantaged	EL English Learners	SWD Students with Disabilities	504	SWD+504 Students with Disabilities and 504	ELwD English Learners with Disabilities	GATE	FY Foster Youth	HOMELESS	IMMIGRANT	UNDUPLICATED PUPIL COUNTS	Enrollment
116	4	-2	45	13	58	-34	47	0	16	36	15	3,794

CALPADS Census Day (10/2/2024)

This table represents student data details certified by each Magnolia Science Academy.

2024-25 Enrollment by Special Groups													Enrollment
	FRPM	SED	EL	SWD	504	SWD+504	ELwD	GATE	FY	HOMEL ESS	IMMIG RANT	UNDUP	
MSA-1	643	652	188	106	10	116	34	54	1	11	53	660	746
MSA-2	476	481	90	95	15	110	18	55	1	10	25	478	514
MSA-3	297	303	19	62	13	75	3	9	6	19	4	302	411
MSA-4	118	120	22	36	3	39	6	5	0	4	11	120	132
MSA-5	182	181	62	46	3	49	11	2	1	8	24	190	218
MSA-6	119	120	21	18	4	22	4	9	0	3	6	122	128
MSA-7	226	226	83	37	7	44	11	2	0	8	25	236	272
MSA-BELL	306	303	66	36	10	46	6	21	4	34	12	316	385
MSA-SD	168	158	12	98	22	120	2	91	0	4	2	171	464
MSA-SA	418	420	137	90	17	107	32	19	9	32	40	429	524
	2,953	2,964	700	624	104	728	127	267	22	133	202	3,024	3,794
	77.8%	78.1%	18.5%	16.4%	2.7%	19.2%	3.3%	7.0%	0.6%	3.5%	5.3%	79.7%	

Thank you for your time.